



Graduate & Professional Studies Hill Book

2024-2025

LUX ET SPES



STONEHILL COLLEGE



The Hill Book contains information regarding the College's academic programs, degree requirements, academic policies, and other resources. The Hill Book does not constitute a contract between the College and any student or other person. The information contained in the Hill Book is meant to provide an explanation of the College's academic policies and practices. The College maintains and publishes electronically a separate Policies and Procedures manual which is incorporated into the Hill Book by reference. The College reserves the right at its discretion to make changes, additions, or deletions to any matters covered in The Hill Book. Whenever it does so the College will endeavor to give advance notice, but it reserves the right to make a change effective immediately. Because the Hill Book is normally prepared in advance of the academic year it covers, changes may occur after the date of initial publication. If there is a discrepancy between the information contained in the explanation of a policy contained in the Hill Book and the information contained in the College's online Policy Manual, the Policy Manual will control.

The information in this PDF document is valid as of August 31, 2025. See the official online version at www.stonehill.edu/catalog/.

Table of Contents

History of GPS at Stonehill College.....	4
Accreditations.....	5
Programs – Business Administration.....	5
Programs – Photonics.....	11
Programs – Teacher Education.....	12
Courses.....	30
Policies.....	58
Financial Assistance.....	66
Veterans Administration Services.....	69
College Legal Notices.....	73
GPS Faculty and Staff.....	82



History of GPS at Stonehill

The Division of Graduate and Professional Studies (GPS) at Stonehill College was established in 2023 to provide academic leadership and oversight of the College's current and developing graduate and professional programs. GPS works in close collaboration with the Meehan School of Business and the May School of Arts and Sciences. Since the College's first graduate degree approval in 2017, graduate programs have attracted a broad range of learners with specific academic and/or professional interests to Stonehill—including working professionals, career changers, and alumni. Stonehill's graduate and professional programs are visibly mission-aligned and anchored to the College's philosophy and commitment to fostering a culture where differences are affirmed and anchored by a belief in the inherent dignity of each person. GPS currently offers in-person, hybrid, and fully online master's degrees, and graduate and professional certificates in business, education, and science. Our flexible learning models allow GPS students to design an educational experience that best meets their individual needs.

GPS's academic programs are designed to empower working professionals, career changers, alumni, and recent graduates to expand their employment and career opportunities through mission-driven, rigorous, convenient, flexible, and affordable academic offerings. Our academic programs integrate rigor and scholarship across disciplinary boundaries with practical experiential learning to ensure that Stonehill GPS students are highly prepared to meet the challenges and demands of today's workforce.

Accreditations

Stonehill College is Accredited by the New England Commission on Higher Education (NECHE) to offer bachelor's and master's degrees in person and online.

Teacher Education licensure programs are Accredited by the Massachusetts Department of Elementary and Secondary Education.

Business programs are Accredited by the Association to Advance Collegiate Schools of Business.



Programs

Business Administration

Data Analytics Graduate Certificate

The Data Analytics Graduate Certificate Program prepares students to analyze and extract data from a variety of sources and use it to develop actionable strategies that improve business results. Students will understand how organizations leverage information systems and analytics and utilize data to strengthen their decision-making.

Through this certificate, students will:

- Identify a business problem or opportunity and how data analytics can be applied to solve the problem and/or increase business value
- Acquire, access, assay and prepare data for analysis

- Conduct data analysis with regard for security, privacy and ethics
- Interpret and communicate analysis results to stakeholders without bias

Students can complete the program fully online or with a mix of in-person and online classes. Its flexible schedule is designed to meet the needs of working professionals.

Complete Five Courses

- DAN 603 - Data Mining
- DAN 604 - Database and Data Warehouse Concepts
- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics
- DAN 609 - Python for Data Analysts OR DAN 610 - SAS Programming for Data Analysts

Data Analytics M.P. S.

The Data Analytics Master of Professional Studies (MPS) Degree Program at Stonehill provides students with the in-demand skills and knowledge necessary to analyze data and extract actionable information from complex data sets.

The fully online and hybrid formats of this program fit seamlessly into students' busy professional lives while fostering valuable networking and learning opportunities with classmates who are also charting their path to success in the field.

Students can choose to attend part time or enter our one-year accelerated program; both options can be completed fully online or with a mix of in-person and online classes.

- In-person, online and hybrid course options
- Flexible schedule designed to meet the needs of working professionals

AACSB Accredited

Stonehill's business program is accredited by AACSB International, placing us within an elite group of higher education institutions that make up less than 5% of the world's business schools.

Complete 10 Courses

- DAN 601 - Data Analytics: Tools and Concepts
- DAN 602 - Statistics for Data Analytics
- DAN 603 - Data Mining
- DAN 604 - Database and Data Warehouse Concepts
- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics
- DAN 608 - Emerging Topics in Data Analytics
- DAN 609 - Python for Data Analysts
- DAN 610 - SAS Programming for Data Analysts
- DAN 620 - Data Analytics Strategy

Digital Marketing Graduate Certificate

The Digital Marketing Graduate Certificate Program allows students to strengthen their strategic and practical skills in key digital marketing areas, including data analysis and metrics, social media, digital storytelling, ethics and privacy issues, email marketing, online advertising, search engine optimization (SEO), and strategic uses of internet technologies, among others. Coursework includes a combination of thought leadership and hands-on simulations.

Through this certificate, students will:

- Understand and evaluate technologies that strengthen the marketing function within an organization
- Develop skills in social media, email marketing, online advertising, website strategy and SEO
- Use data and metrics to determine and drive the effectiveness of digital marketing initiatives
- Understand the target customer in developing digital marketing plans and strategies

This program can be completed fully online or with a mix of in-person and online classes. Its flexible schedule is designed to meet the needs of working professionals.

The 15-credit Digital Marketing Graduate Certificate includes five courses to ensure students broaden their understanding and strengthen their skills in key areas such as social media, digital storytelling, data analysis, and emerging technologies.

Complete Five Courses

- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics
- MKT 612 - Internet Technology, Marketing, and Business
- MKT 613 - Digital Marketing
- MKT 617 - Social Media Marketing

Experiential Marketing Graduate Certificate

The Experiential Marketing Graduate Certificate Program provides a strong foundation in understanding customers and meeting their needs through a variety of online and offline marketing initiatives. Students will gain strategies for ensuring a memorable and positive customer experience (CX) as they engage with an organization's websites, social platforms, events and materials, among other touchpoints.

Through this certificate, students will:

- Gain a deep understanding of the target customer as they develop marketing initiatives, events and interactions
- Understand how to use tools like graphic design, social media and events to strengthen the customer experience
- Recognize the role of data and its contribution to visualization and storytelling in enhancing the customer experience

This program can be completed fully online or with a mix of in-person and online classes. Its flexible schedule is designed to meet the needs of working professionals.

The 15-credit Experiential Marketing Graduate Certificate includes five courses to ensure marketers gain a strong foundation in understanding customers and ensuring a positive experience throughout each touchpoint in the customer journey.

Complete Five Courses

- DAN 605 - Visualization and Digital Storytelling
- MKT 505 - Buyer Behavior
- MKT 617 - Social Media Marketing
- MKT 620 - Role of Graphic Design in Marketing
- MKT 623 - Strategic Event Planning and Management

Marketing Analytics Graduate Certificate

The Marketing Analytics Graduate Certificate Program prepares marketers to analyze and extract data from a variety of sources and use it to develop actionable marketing strategies that improve business results. Students will understand how organizations leverage analytics in a variety of environments and how marketers can utilize data to inform their decision-making across online and offline initiatives.

Through this certificate, students will:

- Develop tools and strategies for data and marketing analysis
- Develop skills in statistical analysis of both categorical and quantitative data using SAS
- Explore applications of data analysis to the marketing field, such as visualization and digital storytelling, and in areas like social media
- Understand issues of security, privacy and ethics in marketing analytics

This program can be completed fully online or with a mix of in-person and online classes. Its flexible schedule is designed to meet the needs of working professionals.

The 15-credit Marketing Analytics Graduate Certificate includes five courses to ensure marketers gain a strong understanding of data analytics and its use in the digital space. This is especially important so marketers can effectively measure initiatives like website design, advertising, product development, events, and promotions.

Complete Five Courses

- DAN 603 - Data Mining
- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics
- MKT 613 - Digital Marketing
- MKT 617 - Social Media Marketing

Marketing M.S.

The Stonehill College master's degree in marketing provides graduates with the in-demand skills needed to take on complex real-world issues. The program allows professionals to future-proof their careers in a rapidly evolving digital, data-driven marketing profession that requires innovation and strategic thinking.

Along with direct skills in marketing, the curriculum is intended to develop communication skills and decision making, a deeper and nuanced understanding of organizational structure, and pertinent leadership skills to manage both projects and individuals. It allows graduates to apply what they learn to their field of interest - including graphic design, e-commerce, sports marketing and marketing analytics.

In this program, students will:

- Master the essential foundations of marketing
- Harness the power of digital marketing and social media marketing
- Ignite creativity in developing marketing strategy
- Explore cultural and global perspectives in marketing strategy
- Craft winning marketing strategies with confidence

All marketing students are required to take five core courses and five specialization courses. This approach gives students the flexibility to select the specialization that best meets their career goals and interests, allowing them to focus their studies in a particular area.

Complete Five Core Courses

- MKT 501 - Strategic Innovation and Creative Problem Solving
- MKT 503 - Marketing Management
- MKT 606 - Marketing Strategy
- MKT 613 - Digital Marketing
- MKT 650 - Marketing Capstone
- **Choose One Specialization From the Options Below:**

Data Analytics Specialization

- DAN 601 - Data Analytics: Tools and Concepts
- DAN 602 - Statistics for Data Analytics
- DAN 603 - Data Mining
- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics

Digital Marketing Specialization

- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics
- MKT 505 - Buyer Behavior
- MKT 612 - Internet Technology, Marketing, and Business
- MKT 617 - Social Media Marketing

Experiential Marketing Specialization

- DAN 605 - Visualization and Digital Storytelling
- MKT 505 - Buyer Behavior
- MKT 617 - Social Media Marketing
- MKT 620 - Role of Graphic Design in Marketing
- MKT 623 - Strategic Event Planning and Management

Marketing Analytics Specialization

- DAN 602 - Statistics for Data Analytics
- DAN 603 - Data Mining
- DAN 605 - Visualization and Digital Storytelling
- DAN 607 - Security, Privacy, and Ethics in Data Analytics
- MKT 617 - Social Media Marketing

Individually Designed Specialization

Through the individually designed specialization, business professionals design a custom set of electives in a focus area important to their unique growth and goals. Students will choose electives from among all graduate business programs at Stonehill to strengthen their skills.

Strategic Marketing Graduate Certificate

The Strategic Marketing Graduate Certificate Program allows students to strengthen their strategic and practical skills in key marketing areas including creativity and innovation, marketing management, marketing strategy and planning, digital marketing, and buyer behavior, among others. Coursework includes a combination of thought leadership, collaborative projects and hands-on simulations.

Through this certificate, students will:

- Develop and improve their creative competencies when solving marketing problems
- Develop skills in digital marketing including social media, email marketing, online advertising, website strategy and SEO
- Understand the key elements of managing the marketing function and associated tactics within an organization
- Understand the ways both consumer and business buyers make decisions and develop campaigns for successful outcomes
- Use best practices to develop successful marketing strategies and plans

This program can be completed fully online or with a mix of in-person and online classes. Its flexible schedule is designed to meet the needs of working professionals.

The 15-credit Strategic Marketing Graduate Certificate includes five courses to ensure students broaden their understanding and strengthen their skills in key marketing areas such as creativity and innovation, marketing management, marketing strategy and planning, digital marketing, and buyer behavior.

Complete Five Courses

The required five courses ensure students broaden their understanding and strengthen their skills in key marketing areas such as creativity and innovation, marketing management, marketing strategy and planning, digital marketing, and buyer behavior.

- MKT 501 - Strategic Innovation and Creative Problem Solving
- MKT 503 - Marketing Management
- MKT 505 - Buyer Behavior
- MKT 606 - Marketing Strategy
- MKT 613 - Digital Marketing

Photonics

Photonics and Optical Engineering Certificate

Photonics, the study of light-based technology and other applications of optical science, is rapidly expanding. But the supply of qualified workers is inadequate to fulfill industry hiring needs, particularly personnel involved in assembly, quality control, testing, repair and technical work.

Stonehill's Photonics & Optical Engineering Certificate Program is designed to equip program participants with the skills and experience needed to thrive in this burgeoning market.

This certificate is a nine-month (two semester), 21-to-24-credit, two-nights a week program to prepare students who have little or no background in the field for careers as technicians in the integraEDU photonics industry.

Program Outcomes

- Design components for semiconductor and optical devices
- Describe theory behind design and fabrication of integraEDU circuits
- Gain competency in problem solving, technical communication and safety in photonics and optics labs
- Gain knowledge of electronics (basic theory and applications including measuring and testing) in the photonics and optics technician workplace
- Learn to define a photonics project or problem clearly
- Learn to conduct applied work in a timely fashion
- Learn to communicate the results of a project
- Earn ten stand-alone certificates in photonics, advanced manufacturing, safety and industry software and techniques.

Fall Courses

- PHO 140 - Introduction to Advanced Manufacturing and Photonics
- PHO 142 - Microelectronics
- PHO 160 - Introduction to Applied Optics

Spring Courses

- PHO 150 - Tools and Materials for Advanced Manufacturing
- PHO 154 - Statistical Control Processes in Photonics
- PHO 162 - Introduction to Optical Fibers
- PHO 164 - Photonic IntegraEDU Circuits

Summer Course

- PHO 190 - Photonics and Optics Internship

Teacher Education

Autism M.Ed.

The Master of Education in Autism (Inclusive Education M.Ed. with a specialization in Autism) program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Educators in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Develop critical knowledge of the history, theories and prevalence of autism
- Develop expertise in a range of educational and supportive practices
- Apply concepts of self-advocacy, advocacy and quality-of-life in educational settings
- Analyze approaches to, theories of, and supports for autistic individuals through the lens of neurodiversity
- Evaluate assumptions, biases and characterizations of autism through sociocultural and self-advocacy lenses

All students take five core inclusive education courses as well as the coursework for their community education specialization. For the Autism specialization, courses prepare educators to create and lead an inclusive environment for diverse student populations. This program can be completed fully online or with a mix of in-person and online courses.

The Master of Education in Autism program requires the completion of 10 courses.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Courses

- EDU 660 - Neurodiversity, Collaboration, and Allyship
- EDU 661 - Communication and Competence
- EDU 662 - Social Understanding, Stress, Anxiety, and Trauma
- EDU 663 - Autistic Behavior, Sensory Needs, and Self-Regulation
- EDU 664 - Self-Advocacy, Quality of Life, and Transition

Required Course for Autism Endorsement

- EDU 665 - Practicum: Autism

Bilingual Education Graduate Certificate

The Bilingual Education Graduate Certificate Program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Explore the history, theory and equity of bilingual and dual language education, focusing on political, legal and cultural perspectives.
- Learn about inclusive instructional design with a focus on culturally responsive practices for bilingual classrooms.
- Study principles of language acquisition, bilingual literacy and strategies to support oral and written language development in bilingual settings.
- Delve into effective, equitable assessment practices for multilingual learners, addressing cultural and linguistic differences in assessment.

This program includes late afternoon, evening and weekend course online options and is ideal for working professionals. Pursuing a 15-credit graduate certificate may qualify Massachusetts educators for a salary lane change (master's+15 credits).

The 15-credit Bilingual Education Graduate Certificate, with or without endorsement, features a selection of specialized courses focused on preparing educators to create and lead an inclusive classroom environment for bilingual learners. This program includes a mix of in-person and online courses.

Complete Five Courses

- EDU 632 - Educational Foundations Bilingualism/Biculturalism
- EDU 633 - Culturally Responsive Teaching and Instruction
- EDU 634 - Bilingualism, Language, and Literacy Development
- EDU 635 - Equitable Assessment for Multilingual Learners
- EDU 636 - Language Diversity in Classrooms: Seminar/Field Experience

Bilingual Education M.Ed.

The M.Ed. in Bilingual Education (Inclusive Education M.Ed. with a specialization in Bilingual Education) program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Explore the history, theory and equity of bilingual and dual language education, focusing on political, legal and cultural perspectives.
- Learn about inclusive instructional design with a focus on culturally responsive practices for bilingual classrooms.
- Study principles of language acquisition, bilingual literacy and strategies to support oral and written language development in bilingual settings.
- Delve into effective, equitable assessment practices for multilingual learners, addressing cultural and linguistic differences in assessment.

All students take five core inclusive education courses as well as the coursework for their licensure. For the bilingual education endorsement, courses prepare educators to create and lead an inclusive classroom environment for bilingual learners. This program can be completed fully online or with a mix of in-person and online courses.

Master's of Education students are required to complete 30 credits.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Courses

- EDU 632 - Educational Foundations Bilingualism/Biculturalism
- EDU 633 - Culturally Responsive Teaching and Instruction
- EDU 634 - Bilingualism, Language, and Literacy Development
- EDU 635 - Equitable Assessment for Multilingual Learners
- EDU 636 - Language Diversity in Classrooms: Seminar/Field Experience

Humanities, 5-8 M.Ed.

The M.Ed. in Humanities, 5-8 (Inclusive Education M.Ed. with a specialization in Humanities, 5-8) program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- learn pedagogical skills to teach English language arts and social sciences and integrate content areas through meaningful interdisciplinary instruction
- gain deep insight into the social, emotional and cognitive growth of adolescent students and how to support them effectively in the classroom

- explore how to teach the humanities through the use of universal design and inclusivity

All students take five core inclusive education courses as well as the coursework for their licensure. For the humanities, 5-8 licensure, courses prepare educators to create and lead an inclusive middle school humanities classroom. This program includes a mix of in-person and online courses.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Licensure Courses

- EDU 631 - Curricular Innovations & Assistive Technology
- EDU 656 - Teaching English Language Arts in the Middle School
- EDU 657 - Classroom Inquiry and Action Research in Education
- EDU 658 - Learning and Adolescence
- EDU 659 - Teaching History and Social Science: 21st Century

Complete Two Practicum Courses

- EDU 640 - Principles of Pedagogy
- EDU 649 - Graduate Practicum: Humanities 5-8

Humanities, 5-8 Postbaccalaureate Licensure

The Postbaccalaureate Licensure in Humanities, 5-8 program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- learn pedagogical skills to teach English language arts and social sciences and integrate content areas through meaningful interdisciplinary instruction
- gain deep insight into the social, emotional and cognitive growth of adolescent students and how to support them effectively in the classroom
- explore how to teach the humanities through the use of universal design and inclusivity

This program includes a mix of in-person and online courses.

The 21-to-27 credit Postbaccalaureate Licensure in Humanities, 5-8 program features a selection of courses designed to prepare educators for initial Massachusetts licensure in humanities, grades 5-8.

Complete 21 to 27 Credits

- EDU 510 - Teaching Multilingual Learners
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 631 - Curricular Innovations & Assistive Technology
- EDU 656 - Teaching English Language Arts in the Middle School
- EDU 657 - Classroom Inquiry and Action Research in Education
- EDU 658 - Learning and Adolescence
- EDU 659 - Teaching History and Social Science: 21st Century
- EDU 640 - Principles of Pedagogy
- EDU 641 - Reflective Seminar: Professional Practice
- EDU 649 - Graduate Practicum: Humanities 5-8

Justice and Anti-Discrimination in Education (JADE) Graduate Certificate

The Justice & Anti-Discrimination in Education (JADE) Graduate Certificate Program is designed to foster the skills educators need to respond to the realities, demands and challenges of educational spaces while keeping a focus on equity, social justice, anti-discrimination and accessibility.

This program includes late afternoon, evening and weekend online course options and is ideal for working professionals. Pursuing a 15-credit graduate certificate may qualify Massachusetts educators for a salary lane change (master's+15 credits).

The 15-to-18-credit Justice & Anti-Discrimination in Education Graduate Certificate features a selection of courses designed to prepare educators to create classroom environments that encompass a range of student needs and are rich with differences.

Complete Five Courses

- EDU 609 - Educational Equity and Inclusivity
- EDU 650 - Diversity, Disproportionality, and Discipline
- EDU 651 - Disability and Democracy
- EDU 652 - Gender Identity, Expression, and Sexuality in School
- EDU 653 - Race, Religion, Culture, and Language

Additional Optional Courses

- EDU 675 - Graduate Teacher Education Internship
- EDU 690 - Graduate Directed Study

Justice and Anti-Discrimination in Education (JADE) M.Ed.

The M.Ed. in Justice & Anti-Discrimination in Education (JADE) (Inclusive Education M.Ed. with a specialization in JADE) prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Educators in our program are prepared using a unique combination of theoretical and practical experiences. This approach fosters the skills educators need to respond to the realities, demands and challenges of educational spaces while keeping a focus on equity, social justice, anti-discrimination and accessibility.

In this program, students will:

- explore educational equity, justice and intersectionality
- identify systems that perpetuate oppression and inequity in education settings inside and outside of schools
- develop leadership skills to help promote school equity

All students take five core inclusive education courses as well as the coursework for their community education specialization. For the JADE specialization, courses prepare educators to promote justice in

educational settings and recognize the inherent dignity of each person. Our curriculum keeps justice central to how we prepare educators, using anti-discrimination as a critical lens for their work.

This program can be completed fully online or with a mix of in-person and online courses.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Six JADE Courses

- EDU 650 - Diversity, Disproportionality, and Discipline
- EDU 651 - Disability and Democracy
- EDU 652 - Gender Identity, Expression, and Sexuality in School
- EDU 653 - Race, Religion, Culture, and Language
- EDU 675 - Graduate Teacher Education Internship
- EDU 690 - Graduate Directed Study

Leadership Graduate Certificate

The Leadership Graduate Certificate program equips students to be knowledgeable, reflective, caring and flexible supervisors and directors who embrace learning, scholarship, community and advocacy in their work. Stonehill also offers an M.Ed., with and without licensure, and postbaccalaureate licensure.

In this program, students will:

- develop inclusive leadership skills and learn how to effectively engage diverse stakeholders - preparing them to foster equity, representation and systemic reform
- analyze and use data to drive informed, equity-focused decisions and implement impactful, evidence-based strategies
- develop their understanding of the legal and ethical dimensions of education with a focus on equitable resource distribution

This program is offered fully online and is ideal for working professionals. Pursuing a 15-credit graduate certificate may qualify Massachusetts educators for a salary lane change (master's+15 credits).

The 15-credit Leadership Graduate Certificate features a selection of specialized courses focused on specific leadership content, including ethics, law, instructional leadership, and engagement with families and communities.

Complete Five Courses

- EDU 680 - Education Reform, Ethics, Policy, and Law
- EDU 681 - Cultivating Inclusive Leadership and Effectiveness
- EDU 682 - Leadership for Engaging Diverse Stakeholders
- EDU 683 - Data-Based and Equity-Focused Decision Making
- EDU 684 - Equitable Management and Resource Distribution

Leadership M.Ed.

Stonehill's M.Ed. in Leadership (Inclusive Education M.Ed. with a specialization in Leadership) is a 30-to-39-credit degree program equips students to be knowledgeable, reflective, caring and flexible supervisors and directors who embrace learning, scholarship, community, and advocacy in their work. Stonehill also offers a postbaccalaureate licensure or a standalone 15-credit graduate certificate.

In this program, students will:

- develop inclusive leadership skills and learn how to effectively engage diverse stakeholders - preparing them to foster equity, representation and systemic reform
- analyze and use data to drive informed, equity-focused decisions and implement impactful, evidence-based strategies
- develop their understanding of the legal and ethical dimensions of education with a focus on equitable resource distribution

Our graduate study in educational leadership focuses on how school leaders can equitably lead. All students take five core courses as well as specialized courses focused on specific leadership content,

including ethics, law, instructional leadership, and engagement with families and communities, and a supervised practicum.

The majority of courses in this program are offered fully online.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Leadership Courses

- EDU 680 - Education Reform, Ethics, Policy, and Law
- EDU 681 - Cultivating Inclusive Leadership and Effectiveness
- EDU 682 - Leadership for Engaging Diverse Stakeholders
- EDU 683 - Data-Based and Equity-Focused Decision Making
- EDU 684 - Equitable Management and Resource Distribution

Complete Two Practicum Courses (for licensure)

M.Ed. in Leadership students seeking an administrator's license will complete these courses.

- EDU 645 - Leadership Inquiry Seminar & Practicum
- EDU 646 - Leadership Practicum

Leadership Postbaccalaureate Licensure

Stonehill's Postbaccalaureate Licensure in Leadership program prepares students to pursue an administrator's initial license by equipping them to be knowledgeable, reflective, caring and flexible supervisors and directors who embrace learning, scholarship, community and advocacy in their work.

In this program, students will:

- develop inclusive leadership skills and learn how to effectively engage diverse stakeholders - preparing them to foster equity, representation and systemic reform
- analyze and use data to drive informed, equity-focused decisions and implement impactful, evidence-based strategies
- develop their understanding of the legal and ethical dimensions of education with a focus on equitable resource distribution

Our graduate study in educational leadership focuses on how school leaders can equitably lead teams, departments, schools and districts. The 18-to-24 credit Postbaccalaureate Licensure in Leadership program features a selection of courses designed to prepare educators for a Massachusetts supervisor/director license.

Our curriculum includes a selection of specialized courses focused on specific leadership content, including ethics, law, instructional leadership, and engagement with families and communities, and a supervised practicum.

Complete 18 to 24 Credits

- EDU 680 - Education Reform, Ethics, Policy, and Law
- EDU 681 - Cultivating Inclusive Leadership and Effectiveness
- EDU 682 - Leadership for Engaging Diverse Stakeholders
- EDU 683 - Data-Based and Equity-Focused Decision Making
- EDU 684 - Equitable Management and Resource Distribution
- EDU 645 - Leadership Inquiry Seminar & Practicum
- EDU 646 - Leadership Practicum

Math/Science, 5-8 M.Ed.

The Master of Education in Math/Science, 5-8 program (Inclusive Education M.Ed. with a specialization in Math/Science, 5-8) prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Develop specific math and science pedagogical skills to teach adolescent learners
- Develop mathematical and scientific thinking to design curricula to reach all learners
- Explore universal design, intersectionality and inclusivity
- Learn to foster care, connection and community with colleagues and adolescent learners and their families

All students take five core inclusive education courses as well as the coursework for their licensure. For the Math/Science, 5-8 licensure, courses prepare educators to create and lead an inclusive math/science middle school classroom. This program includes a mix of in-person and online courses.

The Master of Education in Math/Science, 5-8 requires the completion of 10 courses and leads to Massachusetts initial licensure in math/science, 5-8.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Licensure Courses

- EDU 631 - Curricular Innovations & Assistive Technology
- EDU 654 - Science Teaching and Learning in the Middle School
- EDU 655 - Mathematics Teaching and Learning in the Middle School
- EDU 657 - Classroom Inquiry and Action Research in Education
- EDU 658 - Learning and Adolescence

Math/Science, 5-8 Postbaccalaureate Licensure

The Postbaccalaureate Licensure in Math/Science, 5-8 program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- develop specific math and science pedagogical skills to teach adolescent learners
- develop mathematical and scientific thinking to design curricula to reach all learners
- explore universal design, intersectionality and inclusivity
- learn to foster care, connection and community with adolescent learners, their families and colleagues

This program includes a mix of in-person and online courses.

The 21-to-27 credit Postbaccalaureate Licensure in Math/Science, 5-8 program features a selection of courses designed to prepare educators for initial Massachusetts licensure in math/science, 5-8.

Complete 21 to 27 Credits

- EDU 510 - Teaching Multilingual Learners
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 631 - Curricular Innovations & Assistive Technology
- EDU 654 - Science Teaching and Learning in the Middle School
- EDU 655 - Mathematics Teaching and Learning in the Middle School
- EDU 657 - Classroom Inquiry and Action Research in Education
- EDU 658 - Learning and Adolescence
- EDU 640 - Principles of Pedagogy
- EDU 641 - Reflective Seminar: Professional Practice
- EDU 644 - Graduate Practicum: Math/Science 5-8

Mathematics, 1-6 M.Ed.

The M.Ed. in Mathematics, 1-6 ((Inclusive Education M.Ed. with a specialization in Mathematics, 1-6) is a 30-to-36-credit degree program that prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- strengthen their grasp of key mathematical concepts, from arithmetic to algebra, functions and probability, so they can teach with clarity, confidence and precision
- develop skills to utilize effective, student-centered instructional strategies like high-leverage routines, problem-based learning and authentic assessment in grades 1-6
- gain the specialized content and pedagogical knowledge needed to support diverse learners in mathematics

All students take five core inclusive education courses as well as the coursework for their licensure. For the mathematics, 1-6 licensure, courses prepare educators to create and lead an inclusive classroom for grades 1-6 mathematics. This program includes a mix of in-person and online courses.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Licensure Courses

- EDU 624 - Mathematics Teaching and Learning in the Elementary Grades
- EDU 625 - Number and Operations
- EDU 626 - Functions and Algebra
- EDU 627 - Geometry and Measurement
- EDU 628 - Probability, Statistics, and Data Analysis

Complete Two Practicum Courses

- EDU 640 - Principles of Pedagogy
- EDU 647 - Graduate Practicum: Math 1-6

Mathematics, 1-6 Postbaccalaureate Licensure

The Postbaccalaureate Licensure in Mathematics, 1-6 program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- strengthen their grasp of key mathematical concepts, from arithmetic to algebra, functions and probability, so they can teach with clarity, confidence and precision
- develop skills to utilize effective, student-centered instructional strategies like high-leverage routines, problem-based learning and authentic assessment in grades 1-6
- gain the specialized content and pedagogical knowledge needed to support diverse learners in mathematics

This program includes a mix of in-person and online courses.

The 21-to-27 credit Postbaccalaureate Licensure in Mathematics, 1-6 program features a selection of courses designed to prepare educators for initial Massachusetts licensure in mathematics, grades 1-6.

Complete 21 to 27 Credits

- EDU 510 - Teaching Multilingual Learners
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 624 - Mathematics Teaching and Learning in the Elementary Grades
- EDU 625 - Number and Operations
- EDU 626 - Functions and Algebra
- EDU 627 - Geometry and Measurement
- EDU 628 - Probability, Statistics, and Data Analysis
- EDU 640 - Principles of Pedagogy
- EDU 641 - Reflective Seminar: Professional Practice
- EDU 647 - Graduate Practicum: Math 1-6

Mathematics, 5-8 M.Ed.

The M.Ed. in Mathematics, 5-8 program (Inclusive Education M.Ed. with a specialization in Mathematics, 5-8) is a 30-to-36-credit degree that prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- develop an understanding of how adolescent students learn math and how to motivate and support them during a critical academic and developmental phase
- practice high-leverage routines, design problem-based learning experiences and use authentic assessment to analyze student progress to be fully prepared for today's diverse middle school classrooms
- develop specific math content knowledge and pedagogical skills to teach adolescent learners

All students take five core inclusive education courses as well as the coursework for their licensure. For the mathematics, 5-8 licensure, courses prepare educators to create and lead an inclusive classroom for grades 5-8 mathematics. This program includes a mix of in-person and online courses.

Program Prerequisite: A child development course or equivalent completed with a grade of B or better.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Licensure Courses

- EDU 625 - Number and Operations
- EDU 626 - Functions and Algebra
- EDU 627 - Geometry and Measurement
- EDU 628 - Probability, Statistics, and Data Analysis
- EDU 655 - Mathematics Teaching and Learning in the Middle School

Complete Two Practicum Courses

- EDU 640 - Principles of Pedagogy
- EDU 648 - Graduate Practicum: Math 5-8

Mathematics, 5-8 Postbaccalaureate Licensure

The Postbaccalaureate Licensure in Mathematics, 5-8 program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- develop an understanding of how adolescent students learn math and how to motivate and support them during a critical academic and developmental phase
- practice high-leverage routines, design problem-based learning experiences and use authentic assessment to analyze student progress to be fully prepared for today's diverse middle school classrooms
- develop specific math content knowledge and pedagogical skills to teach adolescent learners

This program includes a mix of in-person and online courses.

The 21-to-27 credit Postbaccalaureate Licensure in Mathematics, 5-8 program features a selection of courses designed to prepare educators for initial Massachusetts licensure in mathematics, grades 5-8.

Complete 21 to 27 Credits

- EDU 510 - Teaching Multilingual Learners
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 625 - Number and Operations
- EDU 626 - Functions and Algebra
- EDU 627 - Geometry and Measurement
- EDU 628 - Probability, Statistics, and Data Analysis
- EDU 655 - Mathematics Teaching and Learning in the Middle School
- EDU 640 - Principles of Pedagogy
- EDU 641 - Reflective Seminar: Professional Practice
- EDU 648 - Graduate Practicum: Math 5-8

Special Education, 5-12 M.Ed.

The M.Ed. in Special Education, 5-12 (Inclusive Education M.Ed. with a specialization in Special Education, 5-12) is a 30-to-36-credit degree program that prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Develop pedagogical skills to teach diverse adolescent learners
- Design and implement equitable curricula across content areas in middle and high school settings
- Explore universal design, intersectionality and inclusivity
- Learn to foster care, connection and community with colleagues and adolescent learners and their families

All students take five core inclusive education courses as well as the coursework for their licensure. For the Special Education, 5-12 licensure, courses prepare educators to create and lead an inclusive

classroom environment for diverse student populations in grades 5-12. This program includes a mix of in-person and online courses.

Program Prerequisite: A child development course or equivalent completed with a grade of B or better.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Licensure Courses

- EDU 611 - The Individualized Education Program
- EDU 622 - Literacy for Adolescent Students with Disabilities
- EDU 623 - Teaching Content Math to Diverse MS/HS Students
- EDU 630 - Assessment in Special Education
- EDU 631 - Curricular Innovations & Assistive Technology

Complete Two Practicum Courses

- EDU 640 - Principles of Pedagogy
- EDU 642 - Graduate Practicum: Special Education 5-12

Special Education, 5-12 Postbaccalaureate Licensure

The Postbaccalaureate Licensure in Special Education, 5-12 program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- develop pedagogical skills to teach diverse adolescent learners
- design and implement equitable curricula across content areas in middle and high school settings
- explore universal design, intersectionality and inclusivity
- learn to foster care, connection and community with adolescent learners, their families and colleagues

This program includes a mix of in-person and online courses.

The 21-to-27 credit Postbaccalaureate Licensure in Special Education, 5-12 features a selection of courses designed to prepare educators for Massachusetts initial licensure in special education, 5-12.

Complete 21 to 27 Credits

- EDU 510 - Teaching Multilingual Learners
- EDU 610 - Contemporary Issues in Education
- EDU 611 - The Individualized Education Program
- EDU 612 - Positive Behavior Support and Strategies
- EDU 622 - Literacy for Adolescent Students with Disabilities
- EDU 623 - Teaching Content Math to Diverse MS/HS Students
- EDU 630 - Assessment in Special Education
- EDU 631 - Curricular Innovations & Assistive Technology
- EDU 640 - Principles of Pedagogy
- EDU 641 - Reflective Seminar: Professional Practice
- EDU 642 - Graduate Practicum: Special Education 5-12

Special Education, PreK-8 M.Ed.

The M.Ed. in Special Education, PreK-8 (Inclusive Education M.Ed. with a specialization in Special Education, PreK-8) is a 30-to-36-credit degree program that prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Develop pedagogical skills to teach diverse learners
- Design and implement equitable curricula for grades PreK-8
- Explore intersectionality, inclusivity and universal design
- Learn to foster care, connection and community with young learners and their families

All students take five core inclusive education courses as well as the coursework for their licensure. For the Special Education, PreK-8 licensure, courses prepare educators to create and lead an inclusive classroom environment for diverse learners in grades PreK-8. This program includes a mix of in-person and online courses.

Program Prerequisite: A child development course or equivalent completed with a grade of B or better.

Master of Education Core

- EDU 510 - Teaching Multilingual Learners
- EDU 609 - Educational Equity and Inclusivity
- EDU 610 - Contemporary Issues in Education
- EDU 612 - Positive Behavior Support and Strategies
- EDU 641 - Reflective Seminar: Professional Practice

Complete Five Licensure Courses

- EDU 611 - The Individualized Education Program
- EDU 620 - Striving Readers and Writers
- EDU 621 - Mathematics for Diverse Learners
- EDU 630 - Assessment in Special Education
- EDU 631 - Curricular Innovations & Assistive Technology

Complete Two Practicum Courses

- EDU 640 - Principles of Pedagogy
- EDU 643 - Graduate Practicum: Special Education PK-8

Special Education, PreK-8 Postbaccalaureate Licensure

The Postbaccalaureate Licensure in Special Education, PreK-8 program prepares teachers to be leaders and critical thinkers. Schools today are complex and diverse communities - reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the classroom and the profession.

In this program, students will:

- Develop pedagogical skills to teach diverse learners
- Design and implement equitable curricula for grades PreK-8
- Explore intersectionality, inclusivity and universal design
- Learn to foster care, connection and community with young learners and their families

This program includes a mix of in-person and online courses.

The 21-to-27 credit Postbaccalaureate Licensure in Special Education, PreK-8 features a selection of courses designed to prepare educators for Massachusetts initial licensure in special education, PreK-8.

Complete 21 to 27 Credits

- EDU 510 - Teaching Multilingual Learners
- EDU 610 - Contemporary Issues in Education
- EDU 611 - The Individualized Education Program
- EDU 612 - Positive Behavior Support and Strategies
- EDU 620 - Striving Readers and Writers
- EDU 621 - Mathematics for Diverse Learners
- EDU 630 - Assessment in Special Education
- EDU 631 - Curricular Innovations & Assistive Technology
- EDU 640 - Principles of Pedagogy
- EDU 641 - Reflective Seminar: Professional Practice
- EDU 643 - Graduate Practicum: Special Education PK-8

Understanding Autism Graduate Certificate

The Understanding Autism Graduate Certificate Program is designed to prepare educators to support the complex needs of autistic students while keeping equity, social justice, diversity and accessibility at the center of their work.

In this program, students will:

- Develop critical knowledge of the history, theories and prevalence of autism
- Develop expertise in a range of educational and supportive practices
- Apply concepts of self-advocacy, advocacy and quality-of-life in educational settings
- Analyze approaches to, theories of, and supports for autistic individuals through the lens of neurodiversity
- Evaluate assumptions, biases and characterizations of autism through sociocultural and self-advocacy lenses

This program includes late afternoon, evening and weekend online course options and is ideal for working professionals. Pursuing a 15-credit graduate certificate may qualify Massachusetts educators for a salary lane change (master's+15 credits).

The 15-to-18-credit Understanding Autism Graduate Certificate features a selection of courses designed to prepare educators to create and lead environments that encompass a range of student needs, including those specific to autism spectrum disorder.

Complete Five or Six Courses

- EDU 660 - Neurodiversity, Collaboration, and Allyship
- EDU 661 - Communication and Competence
- EDU 662 - Social Understanding, Stress, Anxiety, and Trauma
- EDU 663 - Autistic Behavior, Sensory Needs, and Self-Regulation
- EDU 664 - Self-Advocacy, Quality of Life, and Transition
- EDU 665 - Practicum: Autism (optional)



Courses

DATA ANALYTICS

DAN 601 - Data Analytics: Tools and Concepts

3 Credits

Offered Fall

Introduces the key concepts of data analytics and data science as applied to solving data-centered business problems in many industries. Emphasizes principles and methods covering the process from envisioning the problem to applying data science techniques to deploying the results to improve a business and help make decisions. Topics include an introduction to data-analytic thinking; application of data science solutions to business problems; very high-level data mining techniques, an intro to the SAS software suite, and achieving and sustaining competitive advantage with data science. Students will read and analyze data analytics case studies in various industries.

Prerequisite(s)/Restriction(s): Undergraduate or graduate course in statistics or quantitative analysis.

DAN 602 - Statistics for Data Analytics

3 Credits

Offered Fall

An intermediate statistics course focusing on techniques used in data analytics. Introduces key statistical methods for applying data analytics. Introduces statistical thinking - starting with an question and using data and software tools to form a reasonable conclusion. Covers statistical analysis of both categorical and quantitative data. Most analysis will be performed using SAS software. Topics include

statistical distributions, probability density functions, model accuracy analysis, bootstrapping, and sampling techniques.

DAN 603 - Data Mining

3 Credits

Offered Fall

A hands-on data analytics course for structured data using SAS Enterprise Miner. Covers the skills that are required to assemble analysis flow diagrams using the SAS Enterprise Miner for both pattern discovery (segmentation, association, and sequence analyses) and predictive modeling (decision tree, regression, and neural network models). Course includes defining a SAS Enterprise Miner project and exploring data graphically, modifying data for better analysis results, building and understanding predictive models such as decision trees and regression models, comparing and explaining complex models, generating and using score code, applying association and sequence discovery to transaction data.

DAN 604 - Database and Data Warehouse Concepts

3 Credits

Offered Spring

Practical survey course covering database and data warehouse fundamentals. Emphasizes SQL (simple and complex queries), the Extract-Transformation-Load (ETL) process, relational versus non-relational databases (and why relational databases can be a problem for analysis), an exploration of different database systems (Oracle, Microsoft SQL Server, etc.), data warehousing concepts, normalization/de-normalization, and cloud data warehousing. Course provides practical skills for database querying and allows provides a foundational knowledge of database concepts so that students can work better with the database administration staff.

DAN 605 - Visualization and Digital Storytelling

3 Credits

Offered Spring

A hands-on course emphasizing the importance of data visualization in understanding data. This course will utilize visualization software to prepare student to create reports and dashboards. Students will learn exploratory and explanatory data analysis and learn how to ask the right questions about what is needed in a visualization. Students will assess how data and design work together and learn which visualization to use in various situations and how to balance the goals of their stakeholders with the needs of their end-users and be able to structure and organize a digital story for maximum impact.

DAN 606 - Big Data Management

4 Credits

Offered Spring

Covers the impact of big data on business and what insights big data can provide through hands-on experience with the tools and systems used by big data scientists and engineers. No previous programming experience is required, and all code will be provided to students. Software basics in Hadoop with MapReduce, Spark, Pig, and Hive. By following along with provided code, students will experience how one can perform predictive modeling and leverage graph analytics to model problems. By the end of the course students will be able to perform basic big data analysis on a large data set.

DAN 607 - Security, Privacy, and Ethics in Data Analytics

3 Credits

Offered periodically or as needed

A survey and case study course emphasizing the importance of data privacy and security. We need to share data in organizations, but the more we share it, the more it becomes necessary to protect it. By the end of the course, students will understand the legal, social, and ethical ramifications of data security and privacy as well as the concepts behind data guardianship and custodianship and data permissions. Special attention will be given to industry-specific data privacy laws (HIPAA, FERPA, PCI DSS, etc.).

DAN 608 - Emerging Topics in Data Analytics

3 Credits

Offered periodically or as needed

A special topics course which will explore current major trends in the data analytics landscape. Topics may include natural language processing, fraud prevention, social media analysis, the role of analytics in financial management, artificial intelligence, or unstructured data analysis.

DAN 609 - Python for Data Analysts

3 Credits

Offered Spring

A hands-on data analytics course for structured data using the Python programming language. Covers the skills that are required to explore and prepare data prior to analysis, create several types of predictive models and perform data clustering. It also covers skills that are required for model assessment and implementation. Models covered include decision trees, regressions, neural networks, K-means, market basket analysis, and others. Upon completion, students will have a set of practical data analytics skills and know how to apply these skills in a variety of business environments and with many types of structured data.

DAN 610 - SAS Programming for Data Analysts

3 Credits

Offered Spring

This course provides students with an introduction to the SAS programming language. It is for students who want to learn how to write SAS programs to access, explore, prepare, and analyze data. The course will also cover some intermediate topics as time allows. Through a series of mini projects, student will gain a basic working knowledge of the SAS programming language. This course also counts towards the professional SAS certification.

DAN 620 - Data Analytics Strategy

3 Credits

Offered periodically or as needed

A final course in the program which will require students to prepare and present a comprehensive data analysis project in collaboration with their own organization or a sponsor organization. Students will be required to choose a faculty advisor and an external advisor in their organization. The final deliverable of this program will be a major paper and presentation. See your advisor for details.

Prerequisite(s)/Restriction(s): Successful completion of first 6 courses in MPS program (DAN 601, 602, 603, 604, 605, and 606) and active enrollment in the last two summer courses. Also requires approval of capstone topic by advisor.

DAN 699 - Special Topics in Data Analytics

1-3 Credits

Offered periodically

This credit-bearing special topics course will cover topics of special interest in marketing. Special topics courses may be offered in regular semesters, as professional development courses or in response to special events/opportunities.

MARKETING

MKT 501 - Strategic Innovation and Creative Problem Solving

3 Credits

This course is the introductory course to the master's degree program. It is designed to introduce students to the fundamentals of marketing in the context of a creative and innovate program design. Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by practitioners in marketing to create and sustain organizational innovation.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the Program Director's approval.

MKT 503 - Marketing Management

3 Credits

This course is designed to serve as an introduction to the theory and practice of marketing. Students will improve their ability to develop effective marketing strategies and assess market opportunities, as well as design strategy implementation programs. In addition, students will have the opportunity to communicate and defend their recommendations and build upon the recommendations of their peers.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the Program Director's approval.

MKT 505 - Buyer Behavior

3 Credits

This course examines the consumer decision process and the effect on consumer decision making of external environmental influences (culture, sub-culture, social class, reference groups, family, and personal influences) and of internal psychological influences (personality and lifestyle, learning, motives, perception, and beliefs and attitudes). Applications of psychological, sociological, anthropological, and economic theories and models to the understanding of buyer behavior and the development of a marketing strategy.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. Undergraduate seniors may be allowed to take the course with the Program Director's approval.

MKT 606 - Marketing Strategy

3 Credits

This course is designed to allow students to understand and develop marketing strategies for a real-world business or organization. Through case studies and in-class discussion, students will analyze the opportunities and challenges of selecting effective and efficient platforms and promotional tools. Special emphasis will be put on the synergies and effectiveness of the marketing mix.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 612 - Internet Technology, Marketing, and Business

3 Credits

This course focuses on several important areas impacting the dynamic nature of internet marketing by addressing the role of mobile, social, and local marketing in today's environment, the integration of e-

commerce into the marketing activities, and the major problems and opportunities that e-commerce activities pose for the marketing manager.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 613 - Digital Marketing

3 Credits

This course explores several aspects of the new digital marketing environment including topics such as digital marketing analytics, search engine optimization, social media marketing, and 3D Printing. It will provide richer understanding of the foundations of the new digital marketing landscape and a new set of stories, concepts, and tools to help the students digitally create, distribute, promote, and price goods and services.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 617 - Social Media Marketing

3 Credits

This course is designed to help the students understand how marketing has changed due to the rise of social media and changes in various underlying contextual factors such as dramatically increased speed of information dissemination across consumers and brands. The emphasis of this course is on understanding consumers' social interactions, examining the various social media channels available to marketers, learning how to build social marketing strategies, and practicing how to track their effectiveness.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 619 - Sports Marketing

3 Credits

This course will cover marketing principles and theories in a sports context and topics specific to sports marketing. These include sports agency, licensing, sports events, college sports, leveraging, fan behavior, underdogs, and athletic endorsements.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 620 - Role of Graphic Design in Marketing

3 Credits

Students will be introduced to the contributions and potential of a graphic designer as part of a marketing team. The workflow, the technological tools utilized, useful terminology and project pacing will be covered. Students will be exposed to the visual problem-solving angle within marketing. In addition, basic design principles and the ability to identify effective design modules will be introduced.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 623 - Strategic Event Planning and Management

3 Credits

Students will identify current and emerging career opportunities in the field of Event Management. They will learn relevant strategic, organizational communication theory as it relates to event planning and will gain significant practice in planning, designing, and critiquing events through hands-on experience. Students will analyze ways in which organizations communicate their image and message through events and promotions, while considering key issues facing the event industry in today's global society.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 625 - The Entrepreneurial Mindset in Modern Marketing

3 Credits

This course is designed to introduce to students various marketing aspects of entrepreneurship such as idea generation, problem validation, market research, marketing strategy development, and financial forecasting. Students will develop a marketing plan for a venture idea of their choosing and apply online marketing strategies to help market that idea. The course focuses on understanding customer needs, target selection, positioning, and data analytics. Through case studies and project work, students learn to develop a feasible marketing plan and leverage digital technology to market their new venture.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 630 - Special Topics in Marketing

3 Credits

A course offered under this title will be a new course that is developed to meet emerging trends in the industry, special student interest and demand, or fulfill a faculty interest. Course may be taken twice.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 650 - Marketing Capstone

3 Credits

During this final course, students will have the opportunity to apply the comprehensive skills they have built throughout their study of the concept and practice of marketing. Students will work with their advisor to choose a company or organization to take on as a "client." Students will develop a marketing plan, creating a well-researched, creative, integrated plan for their client. Students will work individually with their advisor and client though team approaches will also be possible depending on clients and client needs. Students will convene at multiple points during the semester to provide oral updates, written assessments, a final plan, and a strategy pitch to fellow students.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

MKT 675 - Internship in Marketing

3 Credits

The internship program is designed to enhance knowledge of the environment and constraints of an organizational setting. It is geared to give the student an opportunity to apply concepts and skills acquired in the classroom.

MKT 699 - Special Topics in Marketing

1-3 Credits

This credit-bearing special topics course will cover topics of special interest in marketing. Special topics courses may be offered in regular semesters, as professional development courses, or in response to special events/opportunities.

PHOTONICS

PHO 140 - Introduction to Advanced Manufacturing and Photonics

3 Credits

Offered Fall

Formerly PHOE 140. This course, which includes both online and in-class components, gives an overview of modern photonic manufacturing processes and covers necessary background material for subsequent courses. The course discusses basic safety and ethics considerations, employment opportunities, communication skills, and a review of basic technical mathematics, problem solving skills, and software (Microsoft Excel and Office). The course includes several visits to MIT for photonic manufacturing "bootcamp" days that involve demonstrations and hand-on experiences introducing a sampling of advanced topics.

PHO 142 - Microelectronics

3 Credits

Offered Fall

Formerly PHOE 142. The working operations of DC and AC analog electrical components as discrete devices and as part of larger electrical circuits and systems will be covered in parallel with hands-on experimentation in the lab employing basic measure and test equipment. Basic ideas and applications of ADC and DAC computer-based data acquisition will also be used. Troubleshooting and lab-based problem solving will be emphasized coordinating skills interpreting data sheets, schematics, and systems specifications.

PHO 150 - Tools and Materials for Advanced Manufacturing

3 Credits

Offered Spring

Formerly PHOE 150. This course, which includes lab, online, and in-class components, provides a hands-on introduction to the mechanical and thermal aspects of materials and mechanical systems. Applications include belt drives, gear systems, and hydraulic control systems. Also covered are the mechanical, thermal, and electromagnetic properties of materials relevant to photonic systems and photonic fabrication processes.

PHO 154 - Statistical Control Processes in Photonics

3 Credits

Offered Spring

This course focuses on the principles of data analytics, automations, and process control. These principles will be practiced through exercises and lab work that will introduce the student to working with semiconductor wafers, clean rooms, lithography, and pumping systems.

PHO 160 - Introduction to Applied Optics

3 Credits

Offered Fall

Formerly PHOE 160. Students will develop advanced experience with lasers, optics, and optical systems that are commonplace for the photonics and optical technician based on SPIE Photonics publications. Laser fundamentals, safety, and operation will be covered along with basics of geometric and wave optics theory. Optical system set up, including alignment, interferometer and test and measurement (component and system characterization) will also be covered.

PHO 162 - Introduction to Optical Fibers

3 Credits

Offered Spring

Formerly PHOE 162. Students will develop experience working with lasers, fiber optics, and fiber optics applications that are commonplace for the photonics and optical technician. Fiber optics theory including index of refraction, material, single and multi-mode operations, as well as typical optics applications including cleaning, cleaving, and splicing will be covered.

PHO 164 - Photonic Integrated Circuits

3 Credits

Offered Summer

Formerly PHOE 164. This course, which includes both online and in-class components, provides an introduction to the basic concepts and methods of integrated photonics. Integrated photonics integrates the optical components: waveguides, waveguide bends, Y branch, grating couplers, interconnect, detectors, and so on. This course will teach students how to design, fabricate, and test an integrated photonic circuit and conduct a data analysis cycle, and will include the design and testing of an integrated circuit as a final project.

PHO 190 - Photonics and Optics Internship

3 Credits

Offered Summer

This course will consist of a summer internship at a company, gaining experience in optics- and photonics-related work. Coming in the final semester of the photonics technician certificate program, the student will gain practice at applying the skills learned in previous courses and will develop workplace experience and industry contacts, in preparation for seeking permanent employment at the end of the program.

TEACHER EDUCATION

EDU 505 - MTEL Preparation - General Curriculum: Language Arts and History/Social Science

0 Credits

Offered periodically

This is a preparation course to help students prepare for the required Massachusetts Tests for Educator Licensure. Students will review content and strategies for the General Curriculum: Language Arts and

History/Social Science subtest. The course will cover test-taking strategies and approaches, practice tests, and targeted feedback.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 506 - MTEL Preparation - General Curriculum: Mathematics, Science, and Technology/Engineering

0 Credits

Offered periodically

This is a preparation course to help students prepare for the required Massachusetts Tests for Educator Licensure. Students will review content and strategies for the General Curriculum: Mathematics, Science, and Technology/Engineering subtest. The course will cover test-taking strategies and approaches, practice tests, and targeted feedback.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 507 - MTEL Preparation - Foundations of Reading

0 Credits

Offered periodically

This is a preparation course to help students prepare for the required Massachusetts Tests for Educator Licensure. Students will review content and strategies Foundations of Reading licensure test. The course will cover test-taking strategies and approaches, practice tests, and offer targeted feedback.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 508 - MTEL Preparation - Middle School Math and Science

0 Credits

Offered periodically

This is a preparation course to help students prepare for the required Massachusetts Tests for Educator Licensure. Students will review content and strategies for the middle school math and science licensure test. The course will cover test-taking strategies and approaches, practice tests, and offer targeted feedback.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 510 - Teaching Multilingual Learners

3 Credits

Offered Spring

This course covers current policy and practice related to English Learners (ELs) in schools with a special focus on Sheltered English Immersion (SEI) Settings. Topics will include diversity issues, content/academic vocabulary development and literacy skills (including listening, speaking, reading and writing) to provide teachers with the knowledge and strategies to support ELs in classrooms.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 609 - Educational Equity and Inclusivity

3 Credits

Offered Fall and Spring

This course introduces students to the reality of schools as diverse spaces encompassing a range of student needs and examine efforts to ensure equity in education. Issues of race, class, culture, language, gender, gender identity and expression, sexual orientation, and ability will be discussed and examined, especially how they intersect to reproduce inequality. Students will reflect on individual beliefs in relation to social justice education and democratic education and examine unintended consequences of policy/practice that create or perpetuate inequitable environments and opportunities in schools. Strategies for promoting educational equity and inclusivity will be discussed.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 610 - Contemporary Issues in Education

3 Credits

Offered Fall

This course examines and unpacks contemporary issues in the field of education and provides prospective teachers with a beginning foundation for understanding the teaching profession and the US education system, including policy and governance. The historical, legal, ethical, and pedagogical foundations for social justice education and democratic education will be explored, as well as the education reform context and emerging policies. The course will include an examination of professional ethics and standards. Required field experience.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 611 - The Individualized Education Program

3 Credits

Offered Spring

This graduate course focuses on the Individual Education Program (IEP) and the role of the special educator in the process, from pre-referral to eligibility determination and placement, as well as implementation. Federal and state laws related to special education will be explored. Collaboration, communication, building trust, and relationships with families and school/community colleagues will be an emphasis of the course.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 612 - Positive Behavior Support and Strategies

3 Credits

Offered Fall

This course explores supportive, preventative, and proactive approaches to addressing the social and academic behaviors of students with disabilities and other diverse populations. Strategies for developing a positive classroom climate to support social and emotional development, including trauma and anxiety, will be central to the learning of the course. A variety of approaches, including the connection between communication & behavior, identifying contributing factors to challenging behavior, FBA, and behavior support plans will be explored.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 620 - Striving Readers and Writers

3 Credits

This course explores literacy for young learners and how to effectively teach literacy to all students. Course participants will learn how to design literacy lessons, utilizing universal design for learning and assessment practices, to create thriving readers and writers. Participants will learn how to design and implement lessons focused on phonemic awareness, comprehension, oral reading fluency, and vocabulary. Strategies to assess students' literacy growth will also be addressed.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Note: Fieldwork is required.

EDU 621 - Mathematics for Diverse Learners

3 Credits

This course examines methods of teaching mathematics to diverse learners and contemporary methods of math assessment to ensure all students succeed mathematically. Course participants will develop instructional routines and apply standards in the design of curricula to improve how math can

be humanized in classrooms. The course explores issues related to technology, math pedagogy, and math equity.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 622 - Literacy for Adolescent Students with Disabilities

3 Credits

Offered Fall and Spring

This course explores language and literacy instruction for middle/high school students with disabilities. The course will emphasize how to design literacy lessons for diverse adolescent learners, including how to assess students' literacy progress. Course participants will learn about all aspects of reading and explore how to support students' needs in all areas. Participants will also learn specific strategies to support students writing skills throughout all content areas.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 623 - Teaching Content Math to Diverse MS/HS Students

3 Credits

Offered Fall and Spring

This course examines the pedagogy of math instruction for middle and high school aged diverse students. The course will explore instructional strategies and routines to support all learners to develop mathematical thinking. Participants will develop instructional routines and apply standards in the design of curricula to improve how math can be humanized in classrooms. The course explores issues related to technology, math pedagogy, and math equity.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 624 - Mathematics Teaching and Learning in the Elementary Grades

3 Credits

Offered Fall

This three-credit course provides an in-depth look at the teaching and learning of mathematics in the elementary school. Students will deepen an understanding of the mathematical concepts taught in the elementary grades and practices of elementary school mathematics, along with highly effective instructional practices for teaching mathematics, broadly from grades 1-6. This course is centered around high leverage routines, problem-based learning, and authentic assessment for mathematics in the elementary school.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 625 - Number and Operations

3 Credits

Offered Fall

This three-credit course is designed for future teachers and covers topics such as number sense, number systems and the meaning of operations. It also includes discussions on fractions, ratios, proportions, and number theory. The course explores the developmental progressions and learning trajectory in children regarding number and operations.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 626 - Functions and Algebra

3 Credits

Offered Fall

This three-credit course is designed for future teachers and covers algebra, functions, and fundamental concepts of calculus. It also explores the relationship of these concepts to the mathematics taught in elementary and middle school. The topics covered include the transition from arithmetic to algebra, exploration of expressions and equations, connecting algebra to functions, families of functions, sequences and series, limits, differentiation, and integration.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 627 - Geometry and Measurement

3 Credits

Offered Spring

This three-credit course is designed for future teachers and delves into the fundamentals of Euclidean geometry to provide an in-depth understanding. It explores geometric concepts relevant to elementary and middle school mathematics, emphasizing an explorative approach supported by technological tools such as dynamic geometry software.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 628 - Probability, Statistics, and Data Analysis

3 Credits

Offered Spring

This three-credit course examines major mathematics concepts and applications of statistics and probability. It also explores the relationship of these concepts to the mathematics taught in elementary

and middle school and explores effective teaching practices. The topics covered in this class include quantitative literacy, variability, statistical inference, probability, and statistical modeling.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 630 - Assessment in Special Education

3 Credits

Offered Fall

This three-credit course addresses issues in the assessment of children and youth with special needs, and reviews norm-referenced and criterion-referenced assessments, developmental scales, and formal and informal observation techniques. Students will acquire an understanding of the issues related to selecting and administering a variety of assessment tools, and to interpreting, communicating and utilizing data from assessments to support the education of students with special needs.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 631 - Curricular Innovations & Assistive Technology

3 Credits

Offered Fall

This course focuses on increasing access to the curriculum using the lens of Universal Design for Learning (UDL) to help educators customize instruction to meet the needs of students with disabilities and other diverse learners. Course participants will determine how to deconstruct curricular barriers and create and apply curricular solutions that maximize access and academic success. Assistive technology and AAC will be explored and leveraged.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 632 - Educational Foundations Bilingualism/Biculturalism

3 Credits

Offered Spring

This course will provide students with the opportunity to explore the educational foundations of bilingual and dual language education through an equity lens. Students will examine the history of language education throughout the world, specifically looking at the history and theoretical foundations of language education in the United States, including the political contexts and legal foundations. Students will explore multidisciplinary perspectives on bilingualism and biculturalism and will analyze equity within bilingual and dual language education programs.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 633 - Culturally Responsive Teaching and Instruction

3 Credits

Offered Fall

This course will expand students' knowledge of inclusive instructional design. Students will explore key themes of culturally responsive teaching and will learn how to integrate these practices into the inclusive bilingual classroom. Students will design and implement lessons using culturally responsive and evidence-based instructional practices.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 634 - Bilingualism, Language, and Literacy Development

3 Credits

Offered Fall

This course will examine language and literacy development in bilingual education settings. Students will learn principles of language acquisition, including differences and similarities between first and second language acquisition. The course will also highlight how to support oral language development across the content areas. Students will learn evidenced-based and culturally relevant reading and writing strategies and how to incorporate these strategies across the content areas.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 635 - Equitable Assessment for Multilingual Learners

3 Credits

Offered Spring

In this course, students will learn how to effectively and equitably assess multilingual learners in the context of the bilingual classroom. The course will outline the different types and purposes of assessment, including how to align assessment with curriculum design. Students will discuss how to utilize assessment to guide instruction and support student learning. The course will also address and unpack how linguistic and cultural differences may impact assessment and how to ensure student assessment is equitable and reflective of students' learning.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 636 - Language Diversity in Classrooms: Seminar/Field Experience

3 Credits

Offered Spring

During this field-based experience and accompanying seminar, students must spend at least 75 hours in a Pre-K through grade 12 bilingual education setting. In the bilingual education setting, students will apply what they have learned within their coursework into their clinical setting, while also being

supervised by a qualified bilingual educator. In the accompanying seminar, students will be expected to discuss their field experience, reflect on their instructional practices within their bilingual education setting, and engage in discussions with classmates.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 640 - Principles of Pedagogy

3 Credits

Offered Fall and Spring

During this hybrid clinical and class-based graduate experience, which commences the practicum, students focus on the design and implementation of standards-based (both state and social justice standards) lessons that are designed using the principles of Universal Design for Learning. Graduate students receive coaching and targeted and actionable feedback on lesson design and implementation from both instructor and class colleagues.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor

EDU 641 - Reflective Seminar: Professional Practice

3 Credits

Offered Spring

This course is taken concurrently with a graduate practicum or internship. This capstone seminar will focus on social justice education, professional culture, family & community engagement, collaboration, and curriculum and planning for educational contexts. Students will reflect on experiences in the practica/internship site and current issues and best practice in education, including trauma and social emotional learning.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree. For graduate students pursuing a license: Completion of program/degree requirements, passing score on all MTEL subtests, and/or approval of Director.

EDU 642 - Graduate Practicum: Special Education 5-12

3 Credits

Offered Fall and Spring

Graduate clinical licensure capstone. Candidates spend a full semester in a 5-12+ special education placement to gain teaching experience while assuming gradual responsibility of the teaching role, culminating with a takeover of all responsibilities of a special education teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 643 - Graduate Practicum: Special Education PK-8

3 Credits

Offered Fall and Spring

Graduate clinical licensure capstone. Candidates spend a full semester in a PK-8 special education placement to gain teaching experience while assuming gradual responsibility of the teaching role, culminating with a takeover of all responsibilities of a special education teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 644 - Graduate Practicum: Math/Science 5-8

3 Credits

Offered Fall and Spring

Graduate clinical licensure capstone. Candidates spend a full semester in a middle school math/science placement to gain teaching experience while assuming gradual responsibility of the teaching role, culminating with a takeover of all responsibilities of a math/science teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 645 - Leadership Inquiry Seminar & Practicum

3 Credits

Offered Fall and Spring

During this hybrid clinical and class-based graduate experience, students focus on implementation of core DEI and administrative skills they have learned within courses. They will also document and reflect upon the achievement of key Supervisor/Director skills. Throughout the semester, students receive coaching and targeted and actionable feedback on identified Supervisor/Director skills.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 646 - Leadership Practicum

3 Credits

Offered Fall and Spring

Graduate clinical licensure additional practicum, based on previous experience/consultation with advisor. Candidates spend an additional semester in supervisor/director placement to gain experience while assuming gradual responsibility of the supervisor/director role.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 647 - Graduate Practicum: Math 1-6

3 Credits

Offered Fall and Spring

Graduate clinical licensure capstone. Candidates spend a full semester in a grades 1-6 math placement to gain teaching experience while assuming gradual responsibility of the teaching role, culminating with a takeover of all responsibilities of a math teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 648 - Graduate Practicum: Math 5-8

3 Credits

Offered Fall and Spring

Graduate clinical licensure capstone. Candidates spend a full semester in a middle school math placement to gain teaching experience while assuming gradual responsibility of the teaching role, culminating with a takeover of all responsibilities of a math teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 649 - Graduate Practicum: Humanities 5-8

3 Credits

Offered Fall and Spring

Graduate clinical licensure capstone. Candidates spend a full semester in a middle school humanities placement to gain teaching experience while assuming gradual responsibility of the teaching role, culminating with a takeover of all responsibilities of a humanities teacher.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and permission of Program Director or Advisor.

Note: This course has a fee of \$1,000.

EDU 650 - Diversity, Disproportionality, and Discipline

3 Credits

Offered periodically or as needed

This course will examine intersectionality and the complex racial, gendered, and class-based dimensions that perpetuate inequitable environments and opportunities in schools. We will explore critical race theory (CRT) and its theoretical relevance as a framework to examine and challenge disparate educational opportunities for students of color. The course will offer an examination of the policies, procedures and structures that perpetuate disproportionality and overrepresentation. This course will analyze assumptions about race, gender, and class, as well as how these dynamics unfold in U.S. schools through political, sociological, theoretical, and pedagogical lenses.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 651 - Disability and Democracy

3 Credits

Offered periodically or as needed

This course will disability through the lens of democratic education. The concepts of equity, ableism, and "othering" will be examined through philosophical educational theories to unpack pervasive disagreement about the best methods for improving outcomes for students with disabilities. The course will explore repositioning schools as democratic spaces where diversity and individuality can be enhanced and better understood. Theories of democracy and democratic education will be explored as a means of a more socially just orientation of disability.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 652 - Gender Identity, Expression, and Sexuality in School

3 Credits

Offered periodically or as needed

This course will examine the complexities of gender, identity, expression, and sexual orientation in schools, as well as how their interrelated dynamics and complexities of unfold in the history of US schools to present day. The course will explore the concepts of Identity development and school structures that disenfranchise non-binary and LGBTQA+ students and examine constructions of gender identity, sexuality, and equality and binary/nonbinary conceptions. The course will examine inclusivity and exclusion through an examination of gender models, perpetuation of stereotypes, and implicit

biases. The course analyzes key conceptual and methodological frameworks of gender, class, sexuality, power, and intersectionality.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 653 - Race, Religion, Culture, and Language

3 Credits

Offered periodically or as needed

This course focuses on race, religion, culture, and language through the lens of social justice education. This course will unpack bias explore the diverse ways in which power and traditional structures intersect with different cultural, social, and religious practices. We will examine strategies for designing and creating safety in classrooms, schools, educational spaces, and communities which honor students' cultural backgrounds and lived experiences. The course will explicitly examine privilege, equity, and cultural responsiveness in educational spaces.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 654 - Science Teaching and Learning in the Middle School

3 Credits

Offered periodically or as needed

This three-credit course provides an in depth look at the teaching and learning of science in the middle school (grades 5-8). Students will acquire an understanding of the content (Earth & Space Science, Life Science, Physical Science, Technology & Engineering) and practices of middle school science along with highly effective instructional practices for teaching science to early adolescents. This course is centered around inquiry learning, and authentic assessment for science in the middle school.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 655 - Mathematics Teaching and Learning in the Middle School

3 Credits

Offered periodically or as needed

This three-credit course provides an in depth look at the teaching and learning of mathematics in the middle school (grades 5-8). Students will acquire an understanding of the content (ratio and proportionality; expressions and equations; statistics and probability; the number system; geometry; and functions) and practices of middle school mathematics along with highly effective instructional practices for teaching mathematics to early adolescents. This course is centered around high leverage routines problem-based learning and authentic assessment for mathematics in the middle school.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 656 - Teaching English Language Arts in the Middle School

3 Credits

Offered periodically or as needed

This three-credit course provides an in depth look at the teaching and learning of English language arts in the middle school (grades 5-8). This course will acquaint students with the objectives, content, and methods associated with literacy learning in the middle grades and characteristics of adolescent learners in middle school contexts. This course will blend best practice teaching methods with the Massachusetts Curriculum Frameworks and follow the recommended teaching practices advocated by the National Council of Teachers of English (NCTE) and its affiliated professional organizations.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 657 - Classroom Inquiry and Action Research in Education

3 Credits

Offered periodically or as needed

This course provides an opportunity to unpack academic content areas through action/inquiry research and will assist teacher candidates in developing professional voice through the inquiry process. Inquiry and action research provides educators, administrators, and community leaders a method to study classroom challenges using an emic, or "insider" perspective to investigate and improve practice.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 658 - Learning and Adolescence

3 Credits

Offered periodically or as needed

This course examines the role of school in adolescents' identity development, middle school/middle level education and philosophy, including the historical context to current best practice. Emphasis is on the adolescent brain, the developmental, emotional, and intellectual traits of the diverse adolescent learner, and resulting implications for teaching and learning. Adolescent learners are examined in and out of school contexts, with an emphasis on diversity, culture, and inclusivity and historically minoritized groups.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 659 - Teaching History and Social Science: 21st Century

3 Credits

Offered periodically or as needed

This course provides an introduction to the theory and practice of teaching the social studies, including history, civics and government, geography, and economics, at the middle level. The course begins with

unpacking teacher candidate beliefs about teaching, learning, and history, and how they impact teaching and learning. Teacher candidates will design lessons, units of study, and assessment through the lens of UDL, democratic and social justice education, while attending to the diversity of today's classrooms.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 660 - Neurodiversity, Collaboration, and Allyship

3 Credits

Offered periodically or as needed

This course provides class participants with an introduction to autism and neurodiversity, a grounding in the neurodiversity paradigm, and exposure to autistic self-advocates and perspectives. The course will include an examination of the sociopolitical context and the resulting ideals, conceptions, assumptions, and biases in education, media, and community. Course participants will unpack educational discourse, diagnosis, labels, and the ethics of different educational approaches and ideals. The course will explore tenets of collaboration and the complexity of different organizational approaches.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 661 - Communication and Competence

3 Credits

Offered periodically or as needed

This course will explore communication and competence, from the highly to the minimally or non verbal autistic student, and the theoretical foundations of speech, language, and communication. Communication, communication reciprocity, core skills necessary for social communication and literacy development will be a focus. The course will examine frameworks for effective communication strategies and approaches, as well as the role of communication in social understanding/interaction and behavior. Collaborative and interdisciplinary models of support and service delivery will be examined and be guided by self-advocate accounts.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 662 - Social Understanding, Stress, Anxiety, and Trauma

3 Credits

Offered periodically or as needed

This course will review social understanding, stress, anxiety, and trauma in autistic people. The course will explore the role of anxiety, stress, and trauma on relationships, self-regulation, health/well-being, and academic achievement. This course will stress intersectionality and explore gender/culture/race influences on understanding autism. Course participants will develop social supports and curricula

focused on neurodiverse social behavior that help to mitigate the effects of stress/anxiety/trauma and develop resilience.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 663 - Autistic Behavior, Sensory Needs, and Self-Regulation

3 Credits

Offered periodically or as needed

In this course, autistic behavior, including tenets of neurodiversity, sociocultural views of "normalcy," and self-regulation will be explored. Participants in the course will examine a range of strategies and

systems to support, develop, actualize, and sustain positive behavior. Participants will examine sensory development and regulation, connections to behavior, stress, and learn de-escalation techniques.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 664 - Self-Advocacy, Quality of Life, and Transition

3 Credits

Offered periodically or as needed

This course explores quality of life considerations, measures, and supports for autistic students/persons. Educators will learn techniques to support autistic students moving from school to adult life including developing self-advocacy skills, educator advocacy/allyship, family advocacy, person-centered planning, and transition plans. Ethical issues and philosophical challenges relating to sociocultural context, theories, and positioning, anti-oppressive education, and involvement/lack of involvement of self-advocates' perspectives will be explored in the development of pathways to higher education, career and technical education, employment, and independent living.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 665 - Practicum: Autism

3 Credits

Offered periodically or as needed

Practicum/Field Experience for Autism Stem Specialization/Certificate Program.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 675 - Graduate Teacher Education Internship

3 or 6 Credits

Offered periodically or as needed

The graduate internship in education constitutes a practical field experience and can be accomplished in a variety of settings which directly or indirectly serve school-aged children or the field of education. This may involve diverse educational contexts, such as community, religious or recreational programs, work at an education agency, or a research experience, among others. The internship can be undertaken as a 3 or 6 credit experience, depending on several factors and in consultation with the student's faculty advisor: prior course work, graduate requirements, interests, and previous experience in the field, and site considerations/expectations.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree and approval of the Program Director.

EDU 680 - Education Reform, Ethics, Policy, and Law

3 Credits

Offered Fall

This course introduces school leadership through the lens of equity, diversity, justice and belonging. The legal, ethical, social, and political landscape, including education reform related to PreK-22 and higher education in the U.S. will be the main focus of this course. Participants will explore education policy development, analysis, and change in schools and education organizations. The history of education reform in Massachusetts, as well as related federal, state and case law statutes, will be explored. Students will interrogate power structures within educational organizations, identify structural barriers, and consider how policy plays a role in both advancing and deterring educational progress.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 681 - Cultivating Inclusive Leadership and Effectiveness

3 Credits

Offered Fall

This course focuses on preparing future leaders of schools to create inclusive cultures within schools. In this course, leaders will explore how to evaluate learning environments, with a specific focus on interrogating structural barriers within learning environments. Strategies for ensuring the environments are student-centered and inclusive of all students will be explored. Leaders will also explore how to ensure student assessment data is utilized to determine student learning, overall trends, and how to evaluate assessment data for bias and inequities. This course will also examine strategies for supporting and providing equity-focused feedback to staff.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 682 - Leadership for Engaging Diverse Stakeholders

3 Credits

Offered Spring

This course will expose educational leaders to strategies for engaging with diverse stakeholders, including families, communities, and staff. Leaders will discuss how to build trusting and productive relationships with different groups of stakeholders, including how to break down structural barriers that may prevent or limit engagement from minoritized groups. Leaders will also explore methods to develop strategic relationships with the community, including organizations and businesses. Strategies for addressing concerns from diverse stakeholders in an equitable manner will be highlighted.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 683 - Data-Based and Equity-Focused Decision Making

3 Credits

Offered Spring

This course prepares school leaders to make decisions that are databased, and equity focused. Utilizing multiple sources of evidence, leaders will analyze issues and challenges and highlight inequities to make decisions that improve all students' learning and experiences within schools. Data from the school, state, and federal level will be examined. Leaders will participate in inquiry-based practices to evaluate current practices within schools and will make changes utilize these data. The development of strategic and equity-orientated action plans and goals will be discussed, including how to measure the achievement of plans and goals and impact on student success.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 684 - Equitable Management and Resource Distribution

3 Credits

Offered Spring

This course will highlight financial principles and budget management in schools. Economic and demographic data will be analyzed, using a lens of inclusivity, to determine how and why financial decisions are made within schools. Leader candidates will review local, state, and federal education budgets and will evaluate equitable management of resources and ways to ensure budgets are informed by input by diverse stakeholders, including community members, families, and staff. Strategies for recruitment, hiring, and retention of diverse staff will be discussed, as well as HR policies and procedures that contribute to an anti-oppressive and inclusive culture.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

EDU 690 - Graduate Directed Study

1-3 Credits

Offered periodically or as needed

This course provides an opportunity for the graduate student to undertake in-depth study in an area of education related to interest or skill. The course may constitute research, experience, or another opportunity proposed by the student/approved by the program. The directed study ranges from 1-3 credits, depending on several factors: prior course work, graduate requirements, interests, and previous experience in the field. A comprehensive written proposal and final project of thesis is required.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree, approval of faculty member supervising, and approval of Program Director.

EDU 699 - Special Topics in Education

1-3 Credits

Offered periodically or as needed

This credit-bearing special topics course will cover topics of special interest in Teacher Education. Special topics courses may be offered in regular semesters, as professional development courses or in response to special events/opportunities.

Prerequisite(s)/Restriction(s): Completion of a bachelor's degree.

Policies

Note: all Graduate and Professional Studies policies can also be found on the [Stonehill Policies and Procedures](#) webpage.

Graduate Student Standards of Work (1)

Policy 2901; Effective until 3/25/25

A student in good standing is one who meets the standards set by the graduate degree program and the Office of the Vice President for Academic Affairs. Graduate students must maintain a 2.70 cumulative grade-point-average to remain in good academic standing. A student whose cumulative GPA falls below 2.70 will be placed on Academic Probation and will have one semester to meet the 2.70 minimum or he or she will be academically withdrawn from the graduate program. Any term in which students are enrolled is considered the next semester.

In addition, no course in which a grade below B (2.70) is earned may be credited toward any graduate degree. A student who receives below B (2.70) in two courses is automatically withdrawn from the graduate program.

A student must have a 2.70 cumulative grade point average or above to graduate.

Students who are academically withdrawn from the College may not reapply.

Some programs may require additional Standards of Work.

Graduate Student Standards of Work (2)

Updated Policy 2901; Effective 3/25/25

A Graduate and Professional Studies (GPS) student in good standing is one who meets the standards set by the graduate degree program and the Office of the VPAA. GPS students must maintain a minimum 2.7 cumulative grade point average (GPA) to remain in good academic standing.

A GPS student whose cumulative GPA falls below 3.0 but remains above 2.7 or receives a grade below B- in a required course will be required to meet with their faculty advisor. No required course in which a grade below B- (2.7) is earned may be credited toward any graduate degree.

A GPS student who receives below B- (2.7) in two courses is automatically placed on Academic Probation. A student whose cumulative GPA falls below 2.7 will be placed on Academic Probation and will follow a required improvement plan. Failure to meet the requirements of the plan will result in academic dismissal from the College, regardless of whether the student withdraws.

GPS students who are academically dismissed from the College must obtain written approval from the Dean of Graduate and Professional Studies or designee prior to reapplying. A GPS student who returns will be automatically placed on academic probation and required to follow an improvement plan.

A GPS student who is dismissed from the College may appeal to the Dean of Graduate and Professional Studies no later than five (5) business days after receiving the decision in writing. The Dean of Graduate and Professional Studies shall issue a decision in writing within seven (7) business days of receipt of the appeal. The Dean's decision is final.

Some programs may require additional Standards of Work. Please check the appropriate program section of this catalog under Graduate Degree Requirements.

Graduate Student Grading Scale

Policy 2902

The College uses the following system of letter grades and quality points to evaluate graduate student performance.

- Satisfactory, work that fulfills requirements in quality and quantity and meets acceptable standard for graduation
 - Grade, Quality Points Per Credit Hour
 - A, 4.00
 - A-, 3.70
 - B+, 3.30
 - B, 3.00
 - B-, 2.70
- Unsatisfactory, work that does not fulfill requirements or meet acceptable standards for graduation, but still deserving of credit.
 - C+, 2.30
- Failure, work undeserving of credit
 - F, 0.00
- Grades which are not assigned quality points and are not included in the computing of the quality-point average.
 - IF (Incomplete/Failure)
 - AU (Audit)
 - I (Incomplete)
 - P (Pass)
 - S (Satisfactory)
 - U (Unsatisfactory)
 - W (Withdrew)
- Administrative Grades:
 - IP (In Progress)
 - NS (Not Submitted)
- Notes:
 - An IF (Incomplete/Failure) is issued when a student has failed to meet the 30-day deadline for completing the work in an incomplete (I) course. An IF is assigned 0.00 quality points, and is calculated as an F when computing the student's grade-point average.
 - IP (In Progress) is an administrative grade marker automatically assigned to any course that is currently in progress. Quality points are not assigned and are not included in the computing of the grade-point average.
 - NS (Not Submitted) is an administrative grade marker used to indicate that a grade was not submitted by the instructor by the final grading deadline. The NS will be replaced with a final grade upon receipt from the course instructor. Quality points are not assigned and the NS grade is not included in the computing of the grade-point average.
 - Grade-Point Average: The Semester grade-point average is based on all courses taken in that semester, including failures. It is calculated by (1) multiplying credits for each course by quality points assigned to each grade earned; (2) totaling points earned for all courses; and (3) dividing total points by the number of credits attempted. Cumulative grade-point average is calculated in the above manner for all courses taken at Stonehill

College, including failures. Grades earned in courses accepted in transfer, or in courses approved to be taken at other colleges, are not calculated in either the semester or the cumulative grade-point average.

- The student who fails a course can secure credit for the course only by repeating and passing it. A student has the option of repeating a course if the grade is below a B-.

Graduate Student Time to Degree (1)

Policy 2903; Effective until 3/25/25

Graduate students must complete all degree requirements within seven (7) calendar years of matriculation. Leaves do not stop the clock for the completion of degrees.

Course work more than seven (7) years old will not be permitted for degree credit.

Graduate Student Time to Degree (2)

Updated Policy 2903; Effective 3/25/25

Graduate and Professional Studies students must complete all degree requirements within seven (7) calendar years of matriculation. Leaves do not adjust or interrupt timeline toward the completion of degree.

Course work more than seven (7) years old will not be permitted for degree credit. Exceptions may be made through an appeal process by the Dean of Graduate and Professional Studies, or designee.

Graduate Leave of Absence (1)

Policy 2904; Effective until 3/25/25

Only students in good academic standing and good standing with the College may apply for a leave of absence. Leaves of absence may be granted for up to one academic year and are renewable up to an additional academic year thereafter. The academic year is defined as the fall and spring semester only. Students returning from a leave of absence must file a Request to Re Register Application from a Leave of Absence with the Registrar's Office at least 30 days prior to the start of the semester in which they plan to return. The Request to Re-register Application must also be signed by the graduate program director of the academic program in which the student is enrolled. Students taking leaves of absence will not have an extension of the limitation of time for degree completion (see [Policy 2903, Graduate Student Time to Degree](#)).

Students taking a leave of absence must officially drop all courses for which they are currently registered. Students on an approved leave of absence will not have access to the college's resources during the leave, this includes but is not limited to faculty resources, library resources, recreational resources, etc.

Stonehill College reserves the right to request documentation from a student who requests a medical leave. This documentation must be provided to the college in writing detailing that the medical problem no longer precludes safe attendance at the College including the successful completion of academic coursework.

Graduate Leave of Absence (2)

Updated Policy 2903; Effective 3/25/25

Only Graduate and Professional Studies (GPS) students in good academic standing and good standing with the College may apply for a leave of absence, defined as a leave from the College that is more than one full semester (taking one semester off does not constitute a leave of absence). Leaves of absence may be granted for up to three consecutive semesters and are renewable up to three additional semesters thereafter. In some cases, taking a leave of absence may require graduate students to re-take/refresh coursework.

GPS students returning from a leave of absence may only return to their original program. Students taking leaves of absence will not have an extension of the limitation of time for degree completion (see Policy 2903, Graduate Student Time to Degree).

GPS students taking an official leave of absence must drop all courses for which they are currently registered. Students on an approved leave of absence will not have access to the college's resources during the leave, which include but is not limited to faculty resources, library resources, recreational resources, etc. Stonehill College reserves the right to request documentation from a student who requests a medical leave. This documentation must be provided to the college in writing detailing that the medical problem no longer precludes safe attendance at the College including the successful completion of academic coursework.

Graduate Enrollment Status

Policy 2905; Effective 3/25/25

All Graduate and Professional Studies (GPS) degree seeking students are admitted to the College by the Office of Graduate Admission.

Full-time Status: A GPS student is considered full-time if they are registered for 9-18 credits in any graduate semester.

Part-time Status: A GPS student is considered part-time if registered for fewer than nine (9) credits in a semester.

GPS students can take a maximum of 18 credits per semester, with no more than 9 credits per 7-week part of term. Students may request an overload of more than 18 credits, in writing, to the Graduate Director. The Graduate Director's decision is final.

Graduate Student Non-Degree Status

Policy 2906

Prospective students with Bachelor's degrees may take up to two (2) courses for graduate credit on a non-degree basis. If a candidate intends on applying to a graduate program, it is strongly recommended that students complete the admission process before completing more than two (2) courses or a total of six (6) credits. Stonehill College requires that non-degree seeking students complete an abbreviated version of the application and provide a copy of an undergraduate transcript with proof of a bachelor degree conferral. Stonehill College does not guarantee the acceptance of credits earned prior to formal admission since the coursework may not be applicable to the program requirements.

Skyhawk Accelerated Dual Degree

Policy 2907

Any accepted undergraduate student is eligible to apply to the Skyhawk Accelerated Dual Degree (Skyhawk ADD) program. Acceptance into the Skyhawk ADD program allows students to begin a graduate degree within the Stonehill College Division of Graduate and Professional Studies while completing their undergraduate degree. Current Stonehill undergraduate students who wish to apply to the Skyhawk ADD Program must obtain sponsorship from two (2) faculty members, have a minimum GPA of 3.0, and meet any other program-specific requirements, which can be found [here](#).

Admitted Skyhawk ADD students must complete 60 undergraduate credits before they may enroll in courses for dual credit. Skyhawk ADD students may, with approval of the pertinent graduate director, then enroll in a maximum of two 3-credit courses at either the 500- or 600-level that may count toward both their undergraduate and graduate degrees simultaneously (dual credit).

Skyhawk ADD students must meet the Graduate Student Standard of Work of B- or better to earn graduate credit pursuant to [Policy 2901](#). If a student does not meet the Graduate Student Standard of Work in a course attempted with the purpose of seeking dual credit, the student will earn only undergraduate credit. Skyhawk ADD students may enroll in additional graduate courses beyond six (6) credits while still completing their undergraduate degree, but any such additional courses will not count toward the undergraduate degree requirement. Students enrolling in any additional graduate courses beyond the six (6) credits allowed for dual credit must pay all relevant graduate tuition and fees related to that enrollment.

A bachelor's degree is awarded after successful completion of all undergraduate requirements. A master's degree is awarded after successful completion of all graduate program requirements.

Graduate Student Withdrawal from the College

Policy 2908; Effective 3/25/25

A Graduate and Professional Studies (GPS) student may voluntarily withdraw from the College for personal or medical reasons (with documentation), or the College may involuntarily withdraw a GPS student from the College for medical or other appropriate extenuating circumstances or violations of the community standards following the deadlines outlined on the graduate and professional studies academic calendar. GPS students should be aware of financial implications for withdrawal as outlined in the procedures. Suspension, separation, or dismissal of GPS students for disciplinary reasons shall be governed by Policy 1201 and Policy 3103. Separation of GPS students for academic reasons shall be governed by Policy 2901.

Procedures for administering the withdrawal and refund process shall be maintained and published by the Office of the Dean of Graduate and Professional Studies. Changes made to the procedures during an academic year shall be published electronically in the same area where the procedures were originally published.

Graduate and Professional Studies Registration and Late Registration

Policy 2909; Effective 3/25/25

Graduate and Professional Studies (GPS) students are allowed to change their schedules only during the GPS Add/Drop period. Specific dates for the GPS Add/Drop period will be listed in each year's GPS Academic Calendar.

After the expiration of the appropriate GPS Add/Drop period, GPS Students may adjust their schedule only through petition to the respective GPS Director and may be subject to a late registration fee. Any approved adjustment is subject to withdrawal, refund, and course registration procedures.

Procedures in support of this Policy shall be published and maintained by the Dean of Graduate and Professional Studies or designee.

Graduate and Professional Studies Requirements for Graduation

Policy 2910; Effective 3/25/25

It is the personal responsibility of the Graduate and Professional Studies (GPS) student to ensure that all academic requirements in their degree program are satisfactorily completed.

The requirements to complete a master's degrees include:

1. Satisfactory completion of all degree requirements at the 500 level or above within 7 years of start date, unless otherwise granted in writing by the Dean of Graduate and Professional Studies or designee;
2. Complete at least 30 credits;
3. A cumulative grade point average of a 2.7 or above;
4. A completed Application for Graduation on file in the Registrar's Office.

Graduate diplomas are withheld until financial obligations have been satisfied.

Graduate degrees ordinarily are conferred by the College at the public commencement exercises. Once the degree is conferred, no change may be made to the GPS student's academic record.

Graduate Transfer of Credits (1)

Policy 2950; Effective until 3/25/25

At the discretion of the Graduate Program Director of each program at Stonehill College, a student may be permitted to transfer up to six (6) credits of comparable graduate coursework from a regionally accredited institution.

Requests to transfer credit into a Stonehill College graduate program must be initiated in the Registrar's Office - who will determine transferability of credit in consultation with the Graduate Program Director based on the educational quality of the learning experience being transferred in; the comparability of the

nature, content, and level of the learning experience earned to Stonehill College's academic programs; and the appropriateness and applicability of the credit earned in light of the student's educational goals.

No more than two (2) courses or six (6) credit hours may be transferred into a Stonehill College graduate program.

Transfer credit will not be granted for courses in which a grade lower than a B was earned. Similarly, no credit will be granted for courses showing a grade of Pass or Satisfactory. Undergraduate-level courses will normally not transfer.

Only credit hours are transferred. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point-average. Credits transferred in from quarter hour, trimester, or other non-semester hour institutions may be adjusted to make them equivalent to a Stonehill semester-hour credit.

Students are required to provide the Stonehill College Registrar's Office with an official copy of the transfer school's transcript before credits will be transferred.

Descriptions of the classes for which credit is sought must accompany a credit transfer request. Additional information (e.g. syllabus) may also be required to determine transferability.

Students wishing to take and transfer in courses from another institution after initial matriculation at Stonehill must have the courses pre-approved by the Graduate Program Director and the Registrar's Office.

All coursework, including transfer credit, must satisfy the time-to-degree requirement, as outlined in the Time to Degree part of this catalog.

Coursework more than five years old will not be accepted for transfer credit.

The Stonehill College Registrar's Office will notify the student of the credit transfer decision.

Graduate Transfer of Credits (2)

Policy 2912; Effective 3/25/25

At the discretion of the Graduate Director, a graduate student may be permitted to transfer up to six (6) credits of comparable graduate coursework from a regionally accredited institution.

Transfer credit will not be granted for courses in which a grade lower than a B- was earned. Similarly, no credit will be granted for courses showing a grade of Pass or Satisfactory. Undergraduate-level courses will not transfer. Coursework more than five years old will not be accepted for graduate transfer credit.

All coursework, including transfer credit, must satisfy the time-to-degree requirement, as outlined in Policy 2903 [Graduate Student Time to Degree Policy](#).

Only credit hours are transferred. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point-average. Credits transferred in from quarter hour, trimester, or other non-semester hour institutions may be adjusted to make them equivalent to a Stonehill semester-hour credit.

Graduate Participation in Commencement Exercises

Policy 2913; Effective 3/25/25

GPS students may participate in Commencement Exercises if they are within six (6) credits of degree completion. Students may participate in Commencement Exercises if they are within nine (9) credits of degree completion with written permission from the Dean of Graduate and Professional Studies or designee.

Graduate Program Change

Policy 2914; Effective 3/25/25

Any graduate student wishing to change their program must meet the admission requirements and procedures of the program in which they wish to enroll. Students wanting to transfer from one program to another must submit a program change application, in consultation with their advisor. Program change applications will be subject to the published application deadlines.

Financial Assistance

Graduate Financial Aid

We are committed to assisting graduate students in meeting their responsibilities for the cost of education by helping them bridge the gap between their own resources and the cost of attendance.

The office of Student Financial Assistance is committed to supporting you throughout your educational program. Stonehill College offers Federal Direct Unsubsidized Stafford Loans and Graduate PLUS loans to supplement your ability to pay. We do not offer institutional grants. However, Stonehill College Alumni and employees from business partners may be eligible for reduced tuition rates.

How to Apply

To apply for financial aid as a graduate student, please file your Free Application for Federal Student Aid (FAFSA) online with the U.S. Department of Education. Allow enough time for Stonehill College to receive it prior to registration in the semester(s) you plan on attending.

***FAFSA Code 002217**

If you have already completed the [2024-2025 FAFSA](#) as an undergraduate student, please update the Student Demographics and Dependency Status tabs of your 2024-2025 FAFSA to reflect your enrollment in a graduate program.

Once your FAFSA has been submitted and processed and the U.S. Department of Education has sent you a Student Aid Report (SAR), please read the comment section very carefully. If there is an issue with the application (i.e. missing signature, citizenship confirmation), it will be outlined in this section and these issues must be resolved in order to determine a student's eligibility.

Cost of Attendance

For full- or part-time enrollment, the tuition for each program is calculated on a per-credit basis. Additional billed fees apply and are listed below.

Billed Fees for All Programs

In addition to tuition, there are fees for each program that will appear on your tuition bill. There are also expenses associated with graduate course work at Stonehill, including books and supplies, transportation and personal expenses, that are not billed. The total estimated indirect costs that do not appear on your tuition bill are \$2,400 annually (3 semesters).

Federal Stafford Loans

Federal Direct Unsubsidized Stafford Loans

Graduate and Professional degree students are eligible to borrow **Federal Direct € Graduate PLUS Loans** under the William D. Ford Federal Direct Loan Program. Students may borrow up to the cost of attendance minus other financial aid. Interest rates and origination fees for these loans can be found at: <https://studentaid.gov/understand-aid/types/loans/interest-rates>. New rates are determined each academic year and are announced in June. One-third of the total loan for the academic year is applied to your student account in each semester, generally a few weeks after classes begin. Repayment begins six months after

graduation or after you drop below half-time enrollment. Please note, however, that this loan accrues interest while you are enrolled and during the grace period, and you are responsible for these interest charges. You may either pay the interest while enrolled or defer it; in the latter case, interest is added to the principal when repayment begins.

First-time recipients of a Stafford Loan must complete loan counseling to learn about rights and responsibilities as borrowers. Counseling may be completed online (www.studentaid.gov). Those without web access can complete loan counseling upon arriving on campus. No loan funds are disbursed until this requirement is met. Failure to complete loan counseling may result in the cancellation of your loan.

Graduate and professional study students have a Direct Stafford Aggregate limit of \$138,500, no more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

Federal Direct Student Loans and the Master Promissory Note

New student borrowers must complete the on-line Master Promissory Note (MPN) and Entrance Interview at www.studentaid.gov before Federal Direct Student Loan funds will be credited to the student's tuition account. After the electronic MPN and Entrance Interview notifications have been received by the College from the federal website, the net amount of the loan will be credited to the student's account.

Stonehill must have positive affirmation from a student that he/she wishes to borrow a loan. Therefore, we will not process a loan, under any circumstances, if the student has not accepted that loan through myHill web portal.

Once a Master Promissory Note has been completed, a Federal Direct Student Loan can be processed for each subsequent year in which a FAFSA or Renewal FAFSA is filed, by accepting the loan on myHill when responding to the annual financial aid notification. Anyone who does not wish to borrow in any given year (or wishes to borrow less than the eligible amount) must indicate this by notifying Student Financial Services by e-mail at finaid@stonehill.edu or by making that change on-line through the College's web portal, myHill. Declined student loans cannot be replaced with gift aid.

Additional Financing Options

Federal Direct Graduate Plus Loans

Graduate and Professional degree students are eligible to borrow **Federal Direct € Graduate PLUS Loans** under the William D. Ford Federal Direct Loan Program. Students may borrow up to the cost of attendance minus other financial aid. Interest rates and origination fees for these loans can be found at: <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

If you receive a Federal Direct PLUS Loan as a graduate or professional student, you don't have to make any payments while you're enrolled in school at least half-time, and for an additional six months after you graduate, leave school, or drop below half-time enrollment. Loan funds are disbursed directly to Stonehill College in equal amounts over each term of enrollment for the academic year.

Eligibility Requirements

- Graduate students are required to complete the Free Application for Federal Student Aid (FAFSA) at www.studentaid.gov.
- Student must be accepted in a degree-granting program for at least six credits each term. Please note that federal regulations do not allow Federal PLUS loan applications to be processed for an outstanding balance that is associated with an academic year that has already ended.

- Student must first borrow the maximum allowable through the Federal Direct Student Loan program.
- The applicant does not have an adverse credit history.
- Answers to Frequently Asked Questions about Federal Direct PLUS Loans can be found at: <https://studentaid.gov/understand-aid/types/loans/plus>.

Alternative Private Lender

In addition to federal loans, graduate students may also borrow alternative private loans. Students may choose any alternative lender. Stonehill has identified lenders that our students have borrowed from in the past three years and who are still providing alternative loans. This is an historical list only and is not a list of recommended lenders.

The loan comparison tool [ELMSelect](#) is a FREE service to assist families in comparing private student loans. [ELMSelect](#) provides students and borrowers with current lender information needed to make well-informed decisions. Students are not limited to using lenders on this comparison tool.

Tuition Remission (Employee Benefit)

Employees are encouraged to contact Human Resources for further information.

Stonehill Monthly Affordable Payment (MAP) Plan

Please email studentaccounts@stonehill.edu or call at (508) 565-1394 for information regarding the Monthly Affordable Payment (MAP) Plan.

Graduate Scholarships

The Advancing Special Education (ASE) in Urban Settings Award is awarded to a graduate student committed to working in special education in urban settings. ASE Scholars are selected based on their demonstrated and future commitment to teaching in urban education or settings. Graduate students with demonstrated financial need are given preference. Candidates additionally demonstrate a commitment to the mission and ideology of Stonehill College Graduate Inclusive Education.

Awarding Policies

Changes in Enrollment

Your Offer of Financial Assistance is based upon an assumed enrollment pattern, which is indicated on your award. If there are any changes in expected course load, please notify Student Financial Assistance. Changes in enrollment during the course of the academic year must also be communicated to our office, as this may impact your financial aid eligibility.

Eligibility

To maintain eligibility for Federal Student Aid, you must meet the following criteria:

- Be enrolled in at least 6 credits each term, to be considered half-time*. If you drop below 6 credits, your Financial Aid will be canceled for that term.
- Be a U.S. Citizen or eligible non-citizen
- Be matriculated in a degree-granting program
- Have received your high school diploma or G.E.D.
- Be registered with the Selective Service, if required
- Not be convicted of a drug related crime in the last year

- Not be in default from previous student loans, and
- Maintain Satisfactory Academic Progress

Academic Progress

To receive or continue to receive financial aid funded by the state, the federal government, or the College (including loans, grants, jobs, scholarships), you must make [satisfactory academic progress](#), which requires that you achieve and maintain a cumulative grade point average of at least 2.0 after two academic years of college attendance, and complete a minimum number of the total credits attempted.

Federal Verification Process

Approximately one-third of all financial aid applicants are selected by either the U.S. Department of Education or Stonehill's Office of Student Financial Services to verify the accuracy of information provided on the FAFSA. You will be notified by email if you have been selected. If you are a new student, your offer of assistance is tentative pending the completion of the verification process. If you are a returning student, you will not receive a financial aid award letter until the verification process is complete.

Should the verified financial information differ significantly from the original information provided on the FAFSA, your aid may have to be adjusted. Please be sure to respond to requests for follow-up documentation in a timely manner to avoid delays in applying your financial aid as a credit to your student account.

Satisfactory Academic Progress

<https://stonehill-website.s3.amazonaws.com/files/resources/standards-of-progress-financialaid-graduate-1-2.pdf>

Veterans Administration Services

Stonehill College is dedicated to serving student veterans, active duty military, Guard/Reservists and their eligible dependents within the college community. The Registrar's Office provides specialized support in VA Educational Benefit Certification, referrals to College resources and other agencies, assistance with credit for prior learning, and support and advocacy for the veteran and military affiliated population. Students who wish to apply for educational benefits must contact the VA Certifying Official in the Registrar's Office, Duffy Academic Center, room 112. Student's receiving educational benefits are required to attend classes and maintain satisfactory academic progress in order to continue receiving education benefits. Furthermore, students must notify the VA Certifying Official of any changes made to their enrollment status.

Approval Criteria

Title 38 USC 3672, 3675, 3676

Prior Credit Requirement

38 CFR 21.4253 C (2)

- ***Accredited institutions are only required to include their prior credit or transfer credit policy in the event if they have such policies currently in practice at their institution.***
- An approved institution must maintain a written record of previous education and training of the veteran or eligible person, which clearly indicates that appropriate credit has been given by the

school for previous education and training, with the training period shortened appropriately. The record must be cumulative in that the results of each enrollment period (term, quarter, or semester) must be included so that it shows each subject undertaken and the final result (i.e. passed, failed, incomplete or withdrawn).

Refund Policy

38 CFR 21.4254 C (13) & 38 CFR 21.4255

- If an Accredited institution has a refund policy, it must be clearly stated in the catalog. The policy must also indicate the amount of unused funds the student should anticipate receiving based on when the withdrawal was requested.
- The refund policy should clearly state the process the student(s) must complete to receive a refund for unused funds.
- The policy must include a timeline for processing the refund request and provide the student(s) with a date of when they should anticipate to receive the refund.

Standards of Academic Progress

38 CFR 21.4254 (6)

- Policies should include definition of terms
- Policy should clearly define the criteria for "good academic standing" and "unsatisfactory academic standing".
- Grading system used by the institution must be clearly defined and must include the types of grades a student will find on a grade report or transcript. The "letter grade" with grade point equivalent or grade points must be clearly defined.

o **Punitive Grade:** Grade included in the computation of the student's Grade Point Average (GPA) and influences their ability to meet graduation requirements.

o **Non-Punitive:** Grade that does not affect GPA and for which VA education benefits CANNOT be used. Such grades include incomplete, audited, and non-credit courses.

Academic probation Policy

o The policy must clearly define and include the following criteria:

- Under what circumstances a student will be placed on academic probation
- How long the student will remain on academic probation
- What conditions must be met by the student to be removed from academic probation
- Policy must include conditions for continued enrollment for a student that is on probation.

o Academic probation policy may also include the following:

- Probation may involve a combination of falling below an acceptable, cumulative GPA, and the number of the credits a student has taken

- There may be a requirement for the student to meet with their academic advisory or establish a plan for improvement.
- **Academic Suspension and Reinstatement**

o A student on academic probation that does not raise their GPA to an acceptable level after one term may be put on academic suspension

o The period of academic suspension should last for one or more terms

o Conditions for reinstatement should be clearly outlined for the student

o The method by which the student is notified of their suspension, the conditions for reinstatement, and their right to appeal the suspension should be clearly defined and outlined.

Attendance Policies

38 CFR 21.4254

- Accredited institutions are only required to include an attendance policy if one is currently enforced by their institution.

Grounds for Disapproval

Title 38 USC 3679 (e)

Veterans Benefits and Transition Act of 2018 S.2248 Section 103.1.(b)

- A *Covered Individual* is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill @ benefits.
- Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
- Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

o The date on which payment from VA is made to the institution.

o 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Title 38 USC 3679 (c)

The Veterans Access, Choice and Accountability Act of 2014

- For courses, semesters, or terms beginning after July 1, 2017, public institutions of higher education must charge qualifying veterans, dependents, and eligible individuals tuition and fees at the rate for in-state residents. Any institution not meeting this requirement will be disapproved

by the U.S. Department of Veterans Affairs (VA) for the Post-9/11 G.I. Bill ® and the Montgomery G.I. Bill ®.

- For courses, semesters, or terms beginning after March 1st, 2019, public institutions of higher education must charge individuals using education assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E) the in-state residential rate.

Title 38 USC 3679 (D)

Programs leading to Licensure or Certification

- A facility must publicly and prominently disclose any conditions or additional requirements, including training, experience, or examinations for NonAccredited programs of the study that prepare students for:
 - o A state licensure or certification
 - o Employment pursuant to a board or agency for an occupation that requires approval, licensure, or certification

GI Bill ® Trademark Policy

- The trademark symbol " ®" should be placed at the upper right corner of the trademarked phrase in the most prominent place at first usage; such as the title of a brochure, form, or the very top of a Web page and the following trademark attribution notice must be prominently visible: "GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>."
- Use of the registered trademark symbol is not required each time the mark appears in a single document or on a Web page. However, the symbol should be prominent on all individual documents and Web pages.
- The GI Bill ® trademark is not to be incorporated or included in company or product names, trademarks, logos or internet domain names.
- The term "GI Bill ®" is to be used solely to promote official VA benefit programs and services and must include the proper trademark symbol.
- Use of the trademark attribution notice, indicating that the mark and all associated services belong to VA, is required and shall be taken as evidence that use of the mark is in good faith.
- No entity shall use the GI Bill ® trademark in any manner that directly or indirectly implies a relationship, affiliation, or association with VA that does not exist.
- Disparagement or misrepresentations of VA services through use of the mark, or by the use of confusingly similar wording, are strictly prohibited.

GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

College Legal Notices

Stonehill College Notice of Nondiscrimination

As a Catholic College founded by the Congregation of Holy Cross, Stonehill College believes in the inherent dignity and worth of every person. As such, the College is committed to providing an inclusive environment free from discrimination for its students, faculty, staff, alumni, visitors, and guests.

Therefore, Stonehill College prohibits discrimination on the basis of race, color, national origin, religion, disability, age, veteran status, marital status, gender¹, gender identity, sexual orientation, or other legally protected status in admission to, access to, treatment in or employment in its programs and activities, except where such conditions may constitute bona fide qualifications for the programs or activities in question.

Nothing in this statement shall require Stonehill College to act in a manner contrary to the beliefs and teachings of the Catholic Church.

The following people have been designated to handle inquiries regarding the College's non-discrimination policy:

Thomas V. Flynn, Esq.
General Counsel
Stonehill College
Easton, MA 02357
(508) 565-1413

Lily Krentzman
Director of Human Resources
Title IX Coordinator
Stonehill College
Easton, MA 02357
(508) 565-1106

Inquiries concerning the application of non-discrimination policies may also be referred to:

Regional Director
Office of Civil Rights
U.S. Department of Education
5 Post Office Square
Boston, MA 02109

[1] College policies and procedures related to gender-based discrimination and harassment comply with Title IX of the Higher Education Amendment of 1972 ("Title IX"), including its implementing regulations at 34 CFR 106, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics ("Clery Act") as amended by the Reauthorization of the Violence Against Women Act of 2013 ("VAWA").

Student Education Records

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a post-secondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the College receives a request for access. A student should submit to the Registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write to the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another College official in performing their tasks. A College official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the College.

Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Disclosures without Consent

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the College to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. The College may disclose PII from the education records without obtaining prior written consent of the student:

1. To other College officials, including faculty, within the College whom the College has determined to have legitimate educational interests. This includes, in certain cases, contractors, consultants, volunteers, or other parties to whom the College has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State post secondary authority that is responsible for supervising the College's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§ §99.31(a)(3) and 99.35)
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
5. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
6. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
7. Information the College has designated as "Directory Information" under §99.37. (§99.31(a)(11))
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)) Parents may also obtain non-Directory Information if the College has a signed release from the student on file. Students may obtain a release from the Registrar's Office or other appropriate office.
9. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)) In certain circumstances parents may also be notified when their student is involved in a health or safety emergency.

11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13)).

12. To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15)) In certain circumstances parents may be notified by the College if their student's residency or student status has been revoked or may be in jeopardy of being revoked.

Directory Information

At its discretion, the College may provide Directory Information without the consent of the student. For these purposes, Directory Information includes:

Student name, current enrollment, address, e-mail address, telephone number, class year standing, full-time or part-time status, schedule of classes, photograph, date and place of birth, major and minor fields of study, dates of attendance, degrees and awards received, including Dean's List and graduation honors, most recent previous educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams.

In certain circumstances, students may ask the College to withhold Directory Information by notifying the Registrar in writing within two weeks after the first day of class for each semester. Requests for nondisclosure, unless disclosure is required by law, will be honored by the College for only one academic semester; therefore, authorization to withhold Directory Information must be filed each semester in the Registrar's Office.

Student Personal Property

Stonehill College is not responsible for students' personal property. Students are strongly encouraged to have personal property insurance for their belongings. This type of insurance may be available and covered under applicable homeowners' insurance policies or it is available as separate insurance coverage from many providers. Students and their parents should check their current insurance policies for coverage and consider additional coverage, if necessary.

Student Use of Stonehill Directories

Stonehill College maintains a number of directories and address lists to facilitate personal contact between students, faculty, staff, alumni, and volunteers. These directories or address lists may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the Vice President for Student Affairs, or designee. Any use of the addresses or other information such as mailing labels or e-mail distribution lists for any multiple mailing without the prior written permission of the Vice President for Student Affairs, or designee, is prohibited.

Demonstrations

Demonstrations must be registered twenty-four (24) hours in advance and must be approved in writing by the Vice President for Student Affairs, or designee. All demonstrations must be peaceful and orderly. Demonstrations may be organized and led only by members of the Stonehill College community. Demonstrations or other forms of expression may not compromise the rights of other members of the College community, nor interfere with the general operation of the College. Free speech is a cherished foundation of academia. Forms of expression, however, may not discriminate against or harass individuals on the basis of race, color, national origin, ancestry, sex, religion, age, physical or mental disability, sexual orientation, gender identity, or any other characteristic protected by state or federal law.

Stonehill College maintains the right to enforce all rules of conduct and to immediately dispatch Campus Police or request outside law enforcement assistance to respond to any criminal or violent acts.

Solicitation

No student or person representing any company is permitted to offer any product or service for purchase on the Stonehill College Campus without prior approval from the Director of Student Activities, in consultation with the Vice President for Student Affairs. In addition, students may not operate a business on campus or from their residence hall room without the express written consent of the Vice President for Student Affairs or designee.

Clery Act

Stonehill College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of Stonehill College's Campus Police Department's procedures along with required crime statistics.

Stonehill College is committed to assisting all members of the Stonehill community in providing for their own safety and security. The College's annual security compliance document is available on the Stonehill College website at <http://www.stonehill.edu/clery>.

If you would like to receive a booklet called "Annual Security Report" which contains this information, you can stop by the Campus Police Office or you can request that a copy be mailed to you by calling 508-565-5100.

Equity in Athletics Disclosure Act (EADA)

In compliance with the EADA, Stonehill College provides information on men's and women's athletic programs, including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically-related student aid, and revenues. The annual report is available from the Athletics Office located in the Sally Blair Ames Sports Complex. General information regarding the College's student financial assistance programs, tuition and fees, and refunds is available from the Student Financial Services Office located in the Duffy Academic Center.

Fair Information Practices

Stonehill College complies with Massachusetts General Laws Chapter 66A, Fair Information Practices. Questions regarding this law can be addressed to: Registrar, Stonehill College, 320 Washington Street, Easton, MA 02357.

Campus Sex Crimes Prevention Act

The Campus Sex Crimes Prevention Act is a federal law that provides for the tracking of convicted, registered sex offenders enrolled as students at institutions of higher education, or working or volunteering on campus. Members of the campus community may obtain information concerning Massachusetts registered sex offenders on line at <https://www.mass.gov/orgs/sex-offender-registry-board> or by contacting any of the following:

Sex Offenders Registry Board
Commonwealth of Massachusetts
P.O. Box 4547
Salem, MA 01970

Easton Police Department
46 Lothrop Street
North Easton, MA 02356

Stonehill College Campus Police
320 Washington Street
Easton, MA 02357

Massachusetts Law Against Hazing

Massachusetts Law requires that the following information be issued to students, student groups, teams and organizations:

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Drug Free Schools and Communities Act

Stonehill College, in accordance with federal legislation and College policy, is committed to providing a drug-free, healthy and safe environment for all students, faculty and staff. The unlawful use, possession, manufacturing, distribution or dispensation of a controlled substance and the illegal use or possession of alcoholic beverages on campus or at College sponsored activities is prohibited. If it is determined that a violation of this policy has occurred, disciplinary action up to and including the dismissal of students and referral for prosecution may result. Applicable legal sanctions for the unlawful use, possession or

distribution of alcohol and other drugs are summarized in the following section. This information appears here to meet the requirements of the Drug-Free Schools and Communities Act. In addition to this policy, other College policies remain in effect.

Summary of Alcohol and Other Drug Laws

The legal drinking age in Massachusetts is 21 years of age. A person over 21 years of age may not buy alcohol for a person under 21 years of age, unless their relationship is that of parent and child or husband and wife, and even in those situations liquor must be bought at a package liquor store, not a restaurant or tavern. Whoever furnishes any such beverage or alcohol for a person under 21 years of age shall be punished by a fine of not more than \$2,000 or by imprisonment for not more than one year or both. Alcohol may not be purchased or attempted to be purchased by a person under 21 years of age. A person may not lie about their age to purchase alcohol, present false identification, or make arrangements with someone older to buy alcohol for them. Any person who knowingly makes a false statement as to the age of a person who is under 21 years of age in order to procure a sale or delivery of such beverages or alcohol to such person under 21 years of age, either for the use of the person under 21 years of age or for the use of some other person, and whoever induces a person under 21 years of age to make a false statement as to their age in order to procure a sale or delivery of such beverages or alcohol to such a person under twenty-one years of age, shall be punished by a fine of \$300. Any person without a license to serve alcohol may not serve someone under 21 years of age, unless their relationship is that of parent and child or husband and wife. Any person who furnishes any such beverage or alcohol for a person under 21 years of age shall be punished by a fine of not more than \$2,000 or by imprisonment for not more than one year or both.

Any person who transfers, alters, or defaces an identification card, or who makes, uses, carries, sells, or distributes a false identification card, or furnishes false information in obtaining such a card, shall be guilty of a misdemeanor and shall be punished by a fine of not more than \$200 or by imprisonment for not more than three months.

It is unlawful for a person under 21 years of age knowingly to drive a car with alcohol in it unless accompanied by a parent. To do so may result in a fine of up to \$50 or suspension of the driver's license for three months, or both, for a first offense. Persons may not drive while drinking from an open container of an alcoholic beverage. Violators shall be punished by a fine of not less than \$100 nor more than \$500. Persons may not drive while under the influence of alcohol or any intoxicating substance. Violators shall be punished by a fine of not less than \$500 nor more than \$5000 or by imprisonment for not more than two and one-half years, or both such fine and imprisonment. Additionally, violators may have their license suspended for 1 year. If a police officer has reasonable grounds to believe a person is driving under the influence, a breathalyzer test may be given. If the person arrested refuses to submit to such test or analysis, after having been informed that their license or permit to operate motor vehicles or right to operate motor vehicles in the Commonwealth shall be suspended for a period of at least 180 days and up to a lifetime loss, for such refusal, no such test or analysis shall be made and they shall have their license or right to operate suspended in accordance with this paragraph for a period of 180 days. Conviction for a first offense be punished by a fine of not less than \$50 nor more than \$500 or by imprisonment for not less than 30 days nor more than two years, or both, and for a second offense by imprisonment in the state prison for not more than five years or in a house of correction for not less than 30 days nor more than two and one half years, or by a fine of not more than \$1000, or by both such fine and imprisonment.

Massachusetts has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general, narcotic, addictive, and drugs with a high potential for abuse have

heavier penalties. Possession of drugs is illegal without valid authorization. While penalties for possession are generally not as great as for manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both State and Federal laws penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served. Massachusetts makes it illegal to be in a place where heroin is kept and to be "in the company" of a person known to possess heroin. Anyone in the presence of heroin at a private party or dormitory suite risks a serious drug conviction. Sale and possession of "drug paraphernalia" is illegal in Massachusetts. Under Federal law, distribution of drugs to persons under the age of 21 is punishable by twice the normal penalty with a mandatory one to three years in prison depending on the class of drugs; a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs within 1,000 feet of a college or school. Federal law sets greatly heightened prison sentences for manufacture and distribution of drugs if death or serious injury results from the use of the substance.

The Higher Education Act of 1965 as amended suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid. For more information contact Stonehill's Student Financial Services Office at 508-565-1088 or the Federal Student Aid Information Center at 1-800-4-FED-AID (1- 800-433-3243).

Notice of Federal Student Financial Aid Penalties for Drug Law Violations

A student who has been convicted of possession or sale of illegal drugs while receiving federal Title IV financial aid loses eligibility for federal and state government financial aid (including Title IV, HEA grant, loan, or work-study assistance) for a period of time specified in the law (HEA Sec. 484(r)(1)); (20 U.S.C. 1091(r)(1)). The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs. For further information, please visit the College's website at <https://stonehill-website.s3.amazonaws.com/files/resources/drug-convictions-notice.pdf>

Delivery of Services

Stonehill College assumes no liability for the delay or failure in providing educational or other services or facilities due to causes beyond its reasonable control. Causes include, but are not limited to power failure, fire, strikes by College employees or others, damage by natural elements, and acts of public authorities. The College will, however, exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities, or performance; but its inability or failure to do so shall not subject the College to liability.

Stonehill College will endeavor to make available to its students a fine education and a stimulating and congenial environment. However, the quality and rate of progress of an individual's academic career and professional advancement upon completion of a degree or program are largely dependent on their own abilities, commitment and effort. In many professions and occupations, there are requirements imposed by federal and state statutes and regulatory agencies for certification or entry into a particular field. These requirements may change while a student is enrolled in a program and may vary from state to state or country to country. Although the College stands ready to help its students learn about requirements and changes in them, it is the student's responsibility to initiate the inquiry.



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Jeanne M. Finlayson, Vice President for Finance and Treasurer
Thomas V. Flynn, Esq. '93, Clerk

Executive Administration

Senior Leadership Team

Rev. John F. Denning, C.S.C., Ed.D., President
Burke, Pauline M., Ed.D., Vice President for Student Affairs
Finlayson, Jeanne M., Vice President for Finance and Treasurer
Flynn, Thomas V., Esq. '93, Vice President and General Counsel, Disabilities Compliance Officer
Heerman, Heather L., '96 Chief of Staff
Seseske, Scott B., Vice President for Enrollment Management
Smith, Douglas J., Vice President for Advancement
Szakaly, Rev. Anthony, C.S.C., Director of Campus Ministry, Alumni Minister
Ubertaccio, Peter N., Ph.D., Vice President for Academic Affairs

GPS Administrators and Staff

Name	Title
Stringer Keefe, Elizabeth	Dean of Graduate and Professional Studies
Allison, Fr. Jeffrey, C.S.C.	Assistant Director of Graduate Enrollment
Flaherty, Patricia	Director of Graduate Admission
Flanagan, Mary	Graduate Academic Advisor
LeClair, Allison	Assistant Director of Accreditation and Assessment
Mason, Katie-Ann	Associate Director of Graduate Admission
Merrill, Wendy	Administrative Assistant to the Dean of Graduate and Professional Studies
Yeaton, Annabelle	Graduate Admission Counselor

GPS Faculty

Name	Title	Bachelor's Degree & Institution	Master's Degree & Institution	Ph.D. Degree & Institution
Adams, Robert	Instructor of Photonics	B.S. Chemistry and Physics, Bridgewater State University	M.S. Chemistry, Bridgewater State University	
Bazarah, Ali	Instructor of Graduate Business Administration	B.S. Management Information Systems	M.B.A. King Fahd University of Petroleum and Minerals, M.S. Information Systems and Technology, Claremont Graduate University	Ph.D. Information Systems and Technology, Claremont Graduate University
Bryson, Jennifer	Instructor of Graduate Teacher Education	B.S. Elementary Education	M.Ed. Literacy Language and Cultural Studies	Ph.D. Literacy and Language Education
Buttimer, Chris	Instructor of Graduate Teacher Education	B.A. Union College	M.A. Salem State University; C.A.G.S., American International University	Ed.D. Harvard University

Chung, Moon	Associate Professor of Education	B.A. Special Education, Ewha Womans University	M.Ed. Special Education, University of Texas at Austin	Ph.D. Special Education, University of Illinois
Claiborne, Brittany	Assistant Professor of Graduate Teacher Education	B.A. Mathematics and Statistic, Smith College	M.S. Mathematics Education and Social Policy, Northwestern University	Ph.D. Educational Studies with a specialization in Math and Science Education, Boston University Wheelock College of Education and Human Development
Cole, Johnny	Instructor of Graduate Teacher Education	B.S. Communications, Boston University	M.A.T. Secondary English	Ph.D. Lesley University
Diouf, Mbye	Instructor of Photonics			
Dunn, Lori	Professor of Practice in Graduate Teacher Education	B.A. Elementary and Special Education	M.Ed. Reading and Literacy Education	Ph.D. Curriculum & Instruction, Boston College
Henderson, Lara	Instructor of Graduate Business Administration	B.F.A. Graphic Design & Letterform, University of Massachusetts at Dartmouth	M.F.A. Book Arts & Printing, University of the Arts	
Hughes, Nathan	Instructor of Graduate Teacher Education	B.A. English, Salem State University	M.Ed. Lesley University	Ph.D. Syracuse University
Keohane, Alexandra	Instructor of Graduate Teacher Education	B.A. Elementary Education and Sociology, Stonehill College	M.Ed. Curriculum and Teaching, Boston University	
Lamere, Alicia	Associate Professor of Business Analytics	B.A., Mathematics and Studio Art, Hamilton College	M.S. Applied and Computational Mathematics and Statistics, University of Notre Dame	Ph.D. Applied and Computational Mathematics and Statistics, University of Notre Dame
Leighton, Jennifer	Instructor of Graduate Teacher Education	B.A. Communication Disorders, State University of New York at Buffalo	M.A. Speech-Language Pathology, George Washington University	
Llorca, Elizabeth	Assistant Professor of Graduate Teacher Education	B.S. Early Childhood Education, Florida State University	M.S. Curriculum and Instruction in Early Childhood Education, Florida State University	Ph.D. Language, Literacy, and Culture, University of Massachusetts at Amherst

Louis, Rebekah	Assistant Professor/Coordinator of Graduate Clinical Experience	B.A. Elementary Education and Human Development, Boston College	M.Ed. Moderate Special Education, Boston College	Ed.D. Curriculum Leadership Concentration, Northeastern University
Mason, Patricia	Instructor of Graduate Teacher Education	B.A. Rehabilitation Counseling & Music Therapy, Emmanuel College	M.Ed. Special Education, Boston College	Ph.D. Curriculum & Instruction, Boston College
McGillicuddy, Kristin	Professor of Practice in Graduate Marketing and Director			
McGinnis, Lee	Professor of Graduate Business Administration	B.B.A. Marketing, Idaho State University / B.A., Mass Communications, Idaho State University	M.S. Mass Communications (Advertising), Kansas State University	Ph.D. Marketing, University of Nebraska-Lincoln
Mertens, Kelly	Instructor of Graduate Teacher Education	B.A. Union College	M.A. Salem State University; C.A.G.S., American International University	
Mirbagheri, Golsa	Instructor of Photonics	B.S. Information Technology Engineering, Azad University	M.S. Information Technology Engineering and Management, Amirkabir University of Technology	Ph.D. Electronic Engineering, Clarkson University
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