



New England College

2014-2015
Academic Catalog



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2014-15 ACADEMIC CALENDAR FALL SEMESTER 2014

Friday, August 29

New students arrive. Residence halls open at 8:00 a.m.

Friday, August 29

CONVOCATION to be held Friday during New Student Orientation

Friday – Monday, August 29 – September 1

New Student Orientation

Monday, September 1

Returning students arrive and complete student check-in process

Tuesday, September 2

Classes Begin

Thursday, September 4

Last day to add or drop 1st *seven-week* courses

Monday, September 8

Last day to add or drop *full-semester* courses

Last day to file an Intent to Graduate form for December

Students will be charged for the number of credits for which they are registered on this date

Monday, September 15

Last day to file for Pass/No Record option for 1st *seven-week* courses

Friday – Sunday, September 26-28

Homecoming Weekend

Monday, September 29

Last day to file Pass/No Record option for full-semester courses

Last day to complete Spring 2014 and Summer 2014 incompletes

Wednesday, October 1

Last day to withdraw from 1st *seven-week* courses

Saturday-Tuesday, Oct. 18 - 21

MID-SEMESTER BREAK



Wednesday, October 22

First day of 2nd *seven-week* courses

Friday, October 24

Last day to add or drop 2nd *seven-week* courses

Friday, October 31

Last day to file Pass/No Record option for 2nd *seven-week* courses

Tuesday, November 4

Last day to withdraw from *full-semester* courses

Last day to submit petition to convert from Pass/No Record option to a letter grade

Wednesday, November 12

Pre-registration for Spring 2015

Friday, November 21

Last day to withdraw from 2nd *seven-week* courses

Tuesday, November 25

Residence Halls close at 7:00 p.m. for Thanksgiving Break

Wed-Sun, Nov. 26 - Nov. 30

THANKSGIVING BREAK

Sunday, November 30

Residence Halls open at 8:00 a.m.

Friday, December 12

Last day of classes

Saturday-Sunday, December 13 - 14

Reading days

Monday-Thursday, December 15 - 18

FINAL EXAM DAYS

Thursday, December 18

Residence Halls close at 7:00 p.m.

JANUARY TERM 2015

Monday, December 29

Classes begin

Wednesday, December 31

Last day to add or drop January Term courses

Students will be charged for the number of credits for which they are registered on this date

Friday, January 16

Last day of classes

SPRING SEMESTER 2015

Sunday, January 18

All students arrive

Residence Halls open at 8:00 a.m.

New Student Orientation

Monday, January 19

Classes begin

Wednesday, January 21

FOUNDERS' DAY

Last day to add or drop 1st *seven-week* courses

Sunday, January 25

Last day to add or drop full-semester courses or file an Intent to Graduate form for May

Students will be charged for the number of credits for which they are registered on this date.

Friday, January 30

Last day to file Pass/No Record option for 1st *seven-week* courses

Friday, February 13

Last day to file for Pass/No Record option for *full-semester* courses

Tuesday, February 17

Last day to withdraw from 1st *seven-week* courses

Friday, February 27

Last day to complete Fall 2014 and J-Term 2015 incompletes

Wednesday, March 4

Pre-Registration for Fall 2015

Friday, March 7

Residence Halls close at 7:00 p.m. for Spring Break

Saturday-Sunday, March 7 - 22

SPRING BREAK

Sunday, March 22

Residence Halls open at 8:00 a.m.

Monday, March 23

First day of 2nd *seven-week* courses

Wednesday, March 25

Last day to add or drop 2nd *seven-week* courses

Wednesday, April 1

Last day to file Pass/No Record option for 2nd *seven-week* courses

Friday April 3

Last day to withdraw from *full-semester* courses

Last day to submit petition to convert from Pass/No Record option to a letter grade

Tuesday, April 21

Last day to withdraw from 2nd *seven-week* courses

Friday, May 8

Last day of classes

Saturday-Sunday, May 9 - 10

Reading days

Monday-Thursday, May 11 - 14

FINAL EXAM DAYS

Thursday, May 14

Residence Halls close at 7:00 p.m. **except for graduating seniors**

Saturday, May 16

COMMENCEMENT

ABOUT NEW ENGLAND COLLEGE

Mission Statement

New England College is a creative and supportive learning community that challenges individuals to transform themselves and their world.

Description of Mission

New England College emphasizes experiential learning as an essential component in the development of an enduring academic community. Building upon a strong liberal arts foundation, we challenge our students to reach their full potential through informed discourse and the pursuit of excellence in a framework of academic freedom that reflects the following values:

- *imaginative, innovative, and creative approaches to all endeavors;*
- *respect for self in the development of personal, social, physical, and intellectual abilities;*
- *caring and collaborative relationships among members of our community;*
- *respect for the varied qualities of individuals, communities, and the world;*
- *an appreciation of beauty and elegance in the search for truth;*
- *inquiry into and the pursuit of social justice;*
- *ethical and responsible citizenship, including service to the community;*
- *the pursuit of ecological sustainability;*
- *continuous learning and a lifetime of personal achievement.*

Basic Facts

NEC at a Glance

Just fifteen miles from Concord, the busy capital of New Hampshire, lies the classic New England village of Henniker. The covered bridge, white clapboard buildings, antique stores, inns, and restaurants might all be seen on a postcard. With the hills of southern New Hampshire as a backdrop and the Contoocook River running through its midst, Henniker is the home of New England College. Visitors are immediately drawn in by the picturesque setting and the genuine

welcome that they feel. The sense of community is pervasive and embracing with a strong connection between the College and the town.

New Hampshire has always been a popular destination for those seeking the finest in outdoor adventure. With its unparalleled scenic beauty and a wide variety of cultural and recreational activities, New Hampshire offers endless possibilities that include hiking, camping, whitewater kayaking, horseback riding, skiing, and the observation, study, and photography of nature and wildlife. The College's location provides easy access to all of the state's amenities. Nordic ski trails are available on campus, and alpine skiing is just two miles away.

Students at New England College represent great diversity. They discover a community that is internationally and culturally diverse, a campus that is informal and friendly, and an educational experience that is challenging. All of which leave lasting impressions.

In addition to the array of undergraduate and graduate academic programs that it offers, New England College features a wide range of co-curricular activities that include both a high and low ropes course. The College supports thirteen intercollegiate men's and women's athletic teams including lacrosse, soccer, cross-country, ice hockey, field hockey, softball, baseball, and basketball. More than half of the student body participates in interscholastic athletics, club, or recreational sports. There are more than two dozen student organizations from which to choose including Adventure Bound, the Carriage Theatre Ensemble, the International Student Association and the Political Science Club. Students publish a campus newspaper, *The New Englander*, and manage the College's

radio station, WNEC. Cultural events, social activities, and other co-curricular experiences are regularly scheduled by the Student Entertainment Committee (SEC) in collaboration with the Office of Academic Affairs and the Office of Student Involvement.

A Brief History of NEC

Entrepreneurship has been at the very heart of New England College since its inception. A driving force in its origin, it continues to play a significant role in the College's philosophy and educational programming today.

Academic visionary Boone Tillet identified an important opportunity to serve the educational needs of the large number of service men and women returning home at the close of World War II. Their expanded vision of the world had awakened a keen interest in all they had encountered. With the growing demand for higher education and a new G.I. bill available to finance post-secondary education, the men and women of the armed forces eagerly sought out the degree offerings of the nation's colleges and universities.

Tillet chose Henniker, New Hampshire, as the site for a new college dedicated to educating returning veterans. He recruited a fellow scholar, Charles Weber, from Hofstra University to serve as the College's first dean, and arrived in Henniker with a car full of books from his own library. In 1946 New England College welcomed its first class of 67 men and one woman.

A tireless entrepreneur, Tillet soon moved on to new ventures; the momentum he had created sustained the institution through its formative stage. After only three years, enrollment at New England College had more than quadrupled. Through the 1950s the College grew steadily, adding new programs, new faculty, and acquiring additional buildings in Henniker. A period of rapid growth in the 1960s resulted in the construction of several new buildings on

campus: a residence hall, dining hall, gymnasium, library, and the Science Building.

New England College continued to expand during the early 1970s, this time across the Atlantic Ocean. The acquisition of a second campus in Arundel, West Sussex, England, proved at that time to be an unconventional and innovative approach to education. Students attending the British Campus were immersed in a learning environment that was international in its perspective and served to heighten their educational experience.

By the 1980s the College had increased its enrollment to more than 1,000 students and added steadily to its inventory of academic buildings. The Lee Clement Ice Arena was one of the largest construction projects completed during that decade.

The advent of the 1990s saw an overall decline in enrollment at the nation's small liberal arts colleges. New England College persevered during the lean financial years, but reluctantly closed its British Campus and focused its energies on its resources in Henniker. New leadership in the late '90s led to an unprecedented growth in campus facilities with the construction of the Simon Center in 1993, and in student enrollment. The College greatly expanded its graduate degree offerings and centered its undergraduate programming on innovative delivery. A state-of-the-art teaching facility, the Center for Educational Innovation, opened in 2001, and a new art gallery, theater, and fitness center were brought on-line during this period.

The most recent addition to the New England College campus is the former Henniker railroad station, now completely renovated and rededicated as the Currier Alumni Center. David P. Currier, a former trustee of the College and a member of the Class of 1972, provided a major gift to create a welcoming gathering place for all alumni of the College.

Today, New England College continues to provide an enriching educational experience for both undergraduate and graduate students alike, in a dynamic and supportive learning environment. Our degree programs have recently expanded with new programs added to the School of Graduate and Professional Studies curriculum and the College's first doctoral program. The completion of the \$1.5 million artificial turf field in the spring of 2010 marks the largest building project undertaken by the College since the completion of the Center for Educational Innovation in 2001.

Shared Teaching Commitments: NEC's approach to teaching and learning

New England College Faculty have committed to three shared teaching commitments:

1. *A commitment to natural and civic environments.*

The NEC community and curriculum promotes engaged and experiential interaction with our rich natural and civic environments.

2. *A commitment to engaged and experiential teaching principles and practices.*

NEC commits itself to a set of Pedagogical Principles and Practices that characterizes our students' educational experience.

NEC Pedagogical Principles:

- Classroom experiences are connected to the real world
- Courses include physical, hands-on exercises
- Faculty use alternative modes of teaching and learning
- Courses include outside-of-classroom experiences
- Programs include Community Placements or other Experiential Learning activities
- Students' questions drive instruction and relevance

NEC Pedagogical Practices:

- Problem-based Learning
- Service Learning
- Place-Based Learning
- Project-Based Learning
- Collaborative Learning

3. *A commitment to the 21st Century Essential Learning outcomes.*

A New England College education is grounded in particular 21st century outcomes as articulated by the LEAP Campaign promoted by the Association of American Colleges and Universities. These outcomes promote critical thinking skills which are essential for educated members of our society.

Accreditation

New England College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education. The Teacher Education Program (and the certifications in elementary education, physical education, secondary education, special education, principal, and superintendent) is approved by the New Hampshire Department of Education.

New England College is also a member of the New Hampshire College and University Council (NHCUC). Under its Student Exchange Program, students may enroll at other NHCUC institutions to take individual courses, or as full-time students for one or two semesters. This cross-registration is on a space-available basis. Courses taken at NHCUC institutions by a matriculating student are considered equivalent to courses taken at New England College, and are included in computing the NEC grade point average. Students wishing to participate in the Student Exchange Program should consult with their academic advisors and pre-register with the student-exchange coordinator in the NEC Registrar's Office.

NHCUC member institutions include Antioch University of New England, Chester College New England, Colby-Sawyer College, the

Community College System of New Hampshire, Dartmouth College, Franklin Pierce University, Granite State College, Hellenic American University, Keene State College, Massachusetts College of Pharmacy and Health Sciences, New Hampshire Institute of Art, Plymouth State University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire. Students remain degree candidates and continue to pay normal New England College tuition, but must make their own room and board arrangements and pay any extra fees (e.g. student activities) directly to the NHCUC institution. New England College is a charter member of Project Pericles and a member of Campus Compact.

Campus Facilities

Simon Center

The heart of the NEC campus is the Simon Center. Built through the generosity of former Secretary of the Treasury William Simon (1927-2000) in honor of his three daughters who are alumnae of New England College, the Simon Center serves as the campus center for the College. Conveniently located, the Simon Center is the focal point for many of the College's co-curricular activities and larger public presentations. The Simon Center also features the Pathways Center, administrative offices for Student Life, several meeting rooms, the Great Room, the College Bookstore, Mail Center, and Campus Communications Center. Also in the Simon Center are the Campus Café, Tortington Arms Pub, the Sayce Lounge, Reflection Room (for quiet contemplation), and offices for student-oriented programs and activities.

Center for Educational Innovation

The CEI building is a 14,000 square-foot state-of-the-art teaching facility adjacent to the library and outfitted with the latest in educational technology. The first floor features classrooms with audio-visual computer projection equipment as well as Promethean Boards. A link between the main

teacher console and networked data ports for students allows students and faculty to participate in video conferencing with students and teachers all over the world. The second floor is the home of the College's education department, where teachers-in-training are given the opportunity to work alongside experienced mentors as both use the latest computer programs to enhance their approach to teaching and learning.

H. Raymond Danforth Library

Telephone: 603.428.2344

The H. Raymond Danforth Library, located at the center of campus, is an inviting space in which to conduct academic research or relax with a good book. The Library supports the mission of the College by providing a creative, innovative and supportive learning environment for the entire community, including students, faculty and staff. Combining its traditional responsibility as a repository for academic-related materials with its mission to contribute to the dynamic learning environment of the College, the Library's staff is dedicated to providing the New England College community with the professional expertise and personalized attention they need to fulfill their research and information needs.

In addition to the formal classroom instruction they receive, students enjoy opportunities for special workshops and individualized attention relating to their academic endeavors. A close working relationship between the College's faculty and the Library staff allows for a successful coordination of homework and scholarly research.

A full complement of both print and electronic resources is available through the Library. More than 100,000 volumes and 150 print periodical subscriptions can be found in the Library's two floors of open stacks. Access to more than 15,000 periodical titles, full-text databases, and a number of reference sources

is provided through the Library web page. Further resources provided at the web page include subject-specific Internet resources as well as assignment-specific topics designed by the librarians to aid students, faculty and staff with their research needs. A selective depository for New Hampshire state documents, the Library also contains specialized collections of Shakespeare and New Hampshire-related materials.

The Pathways-Tutoring Center, located on the second floor of the Danforth Library, provides a variety of academic services including professional and peer tutoring programs. Tutors are available for individual, group and drop-in tutoring six days a week. They focus on core academic needs, such as math and writing, as well as support for specific academic courses. Professional and peer tutors also work with faculty members to assist students with study skills, study halls, time management, test reviews and goal setting. The center's major objective is to facilitate academic success while encouraging students to become independent thinkers.

The Library is home to a thirty-seat computer lab, several comfortable reading rooms, quiet study space and an instruction area. It is open nearly 100 hours each week and reference assistance is available more than 70 hours a week.

New England College is a member of the New Hampshire College and University Council (NHCUC), which supports an active interlibrary loan program with the participating institutions. The NHCUC members also allow students and faculty common borrowing privileges at each institution's library and access to their combined holdings of more than five million volumes. The member institutions include: Antioch University New England, Colby-Sawyer College, Community College System of NH, Franklin Pierce University, Keene State College, New England College, NH Institute of Art, Plymouth State University, Rivier

University, St. Anselm College, Southern NH University, and the University of NH at Durham and Manchester.

The Library is also a member of GMILCS, Inc., a consortium of public and academic libraries in southern New Hampshire. The consortium allows New England College students with a current ID to check out materials from any of its members, including the public libraries of Amherst, Bedford, Derry, Goffstown, Hooksett, Manchester, Merrimack, Milford, Salem and Windham, New Hampshire, as well as the New Hampshire Institute of Art. As a participating member in the OCLC worldwide network of libraries, New England College students have access to shared cataloging and interlibrary loan from library collections throughout the world.

Information Technology

The Office of Information Technology installs and maintains all campus technology used for teaching and learning. The College maintains approximately 145 Windows and nearly 40 Apple Mac computers for students located in five campus buildings. The Science Building has four computer labs, two of which feature Macintosh computers for specific academic use. The Science Building also has a mobile wireless cart with 10 laptops and printing capabilities, movable to any classroom in the building. The Danforth Library has a lab featuring 30 computers with printing capabilities, along with an additional 6 Macintosh computers. Spaulding Hall's Writing Center has 35 PCs and printing capability for use by students in writing courses. Both classrooms have Promethean interactive white boards. The CEI (Center for Educational Innovation) has two mobile laptop carts available for classroom use. The Simon Center contains a small lab in the Pathways Center for quick email checks, casual surfing, and printing. All student and instructional buildings on the campus provide wireless network access to complement the primary wired network.

In support of the student portfolio program, the CEI has a small design studio containing PCs with scanning and multimedia capability.

In addition to computers, the CEI's classrooms are all equipped with multimedia technology including VCR/DVD players, speakers and digital projectors. Room 110 in CEI, named after NEC alumnus David Lockwood, has a high-end multimedia system featuring video and computer projection systems along with high-end audio output. Classrooms in CEI and Larter Hall also contain Promethean interactive white boards. New England College has an active online course program, supported through the use of Blackboard course management software. Students can find valuable course supplements and engage in virtual discussions through this medium. Faculty can use the latest design software to produce interactive courses.

Administration Building

Built in 1805 as a resort hotel, the Administration Building maintains its historic charm while serving as the location for many of the College's administrative offices. In addition to the Office of the President, the Administration Building houses the Offices of Admissions, Advancement, Public Information, Student Financial Services, the Registrar, and Human Resources.

Currier Alumni Center

The historic Henniker railroad station, constructed in 1900, is the newest addition to the New England College campus. David P. Currier, a former trustee of the College and a member of the Class of 1972, provided a major gift to create the center in 2011. The facility serves as an entryway and meeting place for visiting alumni, and houses a large collection of archival material and memorabilia. The Currier Alumni Center provides office space for members of the Office of Advancement.

Science Building

Built in 1972, this complex is completely outfitted with laboratories and classrooms. Two of the Science Building's laboratories underwent extensive renovations in 2011 and now feature new equipment, instruments, and space for student research and experiments. The building contains four multi-station computer labs, a state-of-the-art Mac Lab that supports our digital photography and graphic design programs, and a video-conferencing facility that promotes collaboration with an extended network of students and scholars.

Bridges Gymnasium

Bridges Gymnasium is the home of the College's intercollegiate men's and women's basketball teams. It also functions as a center for recreational sports and extracurricular activities such as Tae Kwon Do and dance. Many of the coaches' offices, the varsity athletic training room, locker rooms, and the fitness center may also be found in Bridges Gymnasium.

Fitness Center

The fitness center, located in the lower level of Bridges Gymnasium, is open to all members of the New England College community. It is designed to provide the community with a facility dedicated to the pursuit of physical conditioning. In addition, the Fitness Center serves as a venue for the practical training of our students studying the field of kinesiology. It is equipped with cardio machines, more than 2000 pounds of free weights, and plate-loaded Bodymasters weight equipment.

Lee Clement Ice Arena

Built in 1991 and named for an alumnus and long-time staff member of the College, the Lee Clement Ice Arena is home to the men's and women's ice hockey programs and serves the College's hockey and figure skating clubs. The Office of the Athletic Director, as well as offices of several coaches, is located in the arena.



The Field House

The Field House is an all-purpose facility that serves the College's varsity and recreational sports teams. It is equipped with an artificial playing surface that replicates outdoor capabilities in an indoor, weather-protected facility. It is adjacent to both the Lee Clement Ice Arena and Bridges Gymnasium.

Laurie Cox Athletic Fields

With more than 26 acres of athletic fields, New England College offers an extensive facility for intercollegiate and recreational programs. Our students enjoy baseball, softball, soccer, field hockey, lacrosse, cross-country track, and informal recreational activities that require the use of open stretches of land. Located adjacent to the Laurie Cox Athletic Fields are the College's tennis courts.

Turf Field

One of the cornerstones of the College's athletic facilities is the \$1.5 million dollar turf field completed in 2010. Supporting both varsity and recreational sports, the turf field is an integral component of the learning experience of our students and is used by men's and women's lacrosse and soccer, field hockey, classes, club sports, recreational sports, individual users, and community groups.

Ropes Course and Trails

New England College has more than three miles of woodland trails for snowshoeing, cross-country skiing, and short hikes. We also have a state-of-the-art high and low ropes course used for classes in outdoor leadership and education as well as co-curricular programs which promote teambuilding, leadership development, and communication skills. Downhill skiing and snowboarding facilities are available free to students, faculty, and staff through a partnership with the Pats Peak Ski Area in Henniker.

The Mainstage Theatre

The Mainstage Theatre, located in the

College's Science Building, is an ideal venue for the ambitious schedule of dramatic performances held throughout the calendar year. Built in 2002, it is an intimate, Off-Broadway style theatre. It seats 103 and is handicap accessible. The theatre features a two-level stage, computerized lighting and audio systems as well as a fully equipped workshop for scenery construction.

Studio Theatre

Providing a second space ideal for the dramatic presentations of New England College students, this black-box theatre is suitable for full theatre productions, workshops, or poetry readings. It is located in the Carriage House and is the home of the student-run Carriage Theatre Ensemble.

Art Studio

Tucked away on the edge of campus, the Art Studio offers both students and faculty a quiet setting for creative expression in the visual arts. This intimate space is conducive for work in oils, pencil, photography, sculpture, or the graphic arts.

Art Gallery

The New England College Gallery is committed to promoting and exhibiting contemporary and historically significant art to enhance the curriculum and encourage cultural inquiry and dialogue. The Gallery produces rotating exhibitions and programming in support of the mission and values of the College and provides a cultural access for the community and the region. The 1,500 square feet of light-filled exhibition area is ideal for drawings, prints, paintings, photography, sculpture, and multimedia works. The Gallery's permanent collection includes more than 550 works in a variety of media and was recently gifted 150 original Andy Warhol photographs through the Andy Warhol Photographic Legacy Program. It is open to the NEC community and the general public free of charge throughout the year.

Carriage House

Located behind the Administration Building,



Carriage House is the home of the College's Studio Theatre. The offices of the Finance Department are located in Carriage House, which also houses the English Language program and International Students Resources.

Cogswell House

This impressive Colonial-styled structure is the home of New England College's president. Many College functions are held at Cogswell House as well as informal meetings for students, staff, and faculty.

Spaulding

Located on Bridge Street, Spaulding House is the home of the communication, English, and writing departments, and the College's writing lab.

Lewin House

An older, white clapboard building, Lewin House is the home of the psychology and sociology departments.

Tower House

The Art Department is located in Tower House. Art faculty offices are also found in this building.

Bridge Street House

Bridge Street House is the home of the philosophy and political science departments.

Davis House

Located across the street from Bridge Street House, Davis House serves as the Headquarters for the Office of the Provost and Office of Academic Affairs.

Fitch House

Fitch House is the home of the history and kinesiology departments.

Preston Barn

Located next to the Administration Building and the Art Gallery, Preston Barn Theatre Lab is home to offices for theatre faculty, the theatre lecture classroom, properties storage, and the costume shop.

Greenhouse

The Greenhouse was constructed by NEC students and completed in 1973. It is a valuable resource for the biology department and is used frequently for horticulture and botany courses. Funds for the construction of the building were donated by Ernest DuPont.

New England College Center in Concord

NEC Concord began operations in the fall of 2013. Located centrally in the state capital at 62 North Main Street, NEC Concord strategically supports the College's mission. Graduate and undergraduate courses are taught in the state-of-the-art classrooms. Educational series, musical and theatrical performances, and panel discussions with local professionals are scheduled 3-4 nights a week, open to both the NEC community and the general public. NEC faculty and students use the site as a home base for local internships, service learning initiatives, and meetings with business and non-profit leaders. The emphasis is on community engagement, on bridging the gap between college and community.

Enrollment and Admissions

Undergraduate Admission

Telephone: 603.428.2223

New England College's admission process recognizes the unique attributes of every individual. The College welcomes students who have demonstrated academic achievement, as well as those who may not have yet performed to their full potential. The College seeks students who are ready to develop strong educational values, demonstrate a desire to reach for excellence, show an appreciation for diversity, demonstrate social responsibility, possess the capability for leadership, and those who wish to become members of the global community.

Factors which we consider when making an admission decision include:

- *academic transcripts (official high school transcript, official GED results, etc.);*
- *letters of recommendation;*
- *a written essay of at least 250 words;*
- *extra-curricular activities, volunteer experience, and work experience.*

New England College requires a completed high school diploma (or a school-leaving certificate or equivalent) for matriculation into baccalaureate programs. The College suggests that a student complete at least four years of English, three years of math (up to Algebra II), three years of science (one being a lab science), and three years of social science, all in a college preparatory track. The College invites applications from both first-time students who enroll directly after high school, and transfer students, for both the fall and spring semesters. Applications are processed on a rolling basis, which means that a decision is made approximately two weeks after an application file is completed. Although there is no specific deadline, students are encouraged to apply prior to April 1 for the subsequent fall semester and prior to December 15 for the spring semester.

How to Apply

1. Complete the New England College Application for Admission or the Common Application. Both applications are available and to be completed online. The College has no preference on your method of application. Links to the applications may be found at <http://www.nec.edu/apply/>.
2. Send the completed application, your written essay, and a \$30 application fee to the Office of Admission:
*Office of Admission
New England College
98 Bridge Street
Henniker, NH 03242-3297
800.521.7642 or 603.428.2223
FAX: 603.428.3155*
3. Applicants are required to have an official transcript sent to New England College by their high school. Follow the instructions provided by your school guidance counselor to request that your transcript be sent. Students are encouraged to submit additional recommendations from sources that highlight their academic, extracurricular, and/or personal strengths. Often, students submit activity sheets or resumes to demonstrate personal achievements.

Transfer Students

In addition to the steps listed above in the "How to Apply" section, transfer students must arrange for official transcripts from any high schools or GED documentation and transcripts from all colleges attended to be sent to the New England College Office of Admission. Also, students must submit a "Transfer Student Evaluation Form." This form should be signed by you and given to the Dean of Students or your academic advisor at your present institution. Ask him/her to complete the form and mail it to the Office of Admission.

Transfer Articulation Agreements

New England College has transfer articulation agreements with many two-year institutions and the number of agreements continues to grow. These agreements provide that two-year college students who graduate with an associate degree and a specified grade point average will be accepted and will receive both transfer credit and advanced standing upon transfer to NEC. For a current list of schools with which NEC has transfer articulation agreements, see the website: www.nec.edu.

International students

International students whose native language is not English, must demonstrate English proficiency by submitting the results of either the Test of English as a Foreign Language (TOEFL) or IELTS. Students with TOEFL scores 550 are eligible for unconditional admission. Students with scores between 450 and 549, are eligible for admission with concurrent courses in English as a Second Language, offered here at New England College.

International students are required to document the availability of funds to cover tuition and living expenses for the entire period of stay in the U.S. before an I-20 (Certificate of Eligibility for Non-Immigrant F-1 Student Status) can be issued by New England College. Upon acceptance, students should file the "Declaration and Certification of Finances" form with original signatures to the Office of Admission.

Home-Schooled Students are welcome and encouraged to apply and submit a transcript and/or portfolio of academic work.

Standardized Tests

The College does not require results from standardized tests such as the SAT or the ACT. Students who wish to submit such scores may do so on an optional basis. The New England College code for the SAT is 3657, and for the ACT it is 2513.

Additional Instructions for Veterans

In keeping with the founding mission of the College, NEC, which has been designated a "Military Friendly" school, welcomes students with military service, providing substantial financial assistance and support services. Updated Information on this program is posted on our website www.nec.edu.

A copy of your Certificate of Eligibility is required for verification of eligibility for the veterans program. Veterans are encouraged to contact the Office of Admission to determine eligibility for scholarship assistance. In addition to the steps listed above in the "How to Apply" section, you must arrange for transcripts to be sent through the American Council on Education (ACE), depending on the branch of the military (SMARTS, AARTS, or Community College of the Air Force). ACE transcripts can be requested through ACE at www.acenet.edu; select "Programs & Services," then "transcript requests."

NEC-Plus Students

Adult students who are applying for entry into New England College's undergraduate bachelor programs may be eligible for the NEC Plus program if they are at least 25 years of age AND one or more of the following: married, have legal dependents other than a spouse, and have not been enrolled at New England College in the past four years. All NEC Plus students take courses along with the traditional undergraduate students at NEC. This discounted program offers courses at a much lower rate than the regular undergraduate programs at NEC. Students admitted to NEC Plus may take courses during the day or in the evening (limited), and may attend full- or part-time. There are only a few restrictions to this program:

- 1) Regular full-time students are given first priority in course selection.
- 2) Access to academic advising, support, and tutoring is limited; full-time traditional students are given first priority.

NEC Plus students are eligible for federal and state financial aid programs, provided they are enrolled at least half-time. The College does not award institutional scholarships or grants to NEC Plus students. Applicants to the NEC Plus program must apply for admission and supply standard documentation: official transcripts, letter of recommendation, and personal essay. Details of application requirements are listed on the NEC Plus application form. To obtain an application or to speak with an admission counselor, contact the Office of Admission by phone at 1.800.521.7612.

Administrative Policy Concerning English as a Second Language

NEC offers a multi-level program for English-language learners, which enables students to enhance communication and comprehension skills while earning college credits as proficiency develops. Our ESL Program is open to students with low-intermediate to intermediate level English proficiency who have met our regular admission standards. Comparable TOEFL scores would range from 32-79 IBT, or equivalent scores on the IELTS, Cambridge, or other English proficiency examinations.

All applicants must be at least seventeen years of age. A secondary school diploma or equivalent is required for admission. New England College reserves the right to request transcripts and other documentation if an applicant has previously attended other language schools/programs in the United States. Students must show proof of financial support before an I-20 (Certificate of Eligibility for Non-Immigrant [F-1] Student Status) can be issued by the College. Students may begin the transition program either in late August or mid-January.

1. Any student whose first language is not English must take a TOEFL or equivalent examination.
2. Any student who scores 79-80 IBT or better on the TOEFL examination may be

conditionally accepted to New England College. This acceptance is contingent upon completion of the English as a Second Language program and obtaining a minimum TOEFL score of 79 IBT upon retake of the examination.

3. Students who score between 35-55 IBT on the TOEFL examination may be conditionally accepted to New England College. This acceptance is contingent upon completion of the English as a Second Language program and obtaining a minimum TOEFL score of 79 IBT upon retake of the examination.
4. A student with conditional acceptance to New England College must have his or her course schedules designed and approved by the Director of the ESL program until the student has successfully completed WR 1020.

Students not meeting any or all of the above criteria may petition the Academic Standards Committee for an exception to the policy.

Visiting Students

Students attending and planning to graduate from another college or university, but wishing to spend a semester or more at New England College, should write or call the Registrar's Office.

Deposit Policy

An accepted student is asked to submit a \$300 enrollment deposit by May 1 for the fall semester, and by December 15 for the spring semester to guarantee a place in the entering class, register for courses, and receive a housing assignment. This deposit is fully refundable until May 1 for students entering in the fall semester or December 15 for students entering in the spring semester. Upon enrollment, \$150 of this deposit is applied to the first semester's charges. The remaining \$150 is held as a financial reserve and will be returned, less any outstanding charges, upon graduation or official withdrawal from the College. An official



withdrawal requires both written notice of withdrawal and completion of a withdrawal interview.

Readmission

Students who seek readmission to New England College must apply through the Pathways Center. They must submit transcripts from any college or university attended since leaving New England College. Students will normally be readmitted under the requirements of the catalog in effect at the time of readmission. An accepted readmit student is asked to submit a deposit of \$150.

Visiting Campus

Prospective students and their families are encouraged to visit. A visit will give students the opportunity to discuss their needs with an admission counselor and tour the campus with a current New England College student. Students and their families may also arrange to meet faculty and coaches, attend a class, and have a meal with students or faculty. For a visit to campus, contact the Office of Admission at 800.521.7642 or admission@nec.edu. On selected Saturdays throughout the school year, open houses including campus tours are organized by the admission staff. Please call or email the Office of Admission for current schedules.

Graduate Admission

Professional training and advanced academic experience is important when building a career, earning a positive reputation, and enriching your life. The Graduate and Professional Studies programs at New England College provide learning experiences in a variety of fields and specialties. We understand everyone has different learning styles and schedules, so our programs are

built to be versatile, comprehensive, and enjoyable on campus, online, or at a convenient site nearby. Expert faculty, real world experience, and proven curriculums make our educational engagement rich. Whether you are a working professional, recent graduate, career-changer, or someone seeking a more thorough knowledge in your field, we believe New England College is where you belong. Information can be found at <http://www.nec.edu/admission/> or by sending an email to graduateadmission@nec.edu.

Joint Degree Programs

New England College/New York Law School 3+3 Program

Students who meet specific admission criteria may opt for an accelerated program that allows them to complete their bachelor's degree from New England College and their *Juris Doctor* degree from New York Law School within a six-year period. Entrance to the joint degree program may occur at one of several points, based upon the applicant's background, achievement, and demonstrated academic potential, with appropriate criteria specified for each potential point of entry. Entering New England College freshmen who apply for this program must have a combined SAT score of at least 1200 and a weighted grade point average of at least 3.4 achieved in a rigorous high school curriculum. For the student who has completed the first year of study at New England College, admission to the program is likely if the student has a minimum combined (math and verbal) SAT score of 1100 and a cumulative NEC grade point average of at least 3.5. Students who have completed the junior year at NEC and entering transfer students may also be eligible for admission to NYLS, provided they meet specific admission criteria. Students must maintain an undergraduate grade point average of 3.0 or better to maintain eligibility in the joint degree program. Additional details regarding this program and the application process may be obtained by contacting the Office of Admission.

Massachusetts College of Pharmacy and Health Sciences Programs

MCPHS allows for up to five qualified NEC students to transfer into either the physician assistants' (Master of Physician Assistant Studies) or pharmacy program (Doctor of

Pharmacy), and seven qualified NEC students to transfer into the nursing (Post-baccalaureate Bachelors of Science in Nursing) program. Students must have at least a 3.2 cumulative GPA in the prerequisite coursework at NEC (see requirements for professional tracks under Biology and Health Science major) and receive a pre-admission interview from MCPHS. Students must declare their intentions to transfer into one of the MCPHS programs by January of their fourth year at NEC. Please contact Dr. Debra Dunlop (ddunlop@nec.edu) for more information.

Continuing Education

New England College offers a expansive selection of online continuing education (undergraduate and graduate) courses and degrees. Course schedules can be seen for the current and upcoming terms on the New England College website at www.nec.edu. Most programs are offered in accelerated 7-week formats through online offerings.

Students wishing to register for courses as non-matriculantes may apply by completing the Special Student Registration Form available at the Registrar's Office. Tuition information is available through the Student Financial Services Office. Payment may be made by credit card, check, or money order, payable to New England College. To pay by credit card, contact Student Financial Services at 603.428.2226. If paying by check or money order, mail to:

*Student Financial Services
New England College
15 Main St.
Henniker, NH 03242*

Honors Program

Introduction

The New England College Honors Program (NECHP) offers special challenges and opportunities to a limited number of academically talented and highly motivated undergraduate students. It fosters collaborative relationships between students and faculty through small intensive classes, a faculty mentor system for introducing students to the intellectual standards and methodologies of academic disciplines, and informal contacts encouraged by co-curricular offerings. NECHP courses and projects represent additional opportunities for academically gifted and adventurous students; they are not an alternative curriculum. Honors programs are designed to nurture talent by providing opportunities to go farther into an academic discipline, to broaden and deepen an education beyond the usual required work, and to nurture and reward genuine intellectual curiosity.

Eligibility

Students may be admitted to the NECHP based on their academic achievements prior to their entry into the College. Criteria for admission to NEC as Honors students might include, but may not be limited to, one or more of the following:

- High School GPA (3.25 or better)
- Recommendations from two qualified referees aware of the competitive nature of the program.
- Application essay (specific to the NECHP application process)

Transfer Student Eligibility:

1. Transfer GPA of 3.0 or above
2. Recommendations from two qualified referees aware of the competitive nature of the program
3. Application essay (specific to the NECHP application process)

NEC students

Students may apply to the program during their first year. Criteria through which second-year might enter the program include exceptional performance in first-year courses (including Honors versions of the 1st year courses which any highly motivated student might attempt with the instructor's permission), a record of achievement in another college's honors program and the recommendation of two or more Faculty members.

1. An NEC GPA of 3.25 after 30 credits of work
2. Recommendations from two qualified referees aware of the competitive nature of the program
3. Application essay (specific to the NECHP application process)

Why should students aspire to become Honors Scholars at NEC?

- *Challenging core courses*
- *Interaction with an outstanding group of peers*
- *Social and intellectual activities outside the classroom*
- *Priority registration*
- *Transcript notation of Honor's Diploma can have practical benefits: prospective employers and graduate admissions committees often look carefully at an undergraduate record for evidence of extra initiative and genuine intellectual strength.*

Honors Curriculum

Each Honors Scholar must complete a minimum of four honors courses and must enroll in the interdisciplinary honors seminar each semester that they are a student at NEC. In the junior or senior year the student will conduct two semesters work on an honors project that is separate from any capstone or senior thesis required by the major. The student will work with a faculty mentor and



will also be advised by an honors project committee of two additional faculty members.

Honors Research and Scholarly work Symposium

At the end of the Spring Semester the honors students will help organize a showcase of scholarly and artistic work. Juniors and Seniors conducting an “honors project” will present their projects at this event.

Honors Diploma

Program Requirements for an Honors Diploma:

A student will receive an “honors diploma” by completion of all of the following

- 1) A total of 4 designated Honors classes which may include *Honors LAS1*, *Honors LAS2* and *Honors LAS7* and/or additional honors eligible courses.
- 2) Interdisciplinary honors seminar each semester that the student is enrolled in the program.
- 3) Honors Project
- 4) Final GPA of 3.25 or above

Honors Committee

The Honors Committee consists of the Director of the Honors Program and one faculty member from each of the College’s academic divisions.

Tuition and Fees

Telephone: 603.428.2226

Email: sfs@nec.edu

Full-time Students

Full-time students are those who register for 12-18 credits per semester. An additional charge of \$1,039 will be incurred for each credit over 18 credits. **Students with a cumulative grade point average of 3.50 or higher may register for a maximum of 20 credits without incurring an overload charge.*

Part-time Students

Part-time students are degree-seeking students who register for fewer than 12 credits. Part-time students pay \$1,593 per credit. They must also pay the financial deposit and applicable student fees each semester. All students in College housing are required to pay full-time tuition regardless of credit load. Part time students are not eligible for merit scholarship or NEC need-based grant funding.

Internships

The cost for an internship shall be the same as for any other course. Internships are subject to extra credit charges if more than 18 credits are taken during one semester.

NHCUC Exchange Program Students

New England College students attending other New Hampshire College and University Council (NHCUC) institutions on a full-time basis must pay New England College's full-time tuition. Any other fees required by the NHCUC institution are to be paid directly to that institution. Full-time students from other NHCUC institutions who attend New England College must pay their home institution's full-time tuition. Any other fees required are to be paid directly to New England College.

Residence Halls

Residential Life and Housing fosters a positive living and learning environment for

approximately 600 residential students. Four full-time professionals and 22 highly trained student staff members administer residence hall services and community standards. College housing policies are contained in *The Compass*, the New England College Student Handbook. This information can be found online at <http://www.nec.edu/student-life/student-handbook>. The residence halls are for full-time enrolled New England College students. As a residential college, all students are expected to live in college-owned-and-managed residential facilities for three years. Exceptions to this policy may be made on an individual basis through the petition to move off campus process. Please note that students who are 23 years of age or older by August 1st of the upcoming academic year, married or have civil-union status, have a child (or children), have a permanent home address with a parent or guardian within a 30-mile radius of campus, or who have been previously approved for an off campus medical accommodation may be exempt from this housing requirement. All residential students are required to purchase a meal plan depending upon their year. All housing and meal plan contracts are binding agreements made for the entire academic year. *Contact Residential Life and Housing at 603.428.2242 or reslife@nec.edu for more information.*

Current students who are required to live on campus for the following academic year and who do not select a room and meal plan during the room selection process will be assigned an on-campus room and a 19-meal plan and be charged accordingly. Likewise, new students who are required to live on campus who do not submit completed Housing and Meal Plan contracts by August 1 will be assigned a room and a 19-meal plan and charged accordingly.

Prior to moving in to their assigned room, all students will be required to sign Housing and Meal Plan contracts. Students who choose not to occupy their assigned room will be charged for the full cost of their room based

on the above stated requirements. Likewise, students who choose to not make use of their meal plan will be charged for the full cost of their meal plan based on the above stated requirements.

Type of Room	Cost per Semester	Cost per Year
Colby, Connor Double	\$3,000	\$6,000
Charter Single	\$4,400	\$8,800
East Single	\$4,500	\$9,000
Sanborn Single	\$4,200	\$8,400
Rowe Single	\$3,855	\$7,710
Rowe Apartment	\$4,600	\$9,200
Union Single	\$4,400	\$8,800

**Certain limitations apply. Please see Residential Life and Housing for more details.*

Housing Contract Release & Termination

- *Eligible students who participate in Room Selection will have until May 1 of that year to opt out of their Housing Contract without penalty;*
- *Between May 2 and July 31 of that year eligible students wishing to opt out of their Housing Contract must submit a request in writing to the Residential Life and Housing Office. If eligible, they will be released and charged a \$1,500 Contract Release fee;*
- *After July 31 of that year, all students are financially responsible for the charges associated with the Housing Contract and meal contract for the entire academic year.*

Dining Services

Meal Plans

Gilmore Dining Hall contains dining rooms and provides cafeteria-style service, with two segments of seating in a bright, open floor

plan. At this facility, students may use their meal plan allowances or pay in cash. The

Simon Center houses the café which is a “to-go” option. At this facility, students may use their Flex Cash or pay in cash. All meals are planned and prepared under supervision of a contract food service.

The College has established the following meal plan policy for students:

- *Resident students are required to select one of four meal plans - 19, 15, 10, or 7 meals per week, each of which have their own allotment of Flex Cash;*
- *The maximum number of meals per week is 19 (3 meals per day Monday – Friday and 2 meals per day Saturday – Sunday);*
- *All resident students in their first academic year at the College are required to purchase a 19 or 15 meal plan;*



- Resident students who have completed at least one academic year at the College are required to purchase a 19, 15 or 10 meal plan, except for:
Resident students living in East or Connor Suites, Rowe Union, Sanborn, may elect to purchase any of the four meal plan options (i.e., 19, 15, 10 or 7)
- Resident students may decrease their meal plan selection within the guidelines listed above prior to Add/Drop in the Fall semester ONLY. After the Add/Drop date in the Fall Semester, no decreases may be made;
- Non-residential students may select any one of the four meal plan options (i.e., 19, 15, 10 or 7). These selections are binding for the entire academic year. Non-residential students may decrease or cancel their meal plan selection prior to Add/Drop in the Fall semester ONLY. After the Add/Drop date in the Fall Semester, no decreases or cancellations may be made;
- Non-residential students also have the option to purchase a “commuter” meal plan. (Please see the housing office for details);
- Students may purchase a new meal plan or INCREASE their meal plan selection at any point. Students will be billed a pro-rated amount accordingly.

Meal Plan Contract Release & Termination

- Eligible students (i.e., commuters and students who have been released from the Housing Requirements and/or Housing Contract) will have until May 31, 2013 to opt out of their Meal Plan Contract WITHOUT penalty;
- Between June 1, 2013 and July 31, 2013, any student wishing to opt out of their Meal Plan Contract must submit a request in writing to the Residence Life and Housing Office. They will be released and charged \$1,500 Contract Release fee;
- After July 31, 2013, the students are financially responsible for the charges associated with the Meal Plan Contract for the entire academic year.

On-campus residents will not be released from the meal plan contract unless they no longer attend New England College. Exceptions to this policy are made on an individual basis through the Meal Plan Contract Release and/or Meal Plan Requirement Exception process. Please note, these processes must be followed for any requests based on financial and/or medical need. Please contact the Residence Life and Housing Office for more details.

All meal plan contracts are binding agreements made for the entire academic year.

Meal Plan Name	# of meals per week	Amount of Flex Cash per semester	Cost per semester	Cost per year
Extra	19	\$100	\$3,563	\$7,126
Gold	15	\$160	\$2,872	\$5,744
Silver	10	\$200	\$2,511	\$5,022
Bronze	7	\$240	\$2,122	\$4,244

Flex Cash

Each meal plan also includes a starting balance of Flex Cash. The amount is added to each student's meal card and may be used in either Gilmore Dining Hall or the Simon Center Café to purchase additional meals for the meal plan participant or a guest.

Any unused Flex Cash from the Fall semester will "roll over" into the Spring semester. Any unused Flex Cash funds will be lost at the end of the Spring semester.

Student Health Services

New England College is concerned with the promotion of good health and the prevention of sickness and injury among its students. The Wellness Center provides a variety of services that are essential to the welfare of our student body. Services for minor illness and injury are provided by nurse practitioners or a medical doctor. The Center can arrange referrals and transportation to doctors' offices and hospitals within 45 minutes of campus. A Health Administration fee is assessed to all full-time students.

Student Health Insurance

A copy of the student medical insurance plan is available through the Office of Student Financial Services or the Wellness Center. The plan is mandatory and students are billed for this coverage. The premium is subject to final determination by the College's insurance carrier. If the student is adequately covered under a current policy, New England College insurance coverage can be waived by completing the online waiver at www.studentplanscenter.com each semester. The online waiver must be completed by the end of the second week of classes. However, College policy requires that all international students be covered under the New England College plan. This coverage cannot be waived. The College highly recommends that all students participating in Club Sports carry this insurance coverage. Any questions regarding health matters should be addressed

to the Director of Health and Counseling Services.

Summary of College Expenses

Basic expenses for students at New England College during the 2014-2015 academic year are:

Tuition \$33,300

Student Services Fee \$600

Room (Shared) \$6,000

Board (19 Meal Plan) \$7,126

*Health Insurance * to be determined*

Estimated Total \$47,026

Financial Reserve Charge

Included in the enrollment deposit is a one-time financial reserve charge. This reserve will be returned, less any outstanding charges, upon graduation or official withdrawal from the College. An official withdrawal requires both written notification of withdrawal and completion of a withdrawal interview.

Other Fees

Application Fee: \$30

Breach of housing and/or meal contract: \$1,500

Graduation Fee: \$150

Identification Card: \$25 (*first replacement*)

Improper Checkout: \$25

Late Check-In Fee: \$200

Late Payment Fee: \$200

Life Safety Tampering Fee: \$150

Tampering with, disabling or otherwise misusing life safety equipment (smoke detectors, fire extinguishers, sprinkler heads, door locks, etc.) will result in an automatic charge of \$150 plus the costs of repair. This charge will be assessed against a residence hall if the perpetrator is unknown. In the case of an individual student, this charge will be over and above any fines levied through the College judicial system.

Official Transcript: No charge

Replacement Diploma Fee: \$35

Returned Check Fee: \$50

Study Abroad/Away Application Fee: \$250
(*\$50 non-refundable*)
Parking Permit, per year: \$75

Payment Schedule

During the year, payments for tuition, room and board are due in accordance with the following schedule:

Fall Semester

A deposit of \$200 is due no later than May 1 to hold academic space for returning students for the fall semester. This payment is refundable up to May 1. Fall semester charges are due on or before July 15. This payment is refundable up to the day before fall classes begin.

Spring Semester

Spring semester charges are due on or before December 15. Payments are refundable up to the day before spring classes begin.

January and Summer Terms

January and Summer term charges are due prior to the start of the term.

Payment Policy

Students are required to remit payment in U.S. dollars. Checks are to be made payable to New England College and checks must be drawn on U.S. banks. Exceptions can be reviewed and approved on a case-by-case basis. If approved, bank processing fees on foreign checks will be added to the student's account. Processing charges may be avoided by remitting payment in the form of international money orders. New England College also accepts payment using Master Card, VISA, Discover, and American Express. Additionally, you may remit payment by electronic funds transfer or wire transfer.

New England College is pleased to offer the convenience of online payments. Students can pay online with credit card or electronic check through their MYNEC account. Students can authorize designated payers access to their online student accounts through their

MYNEC link. If you are an authorized payee, you can submit online payments at: https://quikpayasp.com/nec/student_account/authorized.do.

If you prefer to mail your payment, please send mail to:

*New England College
Office of Student Financial Services
98 Bridge Street
Henniker, NH 03242
Telephone: 603.428.2226
Fax: 603.428.2404*

Arrears

Neither transcripts nor diplomas will be issued to any student whose account is in arrears. Students who are in arrears will not be allowed to participate in their Commencement ceremony. All accounts 30 days or more in arrears are subject to a late payment charge of 1.5 percent per month, equivalent to 19.56 percent annual percentage rate. Overdue accounts referred to a collection agency will incur the agency's fee. This fee, usually 25 to 50 percent, will be added to the overdue balance at the time of assignment to an agency.

Defaulted Loans

Transcripts and diplomas are not released to any student in default on Perkins or Stafford Loans.

Payment Plans

New England College offers an interest-free monthly payment plan administered by Tuition Management Systems (TMS). Applications should be submitted directly to TMS by July 15 for the 10-pay plan that runs July 1 – April 1 or the 5-pay plan that runs July 1- November 1. If you are using the 5-pay plan only for the spring semester, you must sign up by December 15.

*Tuition Management Systems, Inc.
Interest Free Monthly Payment Options
P.O. Box 842722
Boston, MA 02284-2722*

www.nec.afford.com
1.888.437.3430

Refunds for Withdrawal, Suspension or Dismissal

If an undergraduate student withdraws or is dismissed from school during the academic year a refund or credit for tuition and board will be issued according to the following schedule:

- *During the first week of the semester: 75%*
- *During the second week of the semester: 65%*
- *During the third week of the semester: 55%*
- *During the fourth week of the semester: 40%*
- *After the fourth week of the semester: 0%*

All other charges are non-refundable for any semester from which a student withdraws. For Summer term and January term programs the refund or credit will be issued according to the following schedule:

- *As of the first day of the first week: 80%*
- *As of the first day of the second week: 50%*
- *After the second week: 0%*

All other charges are non-refundable. If there is an outstanding balance after the credit is applied, the amount outstanding is due within 10 days of the official date of withdrawal, suspension, or dismissal. The official date of withdrawal is the date on which the Office of the Dean of Students receives written notification from the student, parent or guardian. The date of suspension or dismissal is the day specified in the letter from the Provost notifying the student of his/her suspension or dismissal.

See section on the School of Graduate and Professional Studies for details on the withdrawal and refund policies for graduate programs.

Personal Expenses and Check-Cashing

Personal expenses, including books and supplies, clothing, laundry, travel, and recreation will vary from student to student. Each student should plan personal expense requirements and develop a budget based upon those requirements. The Office of Student Financial Services can assist in developing this annual cost of attendance.

Students should consider establishing a checking account at a local bank in order to pay for books, supplies, and other personal expenses. The Office of Student Financial Services does not cash personal checks for students.

Master Card, VISA, Discover, and American Express may be used to charge purchases in the bookstore. Gift certificates are available at the bookstore and may be used toward bookstore purchases. Please see the bookstore manager for information, or call 603.428.2220. An ATM is available in the Simon Center.

Financial Assistance

Telephone: 603.428.2226
email: sfs@nec.edu

The Office of Student Financial Services at New England College provides personal attention with billing and financial assistance matters to students and parents from the time of initial inquiry through the completion of his/her studies.

Need Determination

Financial need is the difference between the total cost of education and the amount of money the student and family can contribute to meet these expenses, as calculated by Federal and Institutional guidelines. Financial need is related to the cost of education; a family with a comparatively high standard of living may demonstrate financial need if the student is attending a private college as opposed to a low-cost public college. Special

family circumstances may also be considered in determining the level of assistance offered and should be brought to the attention of the Office of Student Financial Services.

Expected Family Contribution

Parents are expected to contribute to the cost of a student’s education, taking into consideration their income, assets, number of dependents, and other relevant information. Students are expected to contribute from summer earnings, savings, and by borrowing against future earnings when appropriate.

Types of Financial Assistance Available

New England College awards financial assistance in the form of scholarships, grants, loans, and work opportunities. Students applying for financial aid are considered for all programs for which they are eligible, and the financial aid award is a combination of scholarship or grant, loan, and work opportunity depending on need. The actual aid award for each student depends upon the respective level of financial need and annual allocations of federal, state, and college funds as well as the timely completion of the aid application, so please adhere to the established priority deadlines.

Satisfactory Academic Progress

Satisfactory Academic Progress is required by federal law (34 CFR 668.34) to measure a student’s completion of coursework toward a degree. The Student Financial Services Office monitors the progress of each student to determine if the student meets federal guidelines for receiving financial aid. Students must make both quantitative (pace) and qualitative (GPA) progress toward their program each semester to receive financial aid. Students who do not maintain the minimum standards for grade point average and pace of progression may lose their eligibility for federal, state and/or institutional financial aid. Academic progress will be measured at the end of each payment period. Interim terms (J-Term, Summer) are evaluated with the following payment period.

All financial aid applicants are subject to the satisfactory academic standards whether or not they have received financial aid previously.

Students must maintain a Cumulative Grade Point Average (GPA) as per the chart below.

Credits attempted	Minimum GPA requirement
0-18	1.30
19-32	1.50
33-48	1.70
49-68	1.80
69-+	2.00

Grades of I, P, NR, AU, ADW, ADI, W, T and WD are not used in grade point calculations. Please refer to the College catalogue for the complete grading system. Students may receive financial aid for repeating a previously passed course once or a failed course until it is passed. The higher grade for the repeated course is used in the grade point average calculation.

Students must complete a percentage of credits attempted as per the chart below.

Credits attempted	Minimum credits earned as a percent of credits attempted
0-18	0%
19-32	30%
33-48	45%
49-68	56%
69-+	67%

Transfer credits earned at other institutions and accepted by New England College are included as credits attempted & earned.

The minimum credit hours required to receive an undergraduate degree is 120 credits. Undergraduate students must not

exceed 180 attempted credit hours in order to remain eligible for financial aid.

Financial Aid Warning and Termination

Students who fail to meet the satisfactory academic progress standards will be placed on one semester of financial aid warning. During the financial aid warning semester, students are permitted to receive financial aid. Students who meet the satisfactory academic progress at the end of the warning semester will return to good standing. Students who fail to meet the standards at the end of the warning semester will be placed on financial aid termination and will be ineligible to receive financial aid. Students on termination must pay educational expenses from personal funds.

Appeals

Students failing to meet Satisfactory Academic Progress due to extenuating circumstances may appeal the termination. Extenuating circumstances may include: prolonged illness/death of an immediate family member, medical illness that created hardship to the student, military activation, change in educational objective, documented learning disability, or other acts beyond control of the student. Students must submit a complete Satisfactory Academic Progress Appeal form to the Student Financial Services Office within 14 days of notification of termination. Students must attach all necessary supporting documentation such as doctor's notes, accident reports, etc. Appeals will be reviewed within 14 days of receipt. Incomplete appeal forms or missing supporting documentation not received within the 14 day timeframe will result in a denied appeal. Decisions regarding appeals will be made in writing to the student. If an appeal is approved, the student will be either placed on a semester of financial aid probation or on a specific academic plan. If the student is on a semester of financial aid probation, they will be eligible to receive financial aid during the probationary semester and must meet Satisfactory

Academic Progress by the end of that semester to remain eligible for financial aid. Students on an academic plan must meet the terms of the plan for the duration of the academic plan to remain eligible for financial aid. Students requesting reinstatement of financial aid should submit a request to the Student Financial Services Office once they have met the Satisfactory Academic Progress standards.

Financial Aid Programs

New England College participates in the following financial aid programs:

Federal Pell Grants

A Federal Pell Grant is a federally administered program that awards grants to undergraduate students seeking their first baccalaureate degree. It is awarded on the basis of exceptional financial need. All undergraduate financial aid applicants are required to apply for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

Supplemental Education Opportunity Grants

A Federal Supplemental Education Opportunity Grant (FSEOG) is a federal grant administered by New England College. FSEOG is awarded to undergraduate students demonstrating exceptional financial need. In compliance with federal regulations, priority in awarding is given to students that are Federal Pell Grant recipients.

State Student Incentive Grants

State grants are administered by the state in which the student resides. Each state stipulates its own eligibility criteria and out of state agencies must have a reciprocating agreement with New Hampshire in order for out of state students to receive a grant from their home state. Each student is responsible to meet state application guidelines.

Federal Perkins Loans

A Federal Perkins Loan is a 5%, simple interest loan administered by New England College. It is awarded to students with exceptional financial need. Recipients must sign a Promissory Note. The cumulative loan limit for undergraduate students is \$20,000 with no more than \$4,000 awarded in any given academic year. Repayment begins 9 months after graduation (or when the student is no longer enrolled on at least a half-time basis). Students are normally allowed up to 10 years to repay. Entrance interviews are required for first-time borrowers. For more information on Perkins loans, visit www.federalstudentaid.ed.gov.

New England College Grants

New England College offers a limited number of need-based grants for undergraduate students. Students must have a complete financial assistance application on file and have demonstrated need in order to be considered for these grants. Students must maintain satisfactory academic progress and must not be placed on social probation for the grants to be renewed. Students who drop below full-time status will not be eligible for NEC Grant consideration.

Federal Direct Subsidized Stafford Loans

A Federal Direct Stafford Loan is a low interest, federally subsidized loan awarded on the basis of need. To apply, students should complete the Free Application for Federal Student Aid at www.fafsa.ed.gov. If the first disbursement of the subsidized loan is between July 1, 2014 and June 30, 2015, the interest rate on the loan is fixed at 4.66%.

Repayment normally begins 6 months after the student graduates or enrolls for less than half time. Depending on need and course load, first-year students may borrow up to \$3,500, sophomores may borrow up to \$4,500, and juniors and seniors may borrow up to \$5,500 each year. The total amount in Federal Direct Subsidized Stafford Loans a student may borrow as an undergraduate is \$23,000.

Following graduation, students may be eligible to consolidate their federal loans or repay them on a graduated basis tied to student income. For more information on Stafford Loans, visit www.studentloans.gov.

Federal Direct Unsubsidized Stafford Loans

A Federal Direct Unsubsidized Stafford Loan is insured by the government. It provides an opportunity for students to benefit from the low interest of the Federal Direct Stafford Loan Program when they are not eligible for a subsidized loan or are eligible for less than the maximum annual limit due to federal financial need requirements. All provisions of the Federal Direct Stafford Loan apply, except that students are responsible for paying the interest on the loan that accrues while the student is enrolled. Undergraduate dependent first-year students may borrow up to \$3,500, sophomores may borrow up to \$4,500, and juniors and seniors may borrow up to \$5,500 each year. The total amount in Federal Unsubsidized Stafford Loans a student may borrow as a dependent undergraduate is \$23,000. Undergraduate independent first-year students may borrow up to \$7,500, sophomores may borrow up to \$8,500, and juniors and seniors may borrow up to \$10,500 each year. The total amount in Federal Direct Unsubsidized Stafford Loans a student may borrow as an independent undergraduate is \$46,000. Graduate students may borrow up to \$20,500 per year with an aggregate total of all Federal Direct Stafford Loans of \$138,500. For more information on Stafford Unsubsidized Loans, visit www.studentloans.gov.

Federal Work-Study

The Federal College Work-Study Program is a federally funded student employment program. Students are placed in various campus offices and receive a paycheck for hours worked. Eligibility is based on need and the timely submission of the FAFSA. A student's earnings under the Federal College Work-Study Program are paid every two

weeks via direct deposit to the student's bank.

Federal Direct PLUS

The Parent Loan for Undergraduate Students (PLUS) is an additional loan that may be borrowed toward the cost of education. The PLUS is a federal loan for parents of dependent students enrolled at least half time. Parents with good credit histories may borrow up to the difference between the cost of education and any other forms of expected financial assistance. The interest rate for the Direct PLUS loan is 7.21%. The disbursement fee for these loans is 4.288%. Repayment of PLUS loans begins 60 days after the loan is fully disbursed however an in-school deferment option is available. For more information on PLUS loans visit www.studentloans.gov.

Private Student Loans

We strongly encourages the pursuit of all state, federal, and institutional aid available first in financing a New England College education. If additional financing is needed after exhausting these sources or if a student does not qualify for federal loans there are several lenders who offer alternative/private education loans. The terms and conditions of private loans may be less favorable than federal loans. Approvals of private loans are typically based on credit rating and debt-to-income ratio and may require a co-signer.

New England College does not maintain a preferred lender list. A list representing the private lender programs used by our students during the previous school year is available through Student Financial Services. New England College will process your financing options from any participating lender program.

We encourage thorough research of lenders to ensure the best rates and services are received. Comparison of borrower benefits ranging from origination and default fees that can reduce the initial cost of the loan as well

as benefits to save money during repayment such as auto-debit interest rate reductions should be reviewed. Interest rates are typically variable, which means they can change monthly and rates vary amongst private lenders. For current Prime and London Interbank Offered Rate (LIBOR) information, please go to www.bankrate.com.

Other Opportunities

Private foundations and organizations offer programs to help meet the cost of post-secondary education. Students are encouraged to contact such organizations directly to inquire about available programs. The Office of Student Financial Services has a scholarship resource library available for students to use while visiting the office. In addition, scholarship information may be accessed online at www.finaid.org.

Tuition Prepayment Plan

The Tuition Prepayment Plan is offered to New England College students and families to prepay up to four years of undergraduate tuition. It is available to students and their parents who are not receiving institutional scholarship/grant assistance and exempts the student from future tuition increases. Room and board and other College charges will be subject to annual increases. Contact the Office of Student Financial Services for further details.

Applying for Financial Aid

New Students

For those who wish to apply for need-based financial assistance, first-year and transfer students are strongly encouraged to apply for financial assistance concurrently when applying for admission. Offers of financial aid are made only after a student is accepted for admission and the Student Financial Services Office has received all required documentation. Students who are U.S. citizens or permanent residents (with permanent resident card) may apply for financial assistance by submitting a Free Application



for Federal Student Aid (FAFSA). New England College's code for the FAFSA application is 002579. International students apply by completing the CSS Financial Aid Profile at student.collegeboard.org/css-financial-aid-profile

Students are encouraged to apply for aid as early as possible while applying for admission. Students may file the FAFSA online at www.fafsa.ed.gov after January 1 of the New Year for students entering that upcoming Fall semester. For complete filing instructions, please go to www.nec.edu/admission/financial-aid.

A financial assistance award statement will be sent to notify students regarding the financial aid award offer as well as provide information about award components.

Please note that the priority filing deadline for financial assistance is March 1. If in a given year March 1 is a Saturday or Sunday, then the priority deadline will be the following business day.

Returning Students

All students must reapply for financial aid each academic year by filing the FAFSA as well as providing other requested documentation.

Please note that the priority filing deadline for financial assistance for returning students is March 1. If in a given year March 1 is a Saturday or Sunday, then the priority deadline will be the following business day.

Student Accounts

If all required documents have been received and verified, financial aid awards are credited directly to the student's account at the beginning of each semester after the add/drop period. If a student's account with the College is paid in full and has a credit balance, the student may request a credit refund to cover other educational costs such as books and supplies or off-campus living

expenses. Requests should be made in writing to the Office of Student Financial Services or by email to sfs@nec.edu. If you plan to use your refund to help pay for off campus expenses, please plan to cover the first two months of each semester on your own to account for any delays in receiving funds from federal, state or other outside sources.

Refund Procedure

If a student officially withdraws during a semester, a portion of any refund calculated under the College's withdrawal policy will be returned to federal, state and College programs. Details of this policy are available online and through the Office of Student Financial Services.

External Resources

All students are encouraged to pursue scholarship programs available through service clubs, church groups, and businesses located in their hometowns. In addition, many students and parents qualify for tuition assistance through employment benefits, military service, or state social agencies. Students are expected to inform the Office of Student Financial Services of any external grant or scholarship, or resource assistance. In most instances, these external grants will help meet a greater portion of financial need and reduce the loan portion of the aid package. External resources will be reviewed on a case by case basis to ensure each student does not exceed institutional and/or federal need calculations.

Merit-based Scholarships

Merit-based scholarships are awarded to New England College's undergraduate students based on the following criteria:

- *a student must maintain the minimum grade point average required by the scholarship;*
- *students receiving NEC scholarships may not be placed on any kind of academic or social probation;*
- *students must make minimum academic progress toward their degrees, i.e. complete at least 24 credits of coursework each year;*
- *students who move off campus will have their scholarships reduced by a prorated amount;*
- *scholarships to students who do not maintain full-time status will be prorated according to the student's course load; and*
- *scholarships to students who do not maintain half-time status will be eliminated.*

Incoming students are automatically reviewed for scholarship eligibility and awards are generally renewable on an annual basis.

Restrictions to Institutional Awards

Students receiving any form of tuition remission to attend New England College are not eligible to receive any institutional scholarship. NEC Plus students are not eligible to receive merit based awards as they are already attending at a substantially discounted rate. Students are not eligible for more than one New England College scholarship.

PRESIDENTIAL SCHOLARSHIP

New England College's largest scholarship, the Presidential Scholarship, is awarded to students with high school GPAs of 3.5 or higher. To continue receiving the Presidential Scholarship, students must maintain a cumulative GPA of 3.25 or higher while at

New England College.

ALTA PETENDA SCHOLARSHIP

This scholarship is awarded to students with high school GPAs of 3.0 to 3.49. To continue receiving the Alta Petenda Scholarship, students must maintain a cumulative GPA of 3.0 or higher while at NEC.

NEW ENGLAND SCHOLARSHIP

This scholarship is awarded to students with high school GPAs of 2.75 to 2.99. To continue receiving the New England Scholarship, students must maintain a cumulative GPA of 2.75 or higher while at NEC.

EDUCATION SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in education. Students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

SCIENCE AND MATHEMATICS SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in science or mathematics. Students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

ARTISTIC ACHIEVEMENT SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in theatre, photography, art, or creative writing. Students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

HUMANITIES SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in English, literature, philosophy, or history. Students must achieve a high school GPA of 2.5 to 2.74

and maintain a cumulative GPA of 2.5 or higher while at New England College.

HEALTH AND FITNESS SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in kinesiology, sport and recreation management, or health science. Students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

MANAGEMENT AND COMMUNICATION SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in business administration or communication. In general, students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

POLITICS, SOCIETY, AND LAW SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in criminal justice, political science, or sociology. Students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

PSYCHOLOGY SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in psychology. In general, students must achieve a high school GPA of 2.5 to 2.74 and maintain a cumulative GPA of 2.5 or higher while at New England College.

ACADEMIC OPPORTUNITY SCHOLARSHIP

This scholarship is awarded to students with high school GPAs of 2.0-2.49. To continue receiving the Academic Opportunity Scholarship students must maintain a cumulative GPA of 2.3 or higher at New England College.

ALUMNI LEGACY SCHOLARSHIP

This scholarship is awarded to those students who are children or grandchildren of NEC

graduates. Students must maintain a cumulative GPA of 2.5 or higher while at New England College.

JOHN STARK SCHOLARSHIP

Students graduating from John Stark Regional High School in Weare, NH are automatically awarded the John Stark Scholarship provided they have been accepted for admission to New England College. This scholarship provides a minimum of half tuition each year and can be as high as \$15,000 for full-time undergraduate students.

HENNIKER AREA SCHOLARSHIP

Students graduating from Hillsboro-Deering High School, Hopkinton High School, and Kearsarge Regional High School are automatically awarded the Henniker Area Scholarship upon acceptance to New England College. These scholarships range between \$5,000 and \$15,000 per year. Students must maintain a cumulative GPA of 2.5 or higher while at New England College.

ENDOWED SCHOLARSHIPS

New England College students will be considered for a range of merit- and need-based endowed scholarships. Because the criteria for eligibility vary widely, students should contact the Office of Student Financial Services for additional information.

GLOBAL SCHOLARSHIP

This scholarship is awarded to international students who are not eligible for federal financial aid (that is, who are not U.S. citizens and who do not have resident alien status). The student must be highly talented and have an outstanding academic record. Award amounts range from \$5,000 to \$18,000.

COMMUNITY COLLEGE SCHOLARSHIP

This scholarship is awarded to students who are transferring from a community college. In general, students must achieve a high school GPA of 2.7 or higher and maintain a cumulative GPA of 2.5 or higher while at New England College.

Student Development

Telephone: 603.428.2241

The Student Development Division is comprised of the offices of the Dean of Students, Associate Dean, Campus Safety, Residence Life and Housing, Student Involvement and the Wellness Center. Student Development works collaboratively and across campus to provide services and experiences that foster personal growth and engaged citizenship.

Residence Life and Housing

Telephone: 603.428.2242

Mission

Residential Life and Housing strives to create a living environment that supports the growth and development of all residents in a community characterized by mutual respect and an appreciation for diversity.

As a residential college, New England College considers the experience of living on campus to be an extension of the learning that occurs in the classroom. The College believes that living on campus is an essential experience designed to help students develop lifelong skills such as problem solving and critical thinking, both which lead to a sense of self and purpose. Residential students are expected to actively participate in all of the programs and community activities planned by the Residential Life staff.

A listing of College housing policies are contained in the Student Handbook, *The Compass*, which can be found on-line. The residence halls at NEC are for registered, full-time, undergraduate and graduate NEC students. As a residential College, NEC requires all undergraduate students to live in College owned residential facilities for at least three academic years and/or 6 academic semesters. A student who is 23 years of age or older by August 1 of the upcoming academic year, veteran status, married, civil-

unioned, has a child/children, lives with a parent or guardian who has a permanent address within 30 miles of the campus, or who has a previously approved medical accommodation or financial hardship may be exempt from the housing requirement. Exemptions for financial or medical reasons require documentation and can be made through the Director of Student Financial Services or the Director of Disability Services. All housing contracts are binding agreements made for the entire academic year. Students are subject to meal plan requirements based on their academic year at NEC.

Returning students who are required to fulfill their residency requirement for the following academic year and who do not select a room and meal plan during the room selection process will be assigned an on-campus room and a 15-meal plan and charged accordingly. New students who are required to live on-campus who do not submit a housing and meal plan contract will be assigned a room and a 19-meal plan and charged accordingly. Students who choose not to occupy their assigned room will be charged for the full cost of their room based on the above stated requirements. Likewise, students who choose not to use their meal plan will be charged for the full cost of the meal plan based on the above stated requirements. Please contact Residential Life and Housing for more information regarding our housing and meal plan policies.

Prior to moving in to their assigned room, all students will be required to sign Housing and Meal Plan contracts. Failure to sign a housing or meal plan contract does not absolve a student of the rights and responsibilities associated with the spirit of the contract or the stated living requirements.

Commuter Students

Although New England College is primarily a

residential campus, some students live in off-campus apartments or at home. Commuting Students are considered a vital part of the New England College community and are encouraged to participate in all services and programs available to residential students.

Wellness Center

Telephone: 603.428.2253

The Wellness Center, located in Hill House, is dedicated to the physical and emotional well-being of NEC students, as well as the greater NEC community. Our services focus on the education, promotion, and maintenance of physical and psychological well-being of all regularly enrolled undergraduate students. Our health services are staffed by nurse practitioners and registered nurses. Our counseling staff is comprised of licensed mental health counselors, as well as a psychiatric nurse practitioner.

Mental health counseling services provide students with the opportunity to talk with a counselor in a confidential setting. The mental health staff is available to students for individual and/or couples counseling.

Medical evaluation and health education is available on a wide range of health issues including smoking, alcohol, nutrition, contraception, pregnancy, and sexually transmitted diseases. The Health Care Services provides care for acute illnesses as well as routine primary care including women's health, STD and pregnancy testing as well as physical exams. Should a student need a prescription while at school, our nurse practitioners are able to write prescriptions for students as indicated. Documentation from the home primary care provider may be required for certain prescriptions. Our services also include laboratory testing. Referrals to outside specialists can be facilitated through the Wellness Center for students with pre-existing or chronic health issues that require close monitoring.

The Wellness Center hours are Monday through Friday 8:30 a.m. - 4:30 p.m. There is emergency care located at Concord Hospital as well as non-emergency care at Horseshoe Pond Urgent Care in Concord during off-hours.

Student Involvement

Phone: 603.428.2429

The Office of Student Involvement, or the OSI, serves as the main office for student events and programs on campus. Incorporating Student Organizations, Leadership Development, Student Senate, Student Entertainment Committee, Shuttle Services, New Student Orientation, Greek Life, and the Charter Coffeehouse, the OSI focuses on getting students involved on campus. With a wide range of activities, programs, and organizations to serve the varied interests of the campus community, the OSI is an integral part of student life at New England College. With most activities having been planned, promoted and produced by NEC students, there is bound to be something that sparks your interest. If not, we will be more than happy to work with you to bring something that will.

Greek Life

Fraternities and sororities have been an active and vital part of New England College for many years. Greek organizations represent a wide diversity of students and opportunities. Greeks are involved in all aspects of campus academics, service, and social activities. Greek students write honors theses, serve on the NEC Student Senate, Student Entertainment Committee, participate in athletics, and tutor local school children through philanthropic activities. Greek affiliation is a unique chance to be involved with a strong, continuous community over one's college career – all the while actively engaging in many other campus experiences. Unlike many other college campuses, "being Greek" is just one aspect of a NEC student's experience.

Membership in fraternities and sororities is open by invitation to those undergraduate students meeting the necessary qualifications.

Councils, Boards, and Governing Groups

The Student Senate is the student legislative body on campus responsible for promoting the welfare and interests of students and fostering open communication between students and the College's administration. Elected by the student body, the Senate is a clearinghouse for student views, opinions, and interests. The Student Senate allocates and monitors funds to student clubs and organizations.

The Student Entertainment Committee (SEC)

The Student Entertainment Committee (SEC) is responsible for coordinating and scheduling events that draw much student interest, including special events, films, lectures, small concerts, and social programs for the community. Each of these areas is coordinated by student volunteers. SEC membership is open to any student who wants to be involved in co-curricular program planning.

Student Organizations

The following is a sampling of student organizations. The exact number and variety of organizations vary from year to year.

Adventure Bound

Adventure Bound offers vigorous outdoor learning opportunities in the form of workshops and weekend trips. All members of the College community are welcome to participate. Past trips have included backpacking, rock climbing, kayaking, and urban adventures. Rental equipment (such as backpacks, tents, cross-country skis, snowshoes, and sleeping bags) is also available for students to use.

Aspiring Minds

Aspiring Minds formed to provide support for

students in the NEC community who care deeply about issues of diversity. Members plan social events and educational events such as lectures, films, and more. Aspiring Minds welcomes anyone to join and participate.

Carriage Theatre Ensemble

Students who are interested in theatre may wish to join the Carriage Theatre Ensemble. Each semester performances are staged in the Main stage and Studio Theatres. Scripts are selected to provide students with a broad perspective and experience in acting, costumes, scenery, lighting, and production.

College Democrats/College Republicans

The College Republicans and College Democrats each offer students opportunities to learn about and take action connected to our two major political parties. Each club is open to all students, and sponsors events and programs about politics and issues germane to their respective parties.

Environmental Action Committee (EAC)

The Environmental Action Committee brings environmental, conservation, and energy issues into focus for the community. By sponsoring events such as films, lectures, recycling programs, and town clean-ups, the EAC enables students to become actively involved with the community and nature.

International Student Association (ISA)

Composed of students from around the world, the International Student Association works to increase awareness and appreciation of various cultures and customs within the College community. The association sponsors such activities as International Week, teas, and the annual international dinner and dance.

New England College Role Playing Association (NECRA)

Through the use of role-oriented games and exercises, the New England College Role Playing Association offers students the

opportunity to exercise their imaginations and expand their creative energies.

Political Science Club

The Political Science Club plays a vital role on campus through hosting debates, presidential candidates, lectures, and political parties. The Political Science Club also sponsors many events on campus throughout the year for all members of the NEC community, and is open for all students to join.

Sexual Orientations United With Pride (SOUP)

Sexual Orientations United With Pride (SOUP) offers an opportunity for gay, lesbian, bisexual, transgendered, and questioning students to provide support for each other, plan events and programs, and advocate for GLBT issues on the NEC campus. The group is open to all students, and welcomes ally students as an integral part of the club. SOUP has sponsored events on National Coming Out Day and has held events such as the "Day of Silence," speakers, and drag shows.

Student Athlete Advisory Council (SAAC)

The Student Athlete Advisory Council is comprised of the leaders of varsity athletic teams. These students represent all student athletes on campus and provide leadership for students in fostering positive involvement with regard to athletic events.

Student Congress (Senate)

The Student Congress is a group of students who represent the student body as student senators and the executive board. This organization consists of two parts: Student Senate and the House of Representatives. House of Representatives consists of a liaison from each student organization on campus and each senator in Student Senate represents a part of the student body.

The Henniker Review

The Henniker Review is an annual literary review edited by students; contributors to *The Henniker Review* include students, faculty, staff, and others from the community at large.

The New Englander

The New Englander, the New England College student newspaper, provides experiential learning for students interested in writing, editing, design, photography, public relations, and advertising. Students also gain professional experience working together as a group, formulating strategy for improving quality, and meeting deadlines. The goal is to produce a high quality newspaper that serves the needs of the New England College and Henniker communities. Students derive deep satisfaction from meeting this goal, typically by hard work, overcoming problems, and having plenty of fun. Students may treat the *New Englander* like a club, participating through agreement with the faculty advisor, or earn variable credits through the *New Englander* course.

T.E.A.C.H.

T.E.A.C.H. is an organization made up of members who are interested in the field of education and making a difference through providing opportunities and support for students, young and old. Because we are an education based organization, our goal is to not only work with schools in the community and in places of need, but to help teach the college community about embracing diversity, so all students may have an open heart and mind about our ever changing culture, and be accepted and thus become more successful learners, and eventually leaders.

WNEC Radio

WNEC is primarily an alternative rock station, students also host a number of specialty shows, such as country, all-request, and classic rock programs. The station is broadcast and staffed by students from all majors on campus.

Other Leadership Opportunities

In addition to the many clubs and organizations on campus, several additional leadership positions are available to students



in an effort to assist the community, gain valuable skills and experience, and enhance the quality of life. Such leadership positions include:

- *Student organization executive board member*
- *National Society for Leadership & Success*
- *Judicial Board Member*
- *Peer Leader*
- *Resident Advisor*



Athletics

Phone: 603.428.2292

Athletic Coaches

Baseball: 603.428.2484
Men's Basketball: 603.428.2396
Women's Basketball: 603.428.2435
Cross Country/Track: 603.428.2484
Field Hockey: 603.428.2367
Men's Ice Hockey: 603.428.2294
Women's Ice Hockey: 603.428.2406
Men's Lacrosse: 603.428.2313
Women's Lacrosse: 603.428.2401
Men's Soccer: 603.428.2447
Women's Soccer: 603.428.2263
Softball: 603.428.2213

Athletics Mission Statement

Together, we thrive on pride, integrity, and respect.

Intercollegiate Athletics

New England College is a member of the National Collegiate Athletic Association (NCAA, Division III), the Eastern College Athletic Conference (ECAC), and the North Atlantic Conference (NAC).

New England College sponsors varsity competition in men's and women's soccer, field hockey, men's and women's cross country, indoor and outdoor track, men's and women's basketball, men's and women's ice hockey, men's and women's lacrosse, softball, men's and women's track and field, and baseball. Our teams are highly successful, with a long tradition of making the playoffs and representing NEC with pride.

New England College's major intercollegiate contests are played against such traditional opponents as Salem State University, Norwich, St. Anselm, Keene State, Plymouth State University, and Colby-Sawyer. NAC competitors in soccer, basketball, baseball, softball, cross country/track, and lacrosse include: Lyndon State College, Johnson State College, Green Mountain College, Castleton State College, Husson University, Maine Maritime Academy, Thomas College, and the University of Maine-Farmington.

Facilities

New England College provides a turf field, gymnasium, 26 acres of athletic fields, tennis courts, and an AstroTurf® floored field house. Alpine skiers may ski at Pats Peak Ski Area (less than two miles away) at no cost and there are 30 kilometers of cross-country and biking trails located on the Henniker campus. Hockey is played at the College's Lee Clement Arena. A fitness center is located on campus in the lower level of Bridges Gymnasium. The Lee Clement Arena and Bridges Gymnasium house the offices of the Director of Athletics, coaches, and athletic trainers.

Recreational Sports

Recreational sports are an integral part of New England College. All members of the College community are invited to participate. Flag football, basketball, volleyball, and softball have been offered as team competitions. Individual sports such as tennis are also offered.

Academic Affairs and Student Engagement

Office of the Provost

Telephone: 603.428.2235

The Office of the Provost is responsible for creating and maintaining a dynamic learning environment for undergraduate, graduate, and continuing education students at New England College. Specific areas of responsibility include designing and implementing academic policy and programs, hiring and evaluating faculty, integrating new learning technologies, and monitoring student academic progress. The Office of the Provost oversees the undergraduate and graduate divisions, the School of Graduate and Professional Studies, the NEC Gallery, the H. Raymond Danforth Library, the Registrar's Office, the Pathways Academic Success Center (Academic Advising, Career and Life Planning, ConNEctions, PASS, Tutoring, Disability Services, and Mentoring), and the Centers for Engaged Learning and Civic Engagement. As well, the Office of the Provost also supports student learning and achievement. Responsibilities include developing and implementing policies related to campus life, promoting co-curricular programming, and providing student services which enhance the NEC learning environment. The Office of the Provost oversees Student Development (Dean of Students Office, Student Involvement, Residence Life and Housing, International Student Advising, Campus Safety, and the Wellness Center).

Center for Community Engagement and Leadership

ccel@nec.edu

Co-Directors:

Wayne Lesperance, Professor of Political Science

Inez McDermott, Professor of Art History

The Center for Community Engagement and Leadership focuses on promoting and

encouraging engaged and experiential learning by providing opportunities and serving as a resource for students, faculty and community members to work together in and out of the classroom.

A major initiative for the CCEL is the work done by the Center for Civic Engagement and Project Pericles (see descriptions below). In addition, the CCEL works closely with the Office of Career and Life Planning, the Office of Student Involvement, the First-Year program, and the Concord Center, as well as with individual faculty planning study away and service learning trips.

The Center for Civic Engagement

The Center for Civic Engagement focuses on broadening and deepening traditional civic engagement through *Town Hall Series* which organizes and hosts U.S. presidential candidates, campaign leaders and elected officials, *Speaker Series* which hosts a variety of high profile speakers as well as election debates, and, to coincide with the presidential primary, *College Convention*, in which college students from across the country meet for a week and enjoy access to presidential candidates, campaign staff, political experts and media. *CiviCorps* also provides an opportunity for students to take an active role and organizing and supporting the Center's civic engagement activities.

Project Pericles

Project Pericles is a national organization committed to civic and social engagement based on knowledge of the principles and history of American democracy. As one of the ten founding Colleges, New England College is proud to be associated with this project and with the founder, Eugene Lang. NEC's Pericles program has two essential aspects - a theoretical, knowledge-based aspect, and a civic engagement aspect, in which students become personally involved in civic and socially responsible service.

Community Service

The Offices of Student Involvement and Career & Life Planning offer a variety of volunteer service placements in the local communities. These placements include opportunities in public schools, a private school for challenging teens, after-school programs, a daycare center, a senior center, a public library, a teen center and an equine therapy center, among others. Volunteering in the community not only helps those in need, but enables NEC student volunteers to acquire additional skills and a sense of confidence. With approval of a sponsoring faculty member, volunteer work can be undertaken for academic credit as an internship. Under Federal Work Study regulations, students with work-study funds as part of their financial aid package can also be paid for working in the community.

Pathways

Pathways-Academic Success Services

Simon Center, 4th floor

Telephone: 603.428.2218

Since its founding in 1946, New England College has emphasized its small classes and its student-centered education. Pathways-Academic Success Services provides NEC students with comprehensive academic support services that focus on individualized student attention and meaningful academic support. Comprised of the Pathways Center (located on the 4th level of the Simon Center) which houses Academic Advising, Career and Life Planning, ConNEctions, Mentoring, and PASS offices, as well as the Tutoring Center (located on the second floor of the Danforth Library) and Disability Services Office (Located in CEI), Pathways-Academic Success Services provides a wealth of support options that assists students in their quest to become independent, motivated and successful learners.

Pathways - Advising

Telephone: 603.428.2299

Students wishing to improve their ability to plan their time at College and chart an effective academic path can obtain supportive academic advising at the Academic Advising Office. Pathways advising staff will provide accurate information regarding courses of instruction, resources, College policies and procedures to aid students in pursuing their intellectual goals. Students in academic difficulty can also confer with the professional staff at Pathways Academic Success Services to obtain additional support and strategies for success.

Pathways: PASS

(Positive Academic Support System)

Telephone: 603.428.2247

PASS provides guidance and support to students who have been placed on academic probation. Students in the program meet with a member of the Pathways team on a weekly basis and are encouraged to take advantage of support services available on campus. Additionally, PASS offers programs including the PATH 1010: *Transitions to Academic Success* course.

Pathways: Mentoring Program

Telephone: 603.428.2247

The Mentoring Program is designed to facilitate reaching academic and personal goals. Through their relationship with a professional Academic Mentor, students gain the academic skills and confidence to achieve inside and outside the classroom. Mentoring is intentional and tailored to individual needs. Mentoring includes multiple scheduled meetings, systematic communication with faculty and staff, and engagement with families. Students who thrive in Mentoring are interested in academic success, managing time and staying organized. Mentors encourage students toward thoughtful, intentional actions and decision making. Enrollment in the Program requires an additional fee.

Pathways: First-Year Programming Office

Telephone: 603.428.2931

The First-Year Program aims to support the academic and social integration of first-year students within the New England College community. Emphasis is placed on assisting new students in their transition to college, while also promoting independence, confidence, and active engagement in campus life. This goal is accomplished primarily through the first-year seminar, *Bridges to Learning*. Seminars are taught by a professional staff or faculty member and a Peer Leader. Together, they support new students as they become engaged members of the NEC community.

Pathways - Tutoring Center (located at the H. Raymond Danforth Library)

Telephone: 603.428.2276

As part of Pathways' commitment to student academic success, the Tutoring Center provides academic tutoring services, free of charge, to *all* student populations of New England College in a welcoming and supportive environment. The Tutoring Center is located on the second floor of the H. Raymond Danforth Library and provides a variety of academic services including professional and peer-tutoring programs. Professional tutors are available six days a week (usually from 8:30 a.m. until 10:00 p.m.) and offer drop-in, and scheduled tutoring appointments to individuals and groups. Peer tutors offer drop-in tutoring in select academic disciplines such as mathematics, business, accounting, the sciences, and psychology. Working closely with faculty and staff, the Center's professional and peer tutors encourage students to excel at their academic goals. The primary objective of the Center is to foster student academic success while encouraging independent learning.

The Tutoring Center provides academic tutoring in such areas as writing development, time management, study techniques, test-taking strategies, and goal-setting processes, as well as select subject area tutoring in a number of academic disciplines. At the core of our services are the following:

Writing support: We assist students in all facets of the writing process: brainstorming, critical thinking development, organization of ideas, thesis development, outline preparation, revision strategies, and editing strategies.

Critical reading skills: We model active reading strategies and teach summarizing, paraphrasing, and analytical skills.

Time management and study skills: We review course syllabi and co-curricular activities with students and help them learn to create schedules that will lead to the most effective use of their time. Additionally, we teach effective study strategies tailored to individual student needs.

English as a Second Language: We assist those students for whom English is not their primary language with reading and writing skills and facilitate small group conversation practice sessions.

Pathways: Career & Life Planning (CLP)

Telephone: 603.428.2358

With the help of career advisors at Pathways, students can develop career plans consistent with their skills, interests, values and personal characteristics; acquire skills by engaging in co-curricular, work and service activities successfully; demonstrate the results of their experiences and effectively present themselves, and; make connections in the world of work and further study. As part of Pathways, Career and Life Planning works with the entire College community in order to accomplish its mission. CLP actively engages students and ensures students access to

services in the following areas, consistent with their interests and abilities:

Career development: choice of major, interest “testing,” resume and interview preparation, the job search and employer contacts

- Internships
- Study abroad
- Graduate school application and acceptance

Career & Life Planning is located on the 4th Level of the Simon Center and is open from 8:30 a.m. – 5:00 p.m. every day.

Pathways: Disability Services

Telephone: 603.428.2302

Accommodations Policy

New England College has a history of success in challenging and supporting students of diverse academic backgrounds who wish to achieve their full intellectual and personal potential.

Unlike some schools designed exclusively for students with learning differences, New England College does not have a special program. We have found, however, that our support services can meet the needs of students who are good self-advocates and who do not require formal, structured services, but who can find success when offered academic support in conjunction with small classes and personal attention by faculty. Typically these students have done well in “mainstream” college preparatory programs in high school, or as graduate students were successful in completing an undergraduate degree.

New England College is committed to assuring equal access to all of its programs, services, and activities. Students needing accommodations (such as extended time on tests, permission to tape lectures, wheelchair accessibility, etc.) should set up an appointment with the Disability Services

Office. To be eligible for accommodations the student will need to have current, appropriate test results that are submitted to the Disability Services Office. The testing must be administered by a licensed, qualified professional and must include a diagnosis and specific recommendations. IEPs, minutes from 504 planning meetings, or letters from school officials are not acceptable as legal documentation; however, they can be provided along with the required testing so that the Disability Services Director can more fully understand the needs of the student. Other types of disabilities must be documented by a certified medical and/or mental health professional, and must include a current detailed diagnosis, recommendations, and reasons for specific suggested recommendations. Regardless of the learning need or disability, the Disability Services Office needs to be contacted as it handles all requests for accommodations.

It is important to remember that all requests for accommodations must come through the Disability Services Office at which time the student will participate in the Needs Assessment process. Once the student has completed the Needs Assessment form it must be given to the appropriate faculty and staff. Test documents must be received a minimum of a week before accommodations can be provided. In situations where many different parties are involved in developing accommodations, three prior weeks may be required.

Under ADA and 504 requirements the student is responsible for disclosing his/her disability to each person the student contacts for an accommodation. The College reserves the right to review documentation and determine individual accommodations and services. The College maintains the right to determine the appropriate accommodation based on the student’s documentation. Accommodations are based on a review of the test results and may be different than services provided in high school, or as an undergraduate student.

Relevant information from disability documentation may be shared with College personnel at the discretion of the Disability Services Office. All questions about the College's compliance with ADA/504 should be directed to the College's Campus Compliance Officer in the Disability Services Office.

International Study

Telephone: 603.428.2358

New England College promotes international programs as an important part of its efforts to foster an awareness of world citizenship. We believe in the importance of exposure to different cultures in the personal development of our students. The College maintains cooperative relations with many study abroad program providers and foreign institutions, and provides information on a wide variety of academic opportunities abroad.

Eligibility Criteria

Students wishing to participate in study abroad opportunities must apply to the Director of Career and Life Planning in advance of the projected study abroad and meet the following criteria:

Students should have successfully completed a minimum of 30 credits in residence at New England College. Transfer credits from other colleges will not normally be applied to this credit total;

Students should have achieved sophomore status or above;

Students must have good academic and social standing, including a cumulative grade point average of no less than 2.5 in credits earned at New England College;

Any student not meeting these conditions may petition the Academic Standards Committee.

Application Deadline

The priority date for semester-long study abroad applications is the end of the second week of the preceding semester of the intended study. Deadline dates for regular applications to study abroad programs are no

later than October 15 (for the Spring semester) and March 15 (for the Fall semester). The application fee for study abroad programs is set at \$250 (of which \$50 is non-refundable).

Costs for Study Abroad

Normally, New England College students enrolled in semester-long study abroad programs will continue to pay tuition, room, and board to New England College, which will in turn pay the tuition, room, and board expenses at the study abroad location. New England College students studying abroad in an approved program continue to be eligible for most of their institutional and federal financial aid. Please contact Student Financial Services for further details. Additional scholarships may be available through our study-abroad partners.

Study Abroad Opportunities

New England College sponsors study abroad programs in:

Argentina
Australia
Austria
Belize
Brazil
Canada
Chile
China
Costa Rica
Czech Republic
England
Fiji
France
Germany
Greece
India
Ireland
Italy
Japan
Jordan
Morocco
New Zealand
The Netherlands
Peru
Russia



Scotland
South Africa
South Korea
Spain
Thailand
Ukraine

English as a Second Language (ESL) Transitional Programs at New England College

Language Programs

New England College's ESL courses prepare students for academic success as full-time students. We offer undergraduate non-credit and credit-bearing courses, and ESL courses for entering graduate students. Our courses will provide the language tools necessary for success in your program and the ability to engage your new community.

The full-time, undergraduate non-credit course develops proficiency in reading, vocabulary, writing, speaking, and listening. Students will progress to our credit-bearing ESL and college courses upon successful completion.

We offer two undergraduate credit-bearing ESL courses levels. The first comprehensively addresses academic language and study skills; the second focuses on academic writing. Both levels provide a gradual transition into the American college experience, allowing students an ESL class alongside their major, LAS, and elective courses.

Our graduate ESL classes provide vocabulary, reading, research, listening, and writing skills for your particular program. Students typically take this full-time class for a semester before beginning their graduate courses.

Our ESL classes also provide opportunities to utilize English outside of class. Campus life activities, field trips, and cultural events introduce students to their new surroundings

- Henniker, New Hampshire, New England, and the Boston metropolitan area.

International student orientation provides a comprehensive language assessment for proper course placement, registration assistance, and an introduction to academic life at New England College. The ESL Program Director provides continual individualized English language instruction, academic advising, support, and resource referral for all international students throughout the year.

Admission Process

International students follow the same procedure as domestic students if they do not require English as a Second Language (native English speakers or 79-80 minimum on the TOEFL IBT). Our ESL Transitional Program accepts students with low to intermediate English proficiency, expressed by a TOEFL IBT 45 or the equivalent on comparable English proficiency tests. Students must show proof of financial support before the College issues an I-20 (Certificate of Eligibility for Non-Immigrant [F-1] Student Status). We look at each applicant on his/her own merits and evaluate all materials, including coursework, recommendations, extracurricular activities, and an essay to determine acceptance.

Academic Standards and Policies

The Bachelor's Degree

All baccalaureate candidates attending New England College are awarded, upon completion of requirements, a bachelor of arts or a Bachelor of Science degree.

Graduation Requirements

To graduate from New England College, a student must fulfill the following requirements:

- Completion of a minimum of 120 credits with passing grades. Some majors may require more than 120 credits (see the catalog section for your major for specific details).
- Achievement of a cumulative grade point average of at least 2.0 and a grade point average in the major (defined as all courses required for the major) of at least 2.0. Individual disciplines may have requirements which are more stringent than the general College requirement (see the catalog section for your major for specific details).
- Successful completion of the College's Liberal Arts and Sciences Core Curriculum requirements (see the Liberal Arts and Sciences Core Curriculum section of this catalog).
- Satisfactory completion of all requirements in the major.
- Earn at least 60 credits at New England College (of which a minimum of 24 credits must be earned in the senior year), or earn 30 credits in the senior year. In addition, a minimum of 12 credits of requirements from within the major must be completed at New England College.
- By the end of their junior year, all students should file an "Intent to Graduate" form, available at the Registrar's Office.
- Fulfillment of the graduation requirements is the student's responsibility. Only the Registrar (or designee) is authorized to issue official

summaries of progress. To avoid unpleasant surprises, it is imperative that students check their fulfillment of requirements with the registrar's office at the end of their junior year.

- A student who has earned a minimum of 108 credits by the end of the spring semester will be allowed to participate in commencement if they have a GPA, both cumulative and in the major, of 2.00 or higher and have no more than three courses left to complete.

Degrees with Latin Praise

In recognition of outstanding academic achievement, the following Latin praise is awarded at graduation. To be eligible, at least 45 New England College credits graded A, B, or C must appear on the student's academic record:

Summa Cum Laude:

Those students having a cumulative grade point average of 3.80 or higher.

Magna Cum Laude:

Those students having a cumulative grade point average between 3.65 and 3.79.

Cum Laude:

Those students having a cumulative grade point average between 3.50 and 3.64. Students with fewer than 45 New England College credits are eligible for *Cum Laude* as follows:

Credits Completed	GPA
40-45	3.6-3.74
35-39	3.75-3.89
30-34	3.9+

Dean's List

Superior academic achievement is recognized at the end of each semester. All students completing 12 or more credits for grades (not pass/no record) are eligible. At the end of each semester, all full-time students with a semester GPA of at least 3.5 will be included on the Dean's List.

Academic Standards

Grading System

Letter grades and numerical point values are assigned as listed below:

Letter Grade	Meaning	Quality Points Per Credit
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-	Minimally passing	1.7
D+		1.3
D		1.0
D-		0.7
F	Failure	0.0
I	Incomplete	none
P	Passing (D- or higher)	none
NR	Below passing	none
AU	Audit	none
ADW*	Administrative Withdrawal	none
ADI*	Administrative Incomplete	none
W*	Withdrawal	none
WD	Withdrew from school	none

** see following for description*

ADW (Administrative Withdrawal): This grade is submitted by an instructor when a student attended the course infrequently prior to the last date to withdraw, failed to comply with the required procedure for withdrawal, and did not attend at all subsequent to the last date to withdraw. This grade is noted on permanent record, but not calculated in grade point average.

ADI (Administrative Incomplete): This grade is submitted only in extraordinary

circumstances when the instructor of record did not or could not turn in grades. A grade of ADI will be converted to a letter grade by the instructor of record as soon as conditions permit. When extreme circumstances, such as the death of a faculty member, make it impossible for him or her to convert the ADI, the Provost will make the conversion in consultation with the affected students and appropriate faculty.

W (Withdrawal): This grade is submitted when the student withdrew from class by the withdrawal deadline.

WD (Withdrew from school): This grade is submitted for all outstanding classes when a student withdrew from school.

Calculation of Grade Point Average

To compute a student's cumulative grade point average (GPA), numerical values are assigned to each letter grade as indicated above. Grades of I, P, NR, AU, ADW, ADI, W and WD are not used in grade point calculations. The sum of the grade points earned is divided by the number of GPA hours, resulting in the student's cumulative GPA.

The decision of an instructor to award a grade is presumed to be final. Barring incompetence or error on the part of instructors, grades submitted become a part of the student's permanent record. Under ordinary circumstances, no one else within the College has the right, or competence, to change an instructor's grades.

Students who believe that they have been graded wrongly must immediately bring this to the attention of their instructors. Should disagreement ensue, students are best served by seeking counsel from their faculty advisors or with the Dean of Undergraduate Programs and Services, who, if necessary, can act as intermediaries to seek resolution. As a last resort, disagreements may be appealed to the Provost.

Pass/No Record Option

Only 16 credits under the Pass/No Record (P/NR) option may be submitted for graduation. The Pass/No Record option is not permitted in the student's major program except for internships.

During the first 20 days of the semester, the student must file with the Registrar's Office the appropriate form indicating his/her desire to be graded P/NR. Otherwise, the A-F system will be used.

No petitions will be entertained to convert from A-F to P/NR after the first 20 days of the semester. Students may, however, petition to convert from P/NR to A-F. Petitions to convert to a letter grade must be submitted to the Office of Academic Affairs.

Maintenance of Standards

Each student is expected to make satisfactory progress toward meeting degree requirements. Instructors teaching undergraduate students are asked to identify, during the fifth and eighth weeks of the semester, all who are having difficulty in their classes. Students having difficulties are assigned to mandatory meetings with their advisor, and in some cases with the appropriate Associate Dean. If the difficulties are judged to be very serious, the student may also be assigned to an academic support group.

All undergraduate students who have a cumulative GPA below 2.0 are subject to having their academic records reviewed by the Students Committee, which will determine appropriate action as indicated below. For purposes of record, students who are not under academic probation and have not been suspended or dismissed are defined as being in good academic standing.

Students who do not meet the general criteria for good standing will receive letters of warning, probation, or suspension. In viewing the records of students in academic difficulty, the Students Committee normally uses specific guidelines in decision-making. These

guidelines are available from faculty advisors, the Pathways Center or the Registrar's Office.

Suspended students who wish to reenter the College must meet with the Students Committee for readmission after they have complied with the conditions of their suspension.

Appeals

Undergraduate students who have been placed on probation or who are suspended may appeal their status to the Students Committee. Appeals requests must be submitted to the Students Committee, in writing, by the deadline stated. Appeals will not normally be heard after the start of the semester.

The committee, or its designee(s), will hear each appeal, and the student may appear to present his or her views. The student may be accompanied, if he or she chooses, by an advocate from within the College community. The committee may confirm or change the student's academic status with such conditions as it deems appropriate. The Director of Mentoring will provide the student and parent(s), if appropriate, with written statements of the actions taken by the committee in regard to the student's appeal. Adverse decisions by the committee may be appealed, on procedural grounds only, to the Dean of Undergraduate Programs and Services, who will review the matter and make a final determination.

Notification

Students placed on probation or who are suspended shall be notified in writing by the Director of Mentoring. In compliance with the Family Educational Rights and Privacy Act of 1974, parents may also be notified.

Email Policy

New England College uses NEC e-mail as a means for official communication with students. As these communications may be time sensitive, the college expects that such communications will be read in a timely

fashion. The college expects that students check their NEC e-mail at least once per business day while enrolled. The college will continue to use the NEC email system as a means of official communications during the Winter and Summer breaks. Students are expected to check their NEC email accounts during these breaks at least twice during the business week. Students who have their NEC e-mail forwarded to a different email address bear the responsibility to ensure that important and time-sensitive communications are not lost.

Academic Standards for Extracurricular Activities

Academic standards for participation in extracurricular activities are determined by the individual student group or by the intercollegiate organization with which the group is affiliated.

Normal Course Load

In order to maintain full-time status, an undergraduate student must be registered for at least 12 credits per semester. The normal course load for a full-time student is 16 to 18 credits per semester. Students who enroll in more than 18 credits per semester will be charged per credit for the overload. Students who have completed at least 16 credits at NEC and have a cumulative GPA of 3.5 or higher may enroll in up to 20 credits with no overload charges.

In the graduate programs, normal course loads and credits required for full or part-time status vary depending on the structure of the program.

Expected Student Academic Work per Credit

Workload expectations in this policy are an estimate of the amount of work needed for an average student to earn an average grade. Course grades are based on the quality of the work submitted, not on hours of effort. Workload expectations per credit do not vary with the method of delivery of the course or the length of the academic term. Students

should plan on spending 3 hours, per credit hour, per week. Therefore, they should plan on spending approximately 12 hours per week for one 4 credit hour course.

Adding/Dropping

Undergraduate students may add or drop courses online during the first five class days of the fall or spring semester. After the first five days, students may petition to add/drop classes, with approval of the instructor and faculty advisor. Petition forms are available at Pathways and the Registrar's Office. Dropped courses are not recorded on a student's academic record. The Add/Drop period during Summer or January terms will be proportionate to the length of the term.

Withdrawing

An undergraduate student may withdraw from a course for any reason up to the tenth class day past mid-semester. Withdrawals are noted on the student's academic record with the designation of "W." Students are financially responsible for all courses with a "W" grade. Withdrawal forms are available from the Registrar's Office and Pathways and must be completed and returned to the Registrar's Office by the deadline listed above. After the last date to withdraw, students must petition to do so. Petitions are available at the Registrar's Office and Pathways, and must be approved by the appropriate Associate Dean. If petition is not granted, and appeal can be made to the Dean of Undergraduate Programs and Services.

Audited Courses

Students wishing to audit a course may do so by contacting the Registrar's Office. Permission of the instructor is required. The workload and attendance policy in the course is to be determined by the instructor and should reflect expectations of both the instructor and the student. No credit is granted for an audited course. A grade of "AU" will not be entered on the student's permanent record unless a student satisfactorily completes the attendance and workload requirements of the course. Full-

time students are not charged for an audited course. Part-time students will be charged one-half the current tuition rate for that course. All students will be charged any course-related fees. After the end of the add/drop period, a student may not convert an audited course back to the letter grading system.

Prerequisites and Repeated Courses

An instructor may waive a prerequisite if the student has demonstrable competence in areas embraced by the prerequisite.

Credit is not given a second time for a repeated course, unless the Academic Catalog and/or the official course schedule state that the course may be repeated for credit. When a course not repeatable for credit is repeated, all grades remain on the student's permanent record, but only the highest grade is used in computation of the grade point average. Students may repeat a four-credit NEC course with an equivalent three-credit course taken at another institution. Only three credits of credit would be awarded in this case. Students who need to repeat courses no longer offered due to curricular changes may take an approved substitute if available. Substitutions must be approved by the discipline in the case of a major course or the Associate Dean of Liberal Arts Education in the case of a Liberal Core Curriculum course.

Incomplete Grades

An "I" (Incomplete) is given only in exceptional circumstances beyond the student's control (e.g. illness, unexpected delay in receiving materials for which the student is not responsible, etc.). A student has 30 calendar days from the first day of the following semester to complete any grade of incomplete received in a semester. Unless the instructor notifies the Registrar's Office that another grade has been issued, grades of incomplete are automatically converted to grades of "F" or "NR."

Faculty may grant an extension to students with compelling reasons for needing more

time to complete course work. An extension is also applicable to students not registered in the semester following the incomplete. Extensions will be granted only for extenuating circumstances.

When the coursework for an incomplete is submitted and the grade is changed, the new grade will be applied immediately to the student's standing with regard to academic honors, warning, probation, etc.

Exceptions to Academic Policy

Exceptions to the College's academic policies may be requested only by petition, which must be approved by the Dean of Undergraduate Programs and Services and the Registrar. This decision can be appealed to the Provost.

Grade Reports

Student grades are available through the College's web services. Students requiring a paper grade report may request one from the Registrar's Office. A student may request a written evaluation of his/her work in any course. A student requesting a written evaluation must submit that request in writing to the Dean of Undergraduate Programs and Services. Students are entitled to examine and make copies of any graded examinations and papers not handed back in class.

Class Attendance

Students are expected to attend and participate in all dimensions of every course. A student's grade in a course may include attendance, and these policies and grading procedures will be stated clearly in writing by the instructor in the course syllabus before the end of the add/drop period. Attendance policies may vary among instructors, and some courses may involve specified grade reductions for missed classes. It is the responsibility of each student to understand fully the attendance policies and procedures for every course in which the student is enrolled.

New England College respects student absences from classes due to religious observances. In such cases, students are expected to notify their instructors prior to the anticipated absence. Making up missed assignments is the student's responsibility.

Withdrawals and Leaves of Absence

A student who wishes to withdraw from the College during a semester must apply to the Director of Counseling or the Director of Academic Advising. If the student is less than 18 years of age, or if his/her parent(s) will be billed for his/her tuition, the College must have evidence that the parent(s) is/are aware that the student is planning to withdraw.

Students are automatically granted a leave of absence for a period of two years if they are in good academic and social standing. All other students must apply for readmission should they wish to return to the College.

The normal limitation for a leave of absence from the College is two years. Students whose absence exceeds this limitation may be required to file for formal readmission to the College, in which case they would reenter under the major and graduation requirements in effect at the time of their readmission. Students who withdraw during a semester may be required to apply for readmission before returning the following semester. For further information please see the Student Handbook.

Policy on Disruptive Behavior in an Academic Setting

Disruptive Behavior in an Academic Setting

New England College is committed to establishing an educational community that is respectful of all members. This includes balancing free speech, including the expression of controversial opinions, with appropriate behaviors in all academic settings. Students and faculty share responsibility in maintaining an appropriate learning environment.

Disruptive behaviors hinder the educational process. Although these types of actions are addressed in *The Compass*, the New England College Student Handbook, the purpose of this policy is to clarify what constitutes disruptive behavior in an academic setting, what actions a faculty member and/or the Office of Academic Affairs may take in response to disruptive conduct, and the interim procedures that will be followed if a student needs to be removed from an academic setting pending the outcome of an investigation and student conduct process.

Classifying and Defining Disruptive Behaviors

Disruptive behaviors in an academic setting are those behaviors that a reasonable faculty member would view as interfering with normal academic functions and/or the emotional and/or physical safety of all members of the class community. For the purposes of this document, disruptive behavior is divided into three categories based on the degree to which conduct includes aggression or harassment.

Category One: A category one disruption is behavior that is disruptive, but which has no element of aggression or harassment, i.e., no one feels threatened, endangered or at-risk. Such situations might include but are not limited to:

- A student is sleeping during class.*
- A student talks incessantly during class.*
- A student uses a cell phone during class.*

Category Two: A category two disruption is behavior that has some element of aggression or harassment without an immediate risk. Such situations might include but are not limited to:

- A student swears loudly and repeatedly upon getting a grade.*
- A student makes disparaging comments about other students.*
- A student tears his paper up in class upon receiving it.*

A student appears to be under the influence of drugs or alcohol.

Category Three: A category three disruption is behavior that has clear and immediate potential for risk or harassment. Such situations might include but are not limited to:

A student threatens a faculty member, staff member, or student.

A student says he/she has a gun and knows how to use it.

A student mentions contemplating suicide.

Policy

Students are expected to adhere to the standards described in the Academic Catalog and *The Compass*; specifically, students are to refrain from disrupting classes and other academic settings.

Category One Offenses

A faculty member should tell students who are disruptive to stop the disruptive behavior and to warn the student that such disruptive behavior, if continued or repeated, may result in academic or disciplinary action.

A faculty member is authorized to ask a student to leave the classroom or other academic setting if the faculty member deems such action necessary. If the faculty member takes such actions, he/she shall notify the Office of Academic Affairs within 24 hours. The Office of Academic Affairs will share this information with the Student Development Office. If, upon consultation with the Student Development Office, it is determined that the student presents a risk, the Office of Academic Affairs will request that the faculty member complete a *Disruptive Behavior in an Academic Setting Report*. This report documents the events that occurred in this incident.

Category Two Offenses

A faculty member is authorized to ask a student to leave the classroom or other academic setting if the faculty member deems such action necessary. The faculty member

must report such instances to the Office of Academic Affairs within 24 hours. Working collaboratively with the faculty member and the Student Development Office, the Office of Academic Affairs will take appropriate action that may include initiating interim removal and/or initiating an investigation and student conduct proceeding.

Category Three Offense

A faculty member is required to report all Category Three offenses to Campus Safety. This report will result in an immediate interim removal of the student from the academic setting, pending the outcome of the investigation and student conduct proceeding. The faculty member will notify the Office of Academic Affairs about the incident as soon as possible. The faculty member must complete a *Disruptive Behavior in an Academic Setting Report* within 24 hours of the incident.

Interim Removal from an Academic Setting

The Office of Academic Affairs, in consultation with the faculty and the Student Development Office, may enact interim removal pending resolution of the matter by sending the student a written notice informing the student of the interim conditions and advising the student of the pending investigation and judicial process.

The Office of Academic Affairs will work with the student to try to establish an interim means to allow the student to continue to make satisfactory academic progress. This may include reassigning the student to a different class section or a different academic advisor. While it is the intention of the College to assist a student in making satisfactory academic progress, the College will not compromise the safety of faculty, staff, or students in order to do so.

Any incident that results in interim removal will be referred directly to the Student Development Office within 24 hours.

Student Conduct Proceedings

Generally, a student will not be permanently removed from an academic setting without a formal student conduct proceeding. A student who is removed from an academic setting on an interim basis has the following rights:

- The Student Development Office will conduct a Student Conduct Hearing pursuant to an investigation and judicial processes as defined in the New England College Compass.
- The student can request an expedited review of the incident. If such a request is made, the Student Development Office shall review the incident through a Student Conduct Hearing within three business days of the date that the student requests such review.

In addition to the sanctions that are possible through a Student Conduct Hearing, the following possible sanctions are available to the instructor and the Office of Academic Affairs.

Authority of Instructor:

- Warning
- One-time removal from a class session or an academic setting
- Academic sanctions if course participation and/or attendance are a component of the final grade and are indicated in the syllabus

Authority of the Office of Academic Affairs:

- Interim exclusion from the instructor's academic area, pending the outcome of a judicial procedure
- Interim reassignment to a different class section or alternative means by which to make satisfactory academic progress
- Interim reassignment to a new academic advisor

Appeals

There is no appeal of a faculty member's decision to remove a student from a class, and

there is no appeal of an interim decision to remove a student from an academic setting pending the outcome of the judicial procedures. To accelerate this process, the student must request an expedited judicial review.

Appeals for the outcome of the judicial proceedings will follow the appeals process described in *The Compass*.

Students with Disabilities

All students, with or without disabilities, are expected to adhere to the same reasonable behavior standards in academic settings. Faculty are not required to make accommodations or to ignore inappropriate behavior by a student who has a disability unless the faculty member has received some written notification from the Office of Disability Services that provides for a reasonable accommodation.

Students' Rights to Privacy

All information and discussion regarding the disruptive student shall be handled in a confidential manner. The privacy of the student's educational records, including misconduct cases, is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA).

Disruptive Behavior in an Academic Setting Report Form

The *Disruptive Behavior in an Academic Setting Report* form should include the following information:

- *Date of incident*
- *Student's name*
- *Instructor's name*
- *Instructor's phone number*
- *Instructor's email*
- *Title of course, course number and section*
- *Detailed summary of incident including a description of the disruptive behavior*
- *Names of witness and identification of witness status (student, faculty, staff, etc.)*



- *Action, if any, taken by the instructor (e.g. student warned, asked to leave class, campus security contacted, etc.)*
- *Recommendations for a course of action and reason for this: what do you want to have as a potential outcome?*
- *Instructor's signature*

Academic Integrity Policy

Academic Honor Principle

We as a community at New England College embrace an academic honor principle. It consists of honesty, trust, and integrity. Honesty is being true to oneself and others, engendering a culture of trust. Trust builds mutual respect, fostering a disposition of responsibility and civility. Integrity denotes inner strength of character: doing what is right and avoiding what is wrong. As members of the NEC community, we accept these values as fundamental guides to our actions, decisions, and behavior.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following infractions:

Plagiarism

Misrepresentation

Facilitation of Academic Dishonesty

Cheating

Two Levels of Academic Dishonesty

Because academic dishonesty violates academic integrity, it cannot be condoned at NEC. Nevertheless, because there are various degrees of academic dishonesty, some more serious than others, NEC classifies offences into two levels: minor violations and major violations. In accordance with academic freedom, NEC entrusts all decisions regarding cases of academic dishonesty (i.e., whether they be minor or major) to the discretion of each instructor, accepting as a premise that instructors honor intellectual property rights and wish to promote academic integrity in their students.

Minor: a minor violation is any case of academic dishonesty that an instructor deems

of such a nature that it does not compromise academic integrity or reflect a flagrant breach of NEC's Academic Honor Principle (see above). It typically involves cases of accidental omissions or unintended oversights.

Major: a major violation is any case of academic dishonesty that an instructor deems serious enough to warrant reporting. A major violation compromises academic integrity and constitutes a flagrant breach of NEC's Academic Honor Principle (see above). It typically involves cases in which a student deliberately commits an act of academic dishonesty.

Procedures for Minor and Major Cases of Academic Dishonesty

As indicated above, instructors use their discretion in determining whether instances of academic dishonesty are minor or major.

Minor

In the case of a minor offense, the instructor should meet with the offending student to notify him or her of the charge and explain the meaning and importance of academic honesty. In addition, the instructor, in consultation with the offending student, decides any associated penalty: e.g., should the work be redone, should it receive a grade deduction, should it receive a failing mark? If the case is indeed minor, it is understood to have been an accident, a mistake, or an oversight. Hence, the purpose of meeting with the student is to educate so that he or she will know how to avoid similar acts of academic dishonesty in the future. An initial case of a minor offense in a course is not reported to the Registrar.

Major

In the case of a major offense, the instructor collects relevant evidence, meets with the offending student to notify him or her of the charge, explains the seriousness of the charge (including the penalties associated with violations: see below), and submits a report of academic dishonesty to the Registrar. In

the meantime, the instructor decides how the offense will affect the offending student's grade in the course.

Sanctions for Major Cases of Academic Dishonesty

All major infractions of academic dishonesty will result in the student's name being reported to the Registrar, who enters that student's name in a log for future reference. The information is confidential, to be kept among those parties immediately concerned: the instructor of the course, the student, the Registrar who enters the name, and any others directly involved, such as the Associate Dean of the Division, the student's advisor, the Students Committee, and the Academic Integrity Board.

First Reported Case: In response to an initial case of academic dishonesty, a student must successfully complete and pass an assigned plagiarism tutorial/test on academic integrity via Blackboard, or else the student will be put on academic suspension. The student will have three weeks upon being enrolled in the Bb course (the plagiarism tutorial/test itself) to pass the tutorial/test. The test may be taken as many times as necessary within those three weeks for the student to pass it. Failure to pass it will result in academic suspension.

Second Reported Case: In response to a second case of academic dishonesty, a student must attend a hearing with the Academic Integrity Board. Penalties for a second case of academic dishonesty may include suspension. Suspension can be appealed according to the policies described below. Readmission to NEC after suspension due to cases of academic dishonesty will be determined by the Students Committee.

Third Reported Case: In response to a third case of academic dishonesty, a student must attend a hearing with the Academic Integrity Board. Penalties for a third case of academic dishonesty may include permanent expulsion from NEC. Expulsion may be appealed

according to the policies described below. Readmission to NEC after expulsion is not allowed.

Academic Integrity Board and Hearings

The Academic Integrity Board consists of at least two members of the Students Committee and a staff member. Hearings will include the Academic Integrity Board and the student. The student may also invite a witness or advocate from within the college community. When appropriate, hearings may also include relevant instructor(s), witness(es), or advocate(s) from within the college community that the instructor(s) invites.

Appeals Procedures

A student may appeal to the Academic Integrity Board an instructor's accusation of academic dishonesty or the instructor's decision to fail, for example, an offending student for an assignment or the course. Within ten class days of receiving notice of the disputed accusation or decision, the student must submit a written request for a hearing to the Academic Integrity Board. The request will contain a statement of the basis for appeal, as well as any supporting evidence. The instructor will receive a copy of the student's appeal. After the hearing and within ten class days, the Academic Integrity Board will inform the student and the instructor of its decision. If the decision of the Academic Integrity Board reverses an accusation of academic dishonesty, all records pertaining to the case will be destroyed.

A student may appeal the decision of the Academic Integrity Board. The appeal must be submitted in writing within ten days of the decision and can rest on procedural grounds only. It is to be given to the Provost, whose decision is final.

A student may also appeal a decision by the Academic Integrity Board regarding penalties associated with a second or third case of academic dishonesty (e.g., suspension or

expulsion). Such appeals must be submitted in writing within ten days of the decision, on procedural grounds only, to the Provost whose decision is final.

Transfer Credit

New England College will grant credit for course work taken at other regionally accredited colleges in accordance with the recommendations of the “Transfer Credit Practices of Selected Educational Institutions” published by the American Association of Collegiate Registrars and Admissions Officers.

New England College recognizes that this activity must be governed by regulations that are clear, consistent, and equitable.

The Office of Admission is responsible for initial transfer credit evaluation. When evaluating a student’s previous academic work, the evaluators consider:

1. The comparability of the nature, content and level of course work to that offered by New England College;
2. The applicability of course work to Liberal Core Curriculum and major requirements at New England College.

The Registrar has the sole authority to grant transfer credit. The transfer credit evaluator, acting on behalf of the Registrar, evaluates all requests for advanced standing and will notify transfer students in writing of credit granted. The evaluator works closely with Associate Deans and other faculty to ensure that all credit granted is based on the most current academic information.

Transfer Policies

1. Transfer credit will be normally awarded only for course work completed at regionally accredited institutions of higher education or the equivalent in other countries.
2. New England College awards credit only; grades and other academic honors from

other institutions are not recorded on a student’s academic record, with the exception of courses taken through Southern New Hampshire University and University Council (NHCUC) schools after a student has matriculated at New England College.

3. The evaluator reviews each course on an individual basis by comparing catalog course descriptions and reviewing any other appropriate documents. A course equivalent will be assigned to each course granted transfer credit, and the evaluator will indicate if that credit will apply to general education requirements. If the student has indicated a major, the evaluator will indicate if that credit will apply to degree requirements. Transfer credits are awarded on a credit-by-credit basis only. A three credit course taken at another institution will satisfy a four-credit requirement at NEC, but only three credits of transfer will be granted for that course. Students transferring from institutions on the quarter-hour system will be granted 0.67 semester hours per quarter hour. Not all credits granted will necessarily be applicable to degree requirements. If previous course work is deemed to have no applicability to a degree program, or if no comparable course at New England College can be identified, and yet the course work is deemed comparable to college-level work, then unassigned elective credit may be granted.
4. Entering transfer students will be granted class standing according to the following table:

<u>Credits Granted</u>	<u>Class Standing</u>
0-29	First-year student
30-59	Sophomore
60-89	Junior
90+	Senior

Transfer credit of any type granted by other institutions must be reevaluated by New England College prior to granting



New England College credit. Students must have an official transcript sent to New England College from each school attended.

5. Only those courses in which a student has received a grade of C- or better will be considered for transfer credit, except as stated below:
 - a.) Any student possessing an Associate of Arts degree from a regionally accredited institution may be granted junior standing (60 credits), provided that the student has earned at least 60 credits at the previous institution. When junior standing is granted, all passing course work will be granted credit, regardless of grade, with the exception that no more than 16 credits of D grades will be accepted. Please note that some majors may have restrictions on the number of D grades within the major. Transfer students with Associate of Arts degrees should understand that some College programs may require more than two years to complete.
 - b.) If a D grade is received in the first course of a two-course series (such as Accounting I and II) and a C- or better grade is received in the second course, credit will be granted for both courses, subject to the 16-credit limit noted above.
6. Evaluation for transfer credit will be made at the time of a student's admission to New England College. Students who have attended other institutions of higher education must include official transcripts from all previous institutions in their application, regardless of whether or not they wish to be granted credit for that work. Course work in progress at the time of application will be evaluated on a tentative basis and credit awarded pending receipt of an official transcript.
7. Courses taken at other institutions after a student is enrolled at New England

College must be approved in advance through the Registrar's Office.

8. There is no limit to the number of transfer credits that can be granted; however, a student must earn at least 60 credits at New England College (of which a minimum of 24 must be earned in the senior year), or 30 credits must be earned in the senior year. In addition, a minimum of 12 credits of requirements from within the major must be completed at New England College.
9. Students who repeat courses at New England College for which they have already received transfer credit will lose that transfer credit.
10. General Education courses are not required to be equivalent to New England College courses but must satisfy the same guidelines and principles as New England College Liberal Core Curriculum courses.
11. Students transferring from institutions where course work is graded by non-traditional mechanisms will be asked to request that the institution provide letter equivalents or written evaluations from individual instructors.
12. Credit will be granted for each score equal to or higher than those recommended by the American Council on Education (ACE) on the College Level Examination Program (CLEP). Placement and course equivalencies are determined by the appropriate discipline.
13. College Entrance Examination Board advanced placement tests with scores of 3, 4, or 5 will be granted up to eight credits, depending on the exam and the score. Placement and course equivalencies are determined by the appropriate discipline.
14. No credit will be granted for the following:



- social activities;
- pre-collegiate or remedial courses;
- correspondence courses, unless recognized and offered by the U.S. Armed Forces Institute;
- continuing education units.

15. International Equivalency Policies:

- British General Certificate of Education (G.C.E.) “A” level laboratory science courses be granted ten credits for a grade of A, B or C and seven credits for a grade of D or E.
- Other G.C.E. “A” level courses will be granted nine credits for a grade of A, B or C and six credits for a grade of D or E.
- Students holding a French Baccalaureate II will be granted 30 credits and sophomore standing.
- Students completing a 13th year at a Canadian secondary school will be granted appropriate credit using AACRAO or British Council standards.
- International Baccalaureate will be granted up to 30 credits by individual subjects.
- Work comparable to British “A” level work will be granted credit accordingly.

Credit by Proficiency Examination

College-Level Exam Program (CLEP): New England College awards credits for each score greater than or equal to the American Council on Education minimum recommendation.

Internships

The College recognizes the importance of integrating academics with learning experiences outside of the classroom. Internships can provide exposure to a career field, increase self-confidence, help in the attainment of practical skills and provide contacts and references that will be helpful in gaining employment after graduation.

Internship sites can be arranged through a faculty member or the Office of Career and

Life Planning. The Office of Career and Life Planning maintains up-to-date listings of internship sites and will work with students and faculty to find an appropriate site. Through a careful contracting and evaluation process, the College encourages reflection on career goals and their successful integration into the student’s education as part of the internship process.

Internships require careful planning. A faculty member can develop and maintain contact with an organization and refer students for internships, or a student can locate a site through networking, research and/or direct application, with the support of the Office of Career and Life Planning or New England College faculty.

Students may elect internships within their major or minor disciplines. Specific guidelines may be established by individual disciplines, but all internships are governed by the following regulations:

- Internships are available to students who exhibit emotional maturity and a strong sense of responsibility, who have earned a minimum of 30 credits at New England College, and are in good academic standing (meeting both College-wide standards and those specific to the major);
- Internships may take place only at sites approved by the discipline;
- Internships require a full-time ranked faculty sponsor in the discipline for which credits for the internship will be awarded. A faculty member approved by the department involved and the head of its collegium/division may also serve as an internship sponsor;
- Students are required to submit to the faculty sponsor and on-site supervisor a brief resume prior to the beginning of the semester in which the internship is being conducted;
- Internships are conducted according to a contract jointly developed by the student, faculty sponsor, and internship site



supervisor. Completed internship contracts must be submitted to the appropriate Division Associate Dean prior to the beginning of the internship;

- Internships may be awarded from 1 to 16 credits. The number of credits awarded for an individual internship is determined by the discipline and dependent on the complexity of the internship experience, the amount of conventional academic work assigned, and the amount of time spent on-site by the student intern;
- No more than 16 internship credits may be applied towards the total credits required for graduation. Some disciplines allow fewer than 16 credits to be applied to major requirements;
- Tuition for internships is the same as for other College courses and is subject to the same charges for overloads (*19 or more credits*).

Directed Study

A directed study is an academic tutorial course that allows a student to do an in-depth study with an instructor in an area of mutual interest. Meetings with the instructor will occur on a weekly basis.

The Following Guidelines Apply to Directed Study Courses:

- Directed Study courses normally do not duplicate courses offered during a semester;
- Directed Study courses may not be for more than four credits;
- Students may use no more than 12 credits of Directed or Independent Study courses toward meeting graduation requirements. A combination of no more than 28 credits for Directed Study, Independent Study, and Internships can be applied toward meeting graduation requirements.
- Students Registering for a Directed Study Must:
 - have at least sophomore standing (*30 credits or more*);
 - have a cumulative GPA of at least 2.5;

- have no record of having been reported for cheating or plagiarism;
- have a faculty sponsor for the Directed Study;
- have completed the Directed Study Contract Form, and have obtained all the necessary signatures;
- have submitted the completed forms to the appropriate Associate Dean prior to the start of the Directed Study.

Independent Study

An Independent Study is an academic course that allows a student to do in-depth study in an area of interest. Students will work primarily on their own, with minimal support and guidance from the faculty sponsor.

The Following Guidelines Apply to Independent Study Courses:

- Independent Study courses normally do not duplicate courses offered on a semester or yearly basis;
- Independent Study courses may not be for more than four credits;
- Students may use no more than 12 credits of Directed or Independent Study courses toward meeting graduation requirements. A combination of no more than 28 credits for Directed Study, Independent Study and Internships can be applied toward meeting graduation requirements.
- Students Registering for an Independent Study Must:
 - have at least junior standing (*60 credits or more*);
 - have a cumulative G.P.A. of at least 3.0 in the major;
 - have no record of having been reported for cheating or plagiarism;
 - have a faculty sponsor for the Independent Study;
 - have completed the Independent Study Contract Form, and have obtained all the necessary signatures;
 - have submitted the completed forms to the appropriate Associate Dean

prior to the start of the Independent Study.

Academic Divisions

New England College offers a robust program of undergraduate, graduate and online continuing ed studies. Faculty work together closely to promote the integration of coursework and to build foundations for continued study and professional success. All disciplines and programs of New England College prepare undergraduate students for graduate study or for immediate entry into professional or pre-professional positions and prepare graduate students for professions or advancement within professions. New England College's departments, majors, minors, and other academic programs are housed in the following divisions:

Management Division

The programs in the Division of Management provide opportunities to develop ethical and responsible citizens who appreciate the economic and political landscape of a changing global environment. The curriculum brings several traditional fields of study, including business, economics, and public relations, together in new and exciting ways to help students prepare for further studies or careers in business, communication, government, and not-for-profit organizations. Whether graduates find their niche in starting a business or working in an established community or corporate setting, they will have developed the critical thinking and analytical skills necessary for managing resources, information, and ideas.

Undergraduate

- Accounting
- Business Administration
- Sports and Recreation Management
- Associate Degree in Business Administration

Graduate

- MBA

- MS in Management
- MS in Accounting

Continuing Education

- Business (Associate and Bachelor)
- Healthcare Administration
- Associate and Bachelor in Liberal Arts (shared with other Divisions)

Education Division

The mission of the Education Division is:

- To enable students to understand the forces that shape individual and societal dynamics;
- To empower students to be lifelong learners and agents of change;
- To promote a concern in students for enhancing the quality of individual lives;
- To provide a supportive context in which students are encouraged to develop their own ethical world views;
- To develop students' critical thinking skills;
- To foster creativity and qualities of effective leadership;
- To foster sensitivity to and the appreciation of cultural, ethnic, gender, and generational differences;
- To prepare students for graduate study or immediate entry into professional or pre-professional.

Each discipline merges practical skills with theoretical concepts and incorporates "real world" experiences into classroom discussion. Concern for ethical issues in research and practices forms the cornerstone of our philosophy of education.

Undergraduate

- Education Studies
- Elementary Education
- Kinesiology
- Outdoor Leadership
- Physical Education
- Secondary Education
- Special Education
- Teacher Certification

Graduate

- MED

- CAGS
- EdD
- Principal Residency Network
- Superintendent Certification
- Principal Certification

Continuing Education

- Associate and Bachelor in Liberal Arts (shared with other Divisions)

Arts & Humanities Division

The mission of the Arts & Humanities Division is:

By involving students in both the creative process (the making of expressive forms) and aesthetic experience (the appreciation, understanding, and criticism of expressive forms), the ALTC Collegium develops in students:

- Critical and creative thinking abilities, communication skills, and imaginative capabilities;
- Appreciation and understanding of all the arts in personal, cultural, and comparative contexts;
- Responsiveness toward ethical and humane values in the arts;
- Respect for diverse points of view;
- Understandings of the variety of human cultures and of the connections between peoples and places represented in the arts.

Undergraduate

- Art
- Communication Studies
- Creative Writing
- Criminal Justice
- Integrative Studies (in development)
- Modern Languages / ESL
- Music
- Political Science
- Theater
- Women's Studies
- Associate Degree in Humanities

Graduate

- MA in American Studies (in development)
- MA in Professional Writing
- MA in Public Policy
- MFA in Creative Writing

Continuing Education

- Associate and Bachelor degree in Liberal Arts (shared with other Divisions)
- Criminal Justice

Natural & Social Sciences Division

The Natural & Social Sciences are powerful intellectual disciplines for understanding the universe. As such, they are firmly embedded in the liberal arts and sciences traditions. Our goals are to enable students to develop:

Critical and quantitative thinking to accumulate and analyze reliable knowledge and to make rational and logical decisions based on that knowledge;

Abilities to see scientific methods as universal problem-solving techniques, and to integrate these techniques into other disciplines and everyday life.

We emphasize both theoretical and applied approaches:

- Biology focuses primarily on the theoretical aspects of organisms;
- Chemistry focuses primarily on physical and chemical processes;
- Environmental Science applies this information to the "real world," the world of human and practical affairs;
- Mathematics embraces both theory and practice.

Undergraduate

- Biology
- Environmental Science & Sustainability
- Health Science
- Psychology
- Associate Degrees: Natural Science and Mathematics; Pre-Engineering; Social Science (includes courses from other Divisions)

Graduate

- MS in Human Services
- MS in Mental Health Counseling

Continuing Education



- Psychology
Associate and Bachelor in Liberal Arts
(shared with other Divisions)

School of Graduate and Professional Studies

The purpose of New England College Graduate and Professional Studies is to remove obstacles to educational advancement and open new pathways leading to professional development and personal enrichment. Coursework integrates the conceptual knowledge necessary for understanding complex organizational systems navigating dynamic professional environments with projects applied to contemporary workplaces. Graduate programs are offered on the Henniker campus, online, and on location throughout New England.

Graduate and Professional Studies Programs offer the following degrees: Master of Arts in Professional Writing, Master of Arts in Public Policy, Master of Business Administration, Master of Education, Master of Fine Arts in Creative Writing (Poetry and Fiction), Master of Science in Accounting, Master of Science in Higher Education Administration, Master of Science in Management, Master of Science in Mental Health Counseling, Master of Science in Human Services, Doctor of Education (Ed.D.), and continuing education Bachelor of Science programs in Business, Criminal Justice, Health Care Administration, Liberal Studies, and Psychology. For more information on these programs and specific offerings please see that section of the catalog.

Graduation Requirements

To graduate from New England College, a student must fulfill the following requirements:

- Completion of a minimum of 120 credits with passing grades. Some majors may require more than 120 credits (see the catalog section for your major for specific details).
- Achievement of a cumulative grade point average of at least 2.0 and a grade point average in the major (defined as all courses required for the major) of at least 2.0. Individual disciplines may have requirements which are more stringent than the general College requirement (see the catalog section for your major for specific details).
- Successful completion of the College's Liberal Arts and Sciences Core Curriculum requirements (see the Liberal Arts and Sciences Core Curriculum section of this catalog).
- Satisfactory completion of all requirements in the major.
- Earn at least 60 credits at New England College (of which a minimum of 24 credits must be earned in the senior year), or earn 30 credits in the senior year. In addition, a minimum of 12 credits of requirements from within the major must be completed at New England College.
- By the end of their junior year, all students should file an "Intent to Graduate" form, available at the Registrar's Office.
- Fulfillment of the graduation requirements is the student's responsibility. Only the Registrar (or designee) is authorized to issue official summaries of progress. To avoid unpleasant surprises, it is imperative that students check their fulfillment of requirements with the registrar's office at the end of their junior year.
- Students who has earned a minimum of 108 credits by the end of the spring semester will be allowed to participate in

commencement if they have a GPA, both cumulative and in the major, of 2.00 or higher and have no more than three courses left to complete.

New England College First Year Program

The First-Year Program provides students with an opportunity to better understand themselves as learners and to explore strategies to maximize their academic success at the college level. Through participation in a variety of courses (typical first semester courses include Bridges to Learning, Composition, an LAS I course, and a course in their major/area of interest) and with the support of their advisor, students build on their academic strengths, engage in the NEC Community, and develop positive connections with their peers, Peer Leaders, faculty, and staff.

Most students take the following courses during their first semester:

- LAS 1000
- LAS 1110 or LAS 1120
- WR 1010
- At Least One Course in a Major

Course Description

LAS 1000 Bridges to Learning

This two-credit course introduces students to a range of experiences that will facilitate their transition to the academic, social, and community life at New England College. During the course, students will be asked to engage in a variety of activities: group discussions, self-assessments, reflective writing, and other interactive experiences, including a Bridges project. These experiences will connect students to NEC's community resources and encourage them to think more about their life, skills, goals, and what it means to live and learn in the context of our rich liberal arts environment. (2 credits).

THE LIBERAL ARTS & SCIENCES CORE CURRICULUM

Education for the Common Good

The New England College General Education Program reflects the values and commitments of a liberal arts education as reflected in a humanizing curriculum that supports engaged and responsible learning and teaching.

By placing the Common Good at the center of our Liberal Arts and Sciences (LAS) Core Curriculum, New England College recognizes the importance of understanding and strengthening the interdependencies that form the basis of community and promote life, and human flourishing. As the nucleus of our general education program, the LAS Core Curriculum provides a course of study that demonstrates how each of the disciplines of knowledge contributes to this understanding. Through the application of ideas to real world challenges, LAS seminars encourage responsible, ethical action in service to preserving and maintaining our natural and civic environments as the foundations of our collective well-being.

Learning Outcomes

Upon completing the Liberal Arts & Sciences Core Curriculum students will be able to:

- Describe the interdependence between human culture and the natural world;
- Explain how concepts of sustainability are connected to issues of social justice, the environment, and the economy;
- Explain the relationship between freedom of inquiry in the pursuit of knowledge and democratic/free societies;
- Discuss the inter-relationships among the disciplines;
- Apply critical and creative thinking, quantitative reasoning, and information literacy skills in the pursuit of knowledge;
- Apply course content (theory) to the world beyond the classroom (practice);
- Articulate an understanding of the ethical dimensions of knowledge and action.

Course Descriptions

All courses are 4 credits unless otherwise noted

In addition to introducing students to the range of disciplines in the liberal arts, LAS seminars will ask students to reflect upon what it means to be human in the context of our individual and collective obligations.

LAS 1 (LAS1110) The Natural Environment—Understanding Our Place in the Natural World

An Introduction to the Art of Questioning

In LAS 1 students will be asked to become attentive to the natural world as more than a backdrop to human activity. By understanding nature as a living community of which we are a part, we can begin to appreciate how our relationship to it is vital, not only for our material survival, but for the recognition of our own humanity.

For this first seminar in the Liberal Arts & Sciences, students will engage in the kind of open-ended thinking that defines the liberal arts and sciences, thereby gaining a foundation for the kind of critical and reflective skills they will need as they continue their course of study in the LAS Core Curriculum and their majors. Using a multidisciplinary approach, seminars will explore the sciences, literature, art, and philosophies of nature in order to better understand our place in the Natural world.

Within the framework of a developmental pedagogy, writing will be intensive, but the emphasis will be formative. Students will be assessed with a set of criteria that are developmental in nature. LAS 1 is designated as a writing-intensive General Education seminar.

LAS 2 (LAS 1120) The Civic Environment—Democratic Values

An introduction to understanding the values and ideals of democratic thought and the challenges of pluralism.

In this seminar students will begin the work of how to understand the differences in human culture, values, customs, in the context of a shared humanity. With a focus on the civic environment this seminar works toward an understanding of diversity that strengthens an appreciation for democratic values and institutions as understood and articulated in The Universal Declaration of Human Rights.

LAS 2 (LAS 1120) is designated as a writing-intensive General Education seminar.

LAS 3 (LAS 2110) Creative Arts

Seminars in the Creative Arts expose students to the innovative, imaginative side of human experience; are experientially based, promoting individual creativity, aesthetic awareness, and artistic appreciation. These courses embrace the process of conception, execution, and analysis. Students will leave having created and presented a portfolio of related works.

LAS 4 (LAS 2120) Social Sciences

The social sciences are concerned with relationships among individuals in, and to, a broader societal structure. Born of the Age of Enlightenment, the social sciences seek truth, through critical thinking and the use of scientific methodology, to gain a deeper understanding of the human experience. Social scientists in the disciplines of criminal justice, economics, history, political science, psychology, and sociology strive to explain the human experience with the goal of improving the social condition.

LAS 5 (LAS 2130) Natural and Biological Sciences

A laboratory science seminar in the natural and biological sciences designed to expose students to the scientific process through

laboratory investigation and experimentation, and its application to a specific field of study.

LAS 6 (LAS 2140) Humanities

The humanities entails study in the academic disciplines relating to the human condition, including (but not limited to) literature, philosophy, the fine arts, art history, history, and religion. This seminar bolsters students' analytical and critical thinking skills, while cultivating an appreciation of beauty and elegance in the search for truth.

LAS 7 (LAS 3110) Global Perspectives

LAS 7 (LAS 3110) is the final seminar in the LAS Core Curriculum, bringing issues that affect the natural and civic environments into global perspective. Building on previous LAS seminars, it is the culminating course within the general education program, and will involve high levels of analysis and critical reflection on global issues that impact the human race and the biotic community of which we are a part. While LAS 7 may take its direction from a particular discipline, the seminar will include a multi-disciplinary approach to finding local, as well as national and global solutions to our most pressing challenges.

LAS 7 (LAS 3110) is designated as a writing-intensive General Education seminar.

LAS Elective

Students may take one elective from any of the LAS seminars offered.

No more than two (2) LAS seminars may be taken within a student's major.

WR 1010, Composition, is an evidence-based, writing intensive course designed to improve critical thinking, reading, and writing proficiencies through guidance in a variety of academic formats. Students will develop strategies for turning their experience, observations, and analyses into evidence suitable for academic writing. Over

the course of the semester, students will build upon their critical thinking skills to learn the processes necessary for gathering and incorporating research material in their writing. With an emphasis on civics and the natural environment, students will learn how to evaluate, cite, and document primary and secondary research sources, as well as how to develop arguments and support them with sound evidence.

Quantitative Literacy Requirement

Students will be expected to demonstrate competency in quantitative literacy. This can be accomplished by successful completion of a course approved as satisfying the Quantitative Literacy Requirement, or by passing the Math Proficiency Test. In order to help students determine the math class in which they will be most comfortable, we encourage all students to take the Mathematics Placement Test.

Students whose majors do not require a mathematics class are encouraged to take MT 1100 –Quantitative Reasoning. This class is designed to develop students’ ability to think critically about quantitative statements and information in the context of real-world problems.

Quantitative Literacy Requirement Course Descriptions

MT 1020 College Algebra

This course is designed for students who need additional preparation for MT 1510 (Precalculus). The course will focus on the application of algebra to real-world problems including introductory algebra topics such as: factoring polynomials, solving quadratic equations, graphing linear, quadratic, and other polynomial functions, rational functions, and solving systems of equations. Emphasis will be on conceptual understanding, learning in context, and solving real-world problems using graphical, symbolic, and numeric representations.

MT 1100 Quantitative Reasoning

The goal of this course is to develop students’ ability to think critically about quantitative statements and information. In this course, students will have opportunities to evaluate the strengths and weaknesses of numerical evidence and logical arguments, to apply mathematical methods in the context of real-world problems, and to study and employ strategies and methods for how to manipulate, understand, analyze, and interpret quantitative information. Students who do not need to take a higher level mathematics course should find this an interesting way of meeting the college-wide mathematics graduation requirement.

MT 1510 Precalculus

This course will focus on analysis and applications of algebraic and transcendental functions. Topics include: linear and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions, inequalities, graphical analysis, and an introduction to analytic geometry. Applications of these topics include: rates of change, optimization, logarithmic or exponential modeling, and trigonometric functions. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics placement test.*

MT 2310 Statistics

This course is an introduction to statistical reasoning. The emphasis of the course is on the concepts of statistics rather than coverage of traditional statistical methods. Topics include: sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions, regression and correlation. Additional topics will be selected from: contingency table analysis, multiple regression, and/or ANOVA. Recommended for second-year students. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics placement test.*



MT 2510 Calculus I

Elementary set theory and analytic geometry, calculus of one variable covering limits, derivatives of algebraic, trigonometric, exponential, and logarithmic functions; an introduction to integration; applications include curve sketching, max-min problems, and related rates.

Prerequisite: C- or better in MT 1510 or adequate performance on the mathematics placement test. Offered every year.

PS 2310 Statistics for the Social Sciences

The focus of the course is on the application of statistics to answer questions in social science. Students will be introduced to the theoretical aspects of probability, sampling, and hypothesis testing and taught to utilize statistical software for social science research. Topics include data file creation, data entry, descriptive statistics, basic inferential statistics, pictorial representation of data, and the interpretation of statistical analysis. Students will learn when to use the various statistics (including r , t , F , and χ^2), how to interpret them, and how to write up an APA-style results section.

UNDERGRADUATE RESIDENTIAL DEGREES

Bachelor Degrees

Accounting

B.S. Degree in Accounting

Art

B.A. Degree in Art

Concentrations:

Fine Arts

Media Arts

Minor in Studio Art

Minor in Art History

Biology

B.S. Degree in Biology

Minor in Biology

Business Administration

B.A. Degree in Business Administration

Concentrations:

Accounting

Marketing

Minor in Business

Communication Studies

B.A. Degree in Communication Studies

Minor in Communication Studies

Creative Writing

B.A. Degree in Creative Writing

Minor in Creative Writing

Criminal Justice

B.A. Degree in Criminal Justice

Minor in Criminal Justice

Education

B.A. Degree in Elementary Education

B.A. Degree in Secondary Education (English 5 - 12, Social Studies 5 - 12)

B.A. Degree in General Special Education K-12

B.A. Degree in Educational Communities

B.A. Degree in Physical Education

Environmental Science

B.S. Degree in Environmental Science

Minor in Environmental Science

Environmental Studies and Sustainability

B.A. Degree in Environmental Studies and Sustainability

Health Science

B.S. Degree in Health Science

History

B.A. Degree in History

Minor in History

Integrated Studies in Philosophy and Literature

B.A. Degree Integrated Studies in Philosophy and Literature.

Minor in Integrated Studies in Philosophy and Literature

Kinesiology

B.A. Degree in Kinesiology

Minor in Coaching

Outdoor Education

B.A. Degree in Outdoor Education

Minor in Outdoor Education



Political Science

B.A. Degree in Political Science

Minor in Political Science

Psychology

B.A. Degree in Psychology

Concentrations:

General Psychology

Human Services

Minor in Psychology

Social Work

Minor in Social Work

Sport and Recreation Management

B.A. Degree in Sport and Recreation
Management

Minor in Sport and Recreation Management

Theatre

B.A. Degree in Theatre

Minor in Theatre

Women and Gender Studies

Minor in Women's and Gender Studies

Associate Degrees

Business Administration

A.A. in Degree in Business Administration

Engineering

A.S. Degree in Pre-Engineering

Humanities

A.A. Degree in Humanities

Natural Sciences

A.A. Degree in Natural Sciences

Social Sciences

A.A. Degree in Social Sciences

UNDERGRADUATE PROGRAMS

Accounting

B.S. Degree in Accounting

The Study of Accounting

The Accounting faculty believes that competence in accounting is fundamental to good management. Recent events serve to reinforce this belief. This challenging major includes hands-on work experience in an accounting internship and prepares the student for a variety of careers in accounting. For those interested in “sitting” for the CPA exam, the College offers a one-year graduate master’s program.

One of the hallmarks of New England College is the close working relationship between our faculty and our students. The Accounting faculty is highly motivated to help each student realize his or her full potential for success in the program.

Learning Outcomes

Students completing the Accounting program should be able to:

- Prepare and evaluate financial statements.
- Understand the role of the accountant in the organization and in society.
- Understand the impact of taxes on decision making and the statements.
- Understand the importance of costing processes in an organization.
- Understand and subscribe to the ethical code of conduct required by the accounting profession.
- Understand and implement internal control mechanisms within an organization.
- Remain accountable to the stakeholders of the organization for the accurate and fair presentation of the financial statements.
- Be prepared to take the certification exams in accounting (CPA, CMA, CFP, CIA).
- Use the experiential learning activities they had on campus with things like Quickbooks, H&R Block tax software, etc. to enhance their capabilities in their future job experiences.

- Understand the pronouncements as promulgated by the FASB, SEC, AICPA, etc. in facilitating corporate governance.

Requirements to Major in Accounting

ACCOUNTING CORE COURSES

- AC/BU 2210 - Financial Accounting
- AC/BU 2220 - Management Accounting
- AC 3210 - Financial Reporting I
- AC 3220 - Financial Reporting II
- AC 3230 - Cost Accounting
- AC 3290 - Federal Taxation
- AC 4910 - Internship in Accounting (at least 1 credit)
- AC 5640 - Auditing & Attestation

ELECTIVES

Take one course from the following list:

- AC 5620 - Government and Non-Profit Reporting
- AC 5630 - International Accounting
- AC 5730 - Accounting for Mergers and Acquisitions

RELATED COURSES REQUIRED FOR THE MAJOR (4 courses, 16 Credits)

- EC 2110 – Introduction to Macroeconomics
- EC 2120 - Introduction to Microeconomics

And Choose:

- BU 2110 - Quantitative Methods
or
- MT 2310 – Statistics

And Choose:

- BU 3920 - Business Law
or
- BU 3880 Legal & Ethical Environment of Business

STRONGLY RECOMMENDED COURSE

- BU 3310 - Business Finance

Experiential Learning Component:

The Business Department has felt strongly that an important component of the Accounting major would be a required internship. While we are not as concerned with the level of off-campus activity, it was decided that as long as the student gets one course credit (45 hours of work) for the internship, this would suffice.

Students have a wide variety of exciting opportunities for internship: one of our students worked on Wall Street for a major stockbrokerage firm; another student worked in a cost accounting capacity for a local hospital; another student worked for a non-profit organization in Hillsboro that caters to individuals with autism in a capacity to use the accounting software, Quickbooks, to update their books of record.

Accounting Program Suggested Course Sequence:			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
AC 2210	AC 3210	AC 3230	AC Elective
LAS 1000 (2 Credits)	EC 2110	LAS 2130 (LAS 5)	LAS 3110 (LAS 7)
LAS 1110 (LAS 1)	BU 2110 or MT 2310	Elective or BU 3310	BU 3880 or BU 3920
WR 1010	LAS 2110 (LAS 3)	Elective	Elective
Spring	Spring	Spring	Spring
AC 2220	AC 3220	AC 3290	AC 5640
LAS 1120 (LAS 2)	EC 2120	LAS 2140 (LAS 6)	AC Internship
Elective or Quantitative Literacy Requirement	Elective or BU2110 or MT 2310	Elective	Elective
Elective	Elective	Elective	Elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

AC 2210 (BU 2210) Financial Accounting

This course examines basic concepts and principles of financial accounting. After completing the accounting cycle, emphasis is placed on the recording and reporting of financial information conforming to the generally accepted accounting principles published by the Financial Accounting Standards Board, its predecessors, and the Security and Exchange Commission.

AC 2220 (BU 2220) Management Accounting

This course shows students how to generate information needed to help managers achieve goals and objectives. Students determine prices for products and services, decide whether or not to acquire equipment, prepare budgets, compare actual performance to budgets, decide what information is relevant to decisions, allocate costs to various activities in the organization, and generate information in support of managerial decisions. Students receive instruction in a computer spreadsheet program and use spreadsheets to facilitate decision-making.

AC 3210 Financial Reporting I

A study of the theory and practice of the accounting for most balance sheet accounts, revenues, and expenses. May include other advanced topics. Pronouncements of the AICPA, FASB and other authoritative sources are an integral part of this course. *Prerequisite: AC/BU 2210.*

AC 3220 Financial Reporting II

A continuation of the concepts begun in Financial Reporting I. Balance sheet topics include liabilities like long-term debt, pensions, and leases, along with stockholders' equity accounts. May include other advanced topics. Pronouncements of the AICPA, FASB and other authoritative sources are an integral part of this course. *Prerequisite: AC 3210 or permission of the instructor.*

AC 3230 Cost Accounting

This course is designed to track the individual components that make up the cost of a manufactured product: materials, labor, and overhead. It expands beyond the management accounting course in that cost accumulation systems like job order and process costing are studied. Other topics of note include quality costs, learning curve theory, just-in-time costing, and activity-based costing. *Prerequisites: AC/BU 2220. Offered every other year.*

AC 3290 Federal Taxation

A study of the composition of the federal tax law as applied to individuals. Topics include filing statuses, exemptions, basis calculations, capital gains and losses, sale of residences. An important component of the course will be the strategies the taxpayer can legally use to evade or postpone the payment of taxes. An introduction to the tax effects of organizing as a proprietorship, partnership, or corporation will be presented. *Prerequisites: AC/BU 2210 or permission of the instructor. Offered every other year.*

AC 3990 Topics in Accounting

A changing selection of courses designed to offer a variety of enrichment studies in

Accounting. *The course may be repeated for credit with different topics. Offered on a rotating basis.*

AC 4810 Directed Study in Accounting

This course of study to be arranged between faculty and student. *Contract Required. May be repeated for credit.*

AC 4830 Independent Study in Accounting

This course of study to be arranged between faculty and student. *Contract Required. May be repeated for credit.*

AC 4910 Internship in Accounting

Qualified students apply knowledge and theories gained in class to real accounting situations. Students may work with cooperating employers on either a full- or part-time basis to achieve predefined objectives that have been developed and accepted by the student, the employer, and a faculty supervisor. The student's internship is developed under the guidance of an accounting faculty member. *Contract required. Variable credit (1-16).*

AC 5620 Government and Non-Profit Reporting

This course covers the environment of government/non-profit accounting and financial analysis, budgeting control, revenues and expenditures, accounting for capital projects, related account groups, and endowment management to include investments, accounting for business type and trustee activities, issues of reporting, disclosure, and non-profit organizations. *Prerequisite: AC 3220. Offered on a rotating basis.*

AC 5640 Auditing & Attestation

This course introduces students to the audit process, with emphasis on the perspective of management in a CPA firm, but with consideration to internal processes. Topics include implementing control procedures and

assessments using both the compliance and management methods. Audit planning, staffing and training are considered.
Prerequisites: AC 3210, AC 3220. Offered every other year.

AC 5630 International Accounting

Under the current business environment all businesses, directly or indirectly, compete in the global marketplace. Understanding and awareness of international issues in accounting, therefore, is critical to the education of a well-rounded, competent business student. The International Accounting course provides an overview of and a platform for understanding and discussion of comparative accounting, theoretical as well as practical challenges posed by the global environment. Throughout the course, accounting issues unique to international business activities, are introduced and examined. The topics encompass presentation and probe of issues faced by contemporary global entities in the areas of auditing, Standards, external financial reporting, accounting systems, foreign currency transactions and translations, performance evaluation, changes in price levels, controls, taxes and transfer pricing, as well as ethical, social, legal, and cultural considerations.
Prerequisite: AC 3210. Offered on a rotating basis.

AC 5730 Accounting for Mergers and Acquisitions

This course focuses attention on all key stages of the M&A lifecycle including conception, planning, the first 100 days post-merger/acquisition, due diligence of intellectual property, and ongoing evaluation and improvement.. *Prerequisite: AC 3220. Offered on a rotating basis.*

EC 2110 Introduction to Macroeconomics

The study and analysis of national income accounting, income determination, Business Cycles, employment, price level and inflation, money and monetary policy, fiscal policy,

government budgets and deficits, international trade, exchange rates, and the

theory of economic growth. Special attention will be given to global macroeconomic aspects, application of macroeconomic theories to economic affairs, critical evaluation of policies, as well as current economic issues, conditions, and trends.

EC 2120 Introduction to Microeconomics

A study of the basic tools of economic analysis and principles necessary to understand and appreciate economic relationships, business behavior, and consumer behavior regarding production, exchange, pricing, and distribution of goods and services amongst various economic agents under free market constraints. Special emphasis will be placed on the areas of supply and demand, market mechanism and equilibrium, marginal analysis, theory of firm, market failure, and applications of microeconomics theory.

Arabic

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

AB 1110 Beginning Arabic I

Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. Designed for those whose study of Arabic has been interrupted for a significant amount of time and for those who have had only two years of high school Arabic or no previous experience.

AC 1120 Beginning Arabic II

This class is a continuation of Beginning Arabic I. Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. *Prerequisite: AB 1110 or equivalent.*

AB 2110 Intermediate Arabic I

Complete literary texts; review of language structure; and oral and written expression of ideas. Discussion and papers in Arabic. Open to students who have passed both semesters of Beginning Arabic or who have had three years or more of high school Arabic. *Prerequisite: AB 1120 or equivalent.*

AB 2120 Intermediate Arabic II

This class is a continuation of Intermediate Arabic I. Students can expect to read complete literary texts; review of linguistic structure; oral and written expression of ideas. Limited discussion and essays in Arabic. *Prerequisite: AB 2110 or equivalent.*

Art: Fine and Media Art

B.A. Degree in Art – Fine Arts

B.A. Degree in Art – Media Arts

The Study of Art

The art program is committed to providing majors the opportunity to acquire a thorough knowledge of the basic means of visual expression and a broad exposure to the history of art. Those who major in the program acquire foundation preparation for professional or graduate study or for careers in teaching, museum work, and studio and commercial art.

Learning Outcomes

Students completing concentrations in FINE AND MEDIA ARTS will:

- Articulate the formal qualities of the various fine and media arts.
- Show competence in one or more areas of the fine or media arts
- Write creatively and critically about the arts and understand research methods and principles
- Critically read and interpret art historical texts and art criticism.
- Understand and articulate the inter-relationship between the arts.
- Describe the fine and applied arts in relation to history and culture.
- Analyze, interpret, and evaluate their own and others art works.
- Apply the principles and concepts of the field(s) to new situations.

Major Requirements:

Core Courses (each 4 credits)

- AR/CO 1240 – Learning to Look: Contemporary Art and Media
- AR 1110 – Introduction to Design
- AR 1610 – Introduction to Drawing
- AR 1710 – Introduction to Photography
- AR 2120 – Introduction to 3-D Design and Sculpture
- AR 2520 – Survey of Western Art
- AR 3110 – Themes in Modern Art
- AR 3120 – Themes in Photography
- Foundation Review *

- AR 4440 – Fine & Media Arts Topics 1
- AR 4444 – Fine & Media Arts Topics II

Select one of the following Concentrations:

Fine Arts Concentration (each 2 credits)

8 credits from the following electives:

- AR 2650 – Drawing Studio I
- AR 3650 – Drawing Studio II
- AR 2612 – Painting Studio I
- AR 3612 – Painting Studio II
- AR 2511 – Sculpture Studio I
- AR 3511 – Sculpture Studio II
- AR 2313 – Printmaking Studio I
- AR 3313 – Printmaking Studio II

Media Arts Concentration (each 2 credits with the exception of Video Production I)

8 credits from the following electives

- AR 2414 – Graphic Design Studio I
- AR 3414 – Graphic Design Studio II
- AR 2316 – Photography Studio I
- AR 3316 – Photography Studio II
- CO 3210 – Video Production I (4 credits)
- CO 3220 – Video Production II

Requirements to Minor in Studio Art

24 Credits

- AR/CO 1240 – Learning to Look
- AR 1610 – Introduction to Drawing
- AR 1110 – Introduction to Design
- 8 Credits of Studio Electives
- 4 Credits of Art History Electives

Requirements to Minor in Art History

24 Credits

- AR/CO 1240 – Learning to Look: Contemporary Art & Media
- AR 2520 – Survey of Western Art
- AR 3110 – Themes in Modern Art
- AR 3120 – Themes in Photography
- 4 Credits of Studio Art elective
- 8 credits of Art History Electives

***Foundation Review**

In order to continue in the major, all studio art majors are required to submit portfolios

of work from all art courses for review by the art faculty by the end of their second year in the program (fall of Junior Year for Junior year transfer students). The purpose of this Foundation Review is to identify, early in the student's career, potential strengths and weaknesses, to provide students with an opportunity to solicit opinions from and exchange ideas with professors outside their areas of emphasis, and to assist the student in clarifying goals. Students must participate in and pass the Foundation Review in order to continue in the major.

Experiential Learning Components of the Art Major at the course level:

Studio Courses are immersive and experiential in nature. The studio classroom requires hands-on involvement in the practice and efforts toward mastery of various media resulting in a portfolio or body of work at the conclusion of each term. Singular and group critiques (both received and given) are a regular part of the studio pedagogy.

Art History assignments are often project based, replicating museum or gallery practice, or reinforcing concepts crucial to developing the visual and literal vocabulary essential to the study of the discipline.

Capstone: Fine and Media Arts Topics

This is a capstone experience which may be enhanced with additional experiential/immersion electives (below) leading to the Senior Exhibition. This interdisciplinary capstone class allows students working in a range of media and in both concentrations in the art department to address topic-based projects from their own unique skill sets and perspectives. Group critiques and collaborative assignments will encourage students to broaden their perspectives on art and art making. Emphasis will also be placed on professional studio practice, skilled execution, and self-direction.

Each Concentration features the cross-disciplinary topics course (with interdisciplinary potential) designed to engage students by bringing them together with their peers working in other media from across the program. The focus is on a common topic or theme.

Additional Experiential/ Immersion Options: (Not Required)

AR4980 Senior Project

The Senior Project in Studio Art will consist of a self-determined study under faculty supervision to create and develop a body of work for portfolio and/or senior exhibition. A minimum of six to ten presentation quality and/or exhibition ready works is required. The project will include a short thesis addressing influences, direction, chronology, and working methods. The project will normally be undertaken at the start of the senior year and culminate at the end of the senior year with an exhibition. A student must have a cumulative GPA average of 3.0 in order to be eligible to apply for the Senior Project in Studio Art. Prerequisite: Permission of the instructor and advisor required. (2 Credits).

AR 4910 Internship/Apprenticeship in Art (variable credit) (see below)

AR 4510 Professional Practices in Art (highly recommended)

Professional Practices is designed to provide students with knowledge and practical field experience necessary for the promotion and development of a professional career in the visual arts. Students will be exposed to a variety of career and graduate school opportunities, and learn how to present themselves and their work in a professional manner. Written support materials, successful documentation of their visual product, visiting artist and art professional presentations, class lectures, research assignments and professional exercises will allow the student to acquire an expansive understanding of the professional artist's role

and opportunities. Students will be expected to expand their professional experience through competitive exhibits, internships, community involvement and other related visual arts opportunities. *(2 Credits)*.

AR 4985 Senior Exhibition

(highly recommended)

This course will focus on exhibition strategies, practices and standards encountered when soliciting opportunities and preparing work for exhibition. Students will gain experience and knowledge regarding exhibition consideration, venues, planning, contracts, design, and marketing and promotion. Selected readings, exhibition analysis and gallery and museum visits will educate students about current trends and related concerns. The course will culminate with the Senior Exhibition. *(2 Credits)*.

Experiential Learning Component of the Art Major at the program level:

Annual Student Art Exhibition: Student work from all courses is exhibited in the New England College Gallery (yearly Student Exhibition) and at the Simon Center gallery (on a regular basis). Students vie for inclusion in these exhibitions.

Fieldtrips: Students across the art curriculum participate in field trips to art museums and galleries through their art history courses, in combination with studio

courses and as members of the Student Art Association. In addition, students visit artists' studios, or are visited by artists in the art and art history classrooms when appropriate.

Foundation Review: All students participate in the Foundation Review which replicates the artist critique encountered in graduate school and at the professional level. This takes place in Spring semester of a student's second year, or after 20 credits in the major. It requires portfolio preparation with a written and oral statement before the entire Art faculty.

Gallery: Some students are involved beyond their regular course work in installation processes and related activities of the New England College Gallery. Work study opportunities are available as are internships.

Internships: Qualified students will be encouraged and invited to apply for competitive internships at local museums and galleries, including the NEC gallery. Various offices on the NEC campus also provide photography and design internships.

Study Away opportunities: Short and long term – are strongly encouraged. The Art Historian brings groups of students to Europe every January term or March break. She works with SFS to help students afford these trips.

FINE ARTS CONCENTRATION - SUGGESTED SEQUENCE			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses: NOTE: ALL COURSES ARE 4 CREDITS EXCEPT WHERE NOTED			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
WR 1010	LAS 2110 (LAS 3) (Creative Writing or Acting)	LAS 2130 (LAS 5)	LAS 3110 (LAS 7)
LAS 1000 (2 credits)	Choice of course from Fine Arts Concentration at Studio I level	Choice of course from Fine Arts Concentration at Studio I or II level	Required AR 4440 Fine and Media Arts Topics I
LAS 1010 (LAS 1)	Core Requirement: AR 1710 Intro to Photo or AR 1110 Intro to Design	Required AR 3110 Themes in Modern Art AR 3120 Themes in Photography 2 credits each, 7 week courses taken in sequence	AR 4980 Senior Project (2 credits – strongly recommended)
Core Requirement AR 1610 Intro to Drawing	Electives (6 credits)	Electives (6 credits)	Electives (6 credits)
Core Requirement AR/CO 1240 Learning to Look			
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS2120 (LAS 4)	LAS Elective	Required AR 4444 Fine and Media Arts Topics II
AR 2520 Survey of Western Art (Counts for LAS 2140)	Core Requirement AR2120 Intro to 3D and Sculpture	Choice of course from Fine Arts Concentration at Studio I or II	AR 4985 Senior Exhibition (2 credits – strongly recommended)
Core Requirement: AR 1710 Intro to Photo or AR 1110 Intro to Design	Choice of course from Fine Arts Concentration at Studio I level	Elective (10 credits)	Electives (10 credits)
Quantitative Literacy Requirement	Elective (6 credits)		

MEDIA ARTS CONCENTRATION – SUGGESTED SEQUENCE			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses: NOTE: ALL COURSES ARE 4 CREDITS EXCEPT WHERE NOTED			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
WR 1010	LAS 2110 (LAS 3) (Creative Writing or Acting)	LAS 2130 (LAS 5)	LAS 3110 (LAS 7)
LAS 1000 (2 credits)			
LAS 1010 (LAS 1)	Core Requirement AR 1610 Intro Drawing	Choice of course from Media Arts Concentration at Studio I or II level	Required AR 4440 Fine and Media Arts Topics I
Core Requirement AR 1110 Intro Design or AR 1710 Intro Photo	Choice of course from Media Arts Concentration at Studio I level	Required AR 3110 Themes in Modern Art AR 3120 Themes in Photography 2 credits each, 7 week courses taken in sequence	AR 4980 Senior Project (2 credits – strongly recommended)
Core Requirement AR/CO 1240 Learning to Look	Elective (4-6 credits)	Elective (4-6 credits)	Elective (10 credits)
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS 2120 (LAS 4)	LAS Elective	Required AR 4444 Fine and Media Arts Topics I
Required LAS 2140 (AR 2520) Survey of Western Art	Core Requirement AR2120 Intro to 3D and Sculpture	Choice of course from Media Arts Concentration at Studio I or II level	AR 4985 Senior Exhibition (2 credits – strongly recommended)
Core Requirement AR 1110 Intro Design or AR 1710 Intro Photo	Choice of course from Media Arts Concentration at Studio I or II	Elective (8-10 credits)	Elective (10 credits)
Quantitative Literacy Requirement	Elective (4-6 credits)		

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

AR/CO 1240 Learning to Look: Contemporary Art and Media

Through the exploration of significant artistic and cultural developments from the late 20th century, students will be introduced to the vocabulary, texts, audiences and technologies of visual art and new media and their interpretations. The intersection of media and fine art will be emphasized and examined through the study of pertinent issues in contemporary society, with special focus on the natural and civic environment. Students will develop the skills of formal, critical and contextual analysis that are crucial for those interested in a career in the arts, communication and/or media. Trips to museums and galleries, visits with local artists and hands-on activities will familiarize students with the practices of the disciplines and their place in the world today.

AR 1110 Intro to Design

The course will introduce the student to two-dimensional and graphic design concepts and principles of visual organization such as line, shape, form, texture, value and color. Knowledge of the terminology, concepts, as well as basic and digital materials utilized in the studio by visual artists will be explored.

AR 1610 Intro to Drawing

Instruction in the fundamental techniques of drawing. Students explore line, form, value and composition using black and white media and a range of subjects.

AR 1710 Intro to Photography

We live in an image-saturated culture. This course will introduce students to the practice of photo-based imagery in the digital age. Though hands-on exercises, group projects and assignments, students will be exposed to the fundamental skills and visual literacy necessary for taking powerful and effective

images. Additionally, students will learn how to process and print their work with professional software and equipment. *A means of taking images with an 8-megapixel sensor or greater is required. A digital camera with the ability to control aperture, shutter-speed and focus manually is preferred.*

AR 2120 Intro to Three Dimensional Design and Sculpture

A Studio course dealing with the fundamentals of three-dimensional design and sculpture. This course will help students develop an understanding of the interaction of forms in nature and space. Students will explore and examine basic and common approaches used for integrating disparate parts into a cohesive whole.

AR 2230 (HS 2230) History of American Art and Architecture

What is "American" about American art? How do the political, social and cultural events and ideals of an era shape the art and artists that emerge from it? This course will examine the visual culture of the United States from the colonial period through the early twentieth century. We will study art and architecture made in America as a reflection of its social, political, economic and cultural values. (2 Credits)

AR 2313 Printmaking Studio I

This course is designed to introduce the student to a wide variety of traditional and non-traditional printmaking processes including relief (lino and woodcut, collagraph), intaglio (drypoint and etching) and monotype. Comprehension of techniques and materials and their relationship to the printed image and visual concepts will be emphasized. *Prerequisite: AR 1610.* (2 Credits)

AR 2414 Graphic Design Studio I

This course focuses on the fundamentals of graphic design with an emphasis on visual communication. Design concepts and use of graphic elements as a communication tool will be explored. Students will be introduced to the basic concepts of visual communication through a series of projects that pertain to conceptual development, design tools and technique. *Prerequisite: AR 1110. (2 Credits)*

AR 2511 Sculpture Studio I

An introduction to the aesthetic and expressive concerns of sculpture, emphasizing the basic forming processes: modeling, building, casting and carving. *Prerequisite: AR 2120. (2 Credits)*

AR 2520 Survey of Western Art

Through focused examination of key works of art and architecture, this course explores the ways in which social, cultural, religious, political and aesthetic values have been expressed in Western society since antiquity. Students will develop a deeper understanding of connections, issues and influences across time periods and cultures. Projects and papers assigned will allow students to demonstrate their understanding of these connections, as well as to clearly articulate the characteristics, both culturally and aesthetically, of a particular historical time and place. Students will build and reinforce their familiarity with the vocabulary and media of art and architecture as well as continue to develop their visual analysis and critical thinking skills. *(Meets the LAS 2140 Requirement)*

AR 2612 Painting Studio I

This course is an introduction to the fundamentals of oil painting. The course will emphasize observation and use of color, technical control, and expressive use of the oil painting medium. *Prerequisite: AR 1610. (2 Credits)*

AR 2650 Drawing Studio I

Students will investigate meaning and content in drawing by exploring a range of

themes and various modes of drawing. While continuing to consolidate fundamental drawing skills, students will develop the techniques needed for effective visual expression in one or more drawing media. Course components will vary and may include but will not be limited to the following areas of study: human figure, nature studies, the landscape, narrative drawing, imaginative and conceptual approaches to image making. Assignments may range from daily sketchbooks to completed series of works, research to develop both content and imagery and the research of the relevant work of contemporary artists and historical works of art. *Prerequisite: AR1610. (2 Credits)*

AR 2710 Photography Studio I

Building on the skills acquired in Introduction to Photography, students will learn more advanced image capture and processing techniques to produce a professional style portfolio of work. Students will also survey various avenues for photography as a profession ranging from studio lighting, portraiture, photo-illustration as well as fine art photography. A digital Single Lens Reflex camera with a minimum of a 10 mega-pixel image sensor is a requirement for this class. *Prerequisite: AR 1710. (2 Credits)*

AR 3110 Themes in Modern Art

A study of major movements and artists in Europe from 1860 to 1940, and in America from 1940-1970s. Emphasis is on significant artists, art theories and visual images as a reflection of, and reaction to, changes in modern civilization. *(2 Credits)*

AR 3120 Themes in Photography

This course covers a broad historical survey of photography as we study the major artists and innovations of the medium of photography and its impact on art and society. We will learn the vocabulary of photography and study the technical innovations that have led us to the digital image of today. Students will learn to evaluate and discuss a wide range of

photographs as documents, as aids to artistic production and as art works. *(2 Credits)*

AR 3220 Renaissance Art

This course surveys the painting, sculpture and architecture produced in Italy and in Northern Europe from approximately the thirteenth through sixteenth centuries, situating the art within a discussion of its social and artistic contexts. The Humanism of Renaissance Italy and its connection to the art and culture of antiquity will serve as focal point for an exploration of civic responsibility and its expression in art and architecture. (2 Credits)

AR 3313 Printmaking Studio II

This course is a continuation of AR2313.
Prerequisite: AR 2313. (2 Credits)

AR 3414 Graphic Design Studio II

A graphic design course covering a wide range of design processes and approaches to publication design. Students will expand their vocabularies in visual communication and explore the principles of design as they relate to layout, composition and production.
Prerequisites: AR 2414, AR 1710 recommended. (2 Credits)

AR 3511 Sculpture Studio II

Advanced Sculpture course focusing more in-depth on the concepts of additive and subtractive sculptural processes and addressing areas of new materials, found objects, and changes in scale. *Prerequisite: AR 2511. (2 Credits)*

AR 3612 Painting Studio II

A course designed to strengthen the fundamental skills of oil painting introduced in Painting Studio 1. Students will be encouraged to explore personal imagery and style. *Prerequisite: AR 2612. (2 Credits)*

AR 3650 Drawing Studio II

This course builds upon the work begun in Drawing Studio 1 allowing students greater depth of study in their choice of drawing media at the intermediate level. Students will be expected to develop themes in their own work begun in Drawing Studio I as

preparation for advanced work.

Prerequisite: AR 2650. (2 Credits)

AR 3710 Photography Studio II

This elective upper-level photo course will focus on the skills required of a professional photographer. The focus of this course will vary from year to year depending on the needs of students in the media arts concentration. Potential areas covered include but will not be limited to: Studio Lighting, Documentary/Photojournalism, and Photo-Illustration for graphic design applications. Other professional considerations will be address such as resume writing, web design considerations, internship strategies, and business practices. Given the variation of content, this course can be taken more than once for credit.
Prerequisite: AR 2710. (2 Credits)

AR 3990 Intermediate Topics in Art and Art History

The study of a selected topic in art or art history at an intermediate level. *May be repeated for credit with different topics.*
Prerequisite: AR 2250 or AR/CO 1240. Variable Credit : 2- 4.

AR 4440 Fine and Media Arts Topics I

This first of a pair of interdisciplinary capstone classes allow students from the range of concentrations in the art department to address topic-based projects from their own unique skill sets and perspectives. Group critiques and collaborative assignments will encourage students to broaden their perspectives on art and art making. Emphasis will also be placed on professional studio practice, skilled execution, and self-direction.
Prerequisite: 3000 level Fine Arts or Media Arts Course

AR 4444 Fine and Media Arts Topics II

This second of a pair of interdisciplinary capstone classes allow students from the range of concentrations in the art department to address topic-based projects from their own unique skill sets and perspectives. Group critiques and collaborative assignments will

encourage students to broaden their perspectives on art and art making. Emphasis will also be placed on professional studio practice, skilled execution, and self-direction. *Prerequisite: AR 4440*

AR 4510 Professional Practices in Art

Professional Practices is designed to provide students with knowledge and practical field experience necessary for the promotion and development of a professional career in the visual arts. Students will be exposed to a variety of career and graduate school opportunities, and learn how to present themselves and their work in a professional manner. Written support materials, successful documentation of their visual product, visiting artist and art professional presentations, class lectures, research assignments and professional exercises will allow the student to acquire an expansive understanding of the professional artist's role and opportunities. Students will be expected to expand their professional experience through competitive exhibits, internships, community involvement and other related visual arts opportunities. *Prerequisite: 46 Credits Earned. (2 Credits)*

AR 4810 Directed Study in Art

Course of study to be arranged between faculty and student in the field of Art. *May be repeated for credit. Variable credit, depending on contract. Prerequisite: Permission of instructor required. Variable credit: 1-4.*

AR 4830 Independent Study in Art

Advanced, independent study of a specific topic. Course of study to be arranged with a faculty member. *Prerequisite: Permission of instructor required. Variable credit: 1-4.*

AR 4910 Internship/Apprenticeship in Art /Art History

Students who meet requirements for admission to the College Internship Program may acquire practical experience in a variety of settings (e.g. artists' studios, museums, commercial galleries, art organizations) under the supervision of a qualified

professional and a member of the art faculty. *Prerequisite: Permission of instructor and advisor required. Variable credit: 1-16.*

AR 4980 Senior Project in Studio Art

The Senior Project in Studio Art will consist of a self-determined study under faculty supervision to create and develop a body of work for portfolio and/or senior exhibition. A minimum of six to ten presentation quality and/or exhibition ready works is required. The project will include a short thesis addressing influences, direction, chronology, and working methods. The project will normally be undertaken at the start of the senior year and culminate at the end of the senior year with an exhibition. A student must have a cumulative GPA average of 3.0 in order to be eligible to apply for the Senior Project in Studio Art. *Prerequisite: Permission of the instructor and advisor required. (2 Credits).*

AR 4985 Senior Exhibition

This course will focus on exhibition strategies, practices and standards encountered when soliciting opportunities and preparing work for exhibition. Students will gain experience and knowledge regarding exhibition consideration, venues, planning, contracts, design, and marketing and promotion. Selected readings, exhibition analysis and gallery and museum visits will educate students about current trends and related concerns. The course will culminate with the Senior Exhibition. *Prerequisite: Permission of the instructor and advisor required. (2 Credits)*

AR 4990 Advanced Topics in Art or Art History

Study of a selected topic in art or art history at an advanced level. May be repeated for credit with different topics. *Prerequisite: 8 credits at 3000 level Art History. Variable Credit: 1 - 4 Credits*

CO 3210 Video Production I

Students learn basic strategies of shooting, sound recording and editing digital video to



create short quality productions. Though hands-on experience and learning from professional video analysis, you will be able to understand and practice the fundamental elements of this ultimate communication tool. Video production is rarely a solo endeavor so you will learn the ins-and-outs of a production team and will take on all necessary roles. *A video camera or still camera with video capacity is suggested but not required.*

CO 3220 Video Production II

Building on the skills acquired in Video Production I, students learn advanced

strategies for shooting, sound recording and digital editing. A greater emphasis will be made on lighting and sound editing in order to acquaint you with industry standards. The two central projects will cover a broad range of skills. The first, art-based project will explore alternative narrative and expression. The second documentary-based project will hone your skills in this reality-based genre that nevertheless requires the abilities of a consummate storyteller. *A video camera or still camera with video capacity is strongly suggested but not required.*

Prerequisite: CO 321. (2 Credits)

Biology

B.S. Degree in Biology

The Study of Biology

The two main goals of the Biology majors are (1) to prepare majors for graduate education and/or careers in the biological sciences, and (2) to inform students of the methods of science as a tool for understanding the natural world.

Students will study the structure and function of living systems, spanning the range of biological scale from cells to organisms to ecosystems. Through a combination of lectures, extensive laboratory investigations, field work, and opportunities beyond the school, majors study the processes that occur in the natural world and their practical applications.

Recent graduates from our department have successfully entered and completed many graduate and professional degree programs (including ones in conservation biology, environmental engineering, science education, and forensics science) and are employed as scientists and state biologists.

All students in the Biology program begin their training with a common set of core classes that include introductions to biology, chemistry, physics, and math. As a student progresses through this core, in consultation with his or her faculty advisor and the department faculty, they will select a major: (1) B.S. in Biology for students interested in graduate school, careers in biological research, or a broad training in the biological sciences, or (2) B.S. in Health Science for students interested in a career in the health and medical field. See Health Science program of the catalog for details on that major. Each of these majors has a set of courses and electives designed to prepare students for their chosen area of interest.

Learning Outcomes

Students completing the Biology major should be able to:

- Know, understand and apply a broad range of basic biological concepts.
- Master applied laboratory skills.
- Apply mathematics to the field (i.e., statistical analyses).
- Understand the process of science and basic assumptions in the discipline.
- Think critically when reading and writing about research in the field.
- Generate hypotheses, design approaches to test them, and interpret data to reach valid conclusions.
- Communicate knowledge in an effective oral presentation.
- Demonstrate the ability to organize and write quality reports in the sciences.
- Demonstrate the ability to work effectively and responsibly with others.
- Demonstrate adherence to accepted standards of professional and ethical behavior.

As part of the Senior Thesis all majors are required to conduct their own research projects under the guidance of the Biology faculty. Students are also encouraged to engage in more extensive research projects throughout their time in the major. New England College is located in a pristine natural setting with diverse terrestrial and aquatic habitats that are available for research and field studies. In addition, on-campus facilities and equipment as well as off-campus affiliations are available for student research.

Biology majors encouraged, to participate in internships and/or volunteer to further their career and personal development. There are numerous local internship and volunteers opportunities in private, state, and federal agencies, as well as non-profit organizations.

Any two modules of General Biology (BI 1111-1114) will satisfy the LAS 2130 requirement for students majoring in Biology, Health Science, and Kinesiology.

The Sophomore Review

Upon completion of BI 1111 to 1114 - General Biology and CH 2110 - General Chemistry I, all Biology majors will meet with the Biology faculty advisors. The purpose of this review is to identify, early in the student's career, potential strengths and weaknesses, to assist the student in clarifying his or her goals and to advise the student on an appropriate course of study.

Requirements to Major in Biology

Grades of C- or better are required in all courses needed for the Biology major, including chemistry, mathematics and physics.

- BI 1111 - General Biology – Biodiversity, Evolution, and Ecology
- BI 1112 - General Biology – Genetics and Plant Biology
- BI 1113 – General Biology – Animal Systems
- BI 1114 – General Biology – Cellular Biology
- BI 4010 – Ecology
- BI 4030 - Senior Thesis (2 semesters at 2 credits each)
- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- MT 1510 – Pre-Calculus
- MT 2310 – Statistics I
- BI 3000 - Careers in Science
- PH 2210 - General Physics I

Plus one of the following organismal level courses:

- BI 2020 – Plants and Human Affairs
- BI 2050 – Zoology

Plus one of the following micro-level courses:

- BI 3030 - Genetics
- BI 3210 – Microbiology

Plus 4 of the following courses (ones not taken above)

- BI 1020 - Foundations of Nutrition
- BI 2030 - Human Anatomy and Physiology I
- BI 2040 - Human Anatomy and Physiology II
- BI 2070 – New England Natural History
- BI 3020 - Comparative Animal Physiology
- BI 4020 - Evolution
- BI 4910 - Internship
- CH 3310 – Organic Chemistry I
- CH 3320 - Organic Chemistry II
- CH 3330 – Biochemistry
- MT 2510 – Calculus I
- PH 2220 – General Physics II

Requirements to Minor in Biology

A minor in Biology will consist of the following courses:

- BI 1111 - General Biology – Biodiversity, Evolution, and Ecology
- BI 1112 - General Biology – Genetics and Plant Biology
- BI 1113 – General Biology – Animal Systems
- BI 1114 – General Biology – Cellular Biology
- And at least 16 credits of additional biology courses.

Experiential Learning Component

For a science major, the act of doing science is fundamental to fully integrating the content contained in courses. Most of the courses in this major have a laboratory component that stresses experiential learning in the field and/or in the laboratory. These experiences include activities that range from a single laboratory session to an entire year (in the case of Senior Thesis).

Furthermore, several classes include a public presentation component that is either done in the NEC community or even at professional scientific conferences. External funding, such as the current IDeA Network of Biological Research Excellent [NH-INBRE] grant, also

facilitates infusion of research into the curriculum, as well as providing research opportunities outside of standard coursework. These research experiences can range from a few hours of work in the lab each week to intensive 10-week long summer research experiences.

<i>Biology Suggested Sequence of Courses</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	LAS 2110 (LAS 3)	LAS 2140 (LAS 6)	LAS 3110 (LAS 7)
LAS 1110 (LAS 1)	CH 2110	PH 2210	BI 4030
WR 1010	BI 2020 or BI 3030 or Bio elective	BI 2020 or BI 3030 or Bio elective	Bio or a general elective
BI 1111 and BI 1112 (LAS 2130)	MT 2310 or a general elective	BI 4010 or a general/Bio elective	BI 4010 or a general/Bio elective
Math as determined by MPA			
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS 2120 (LAS 4)	BI 3000	BI 4030
BI 1113 and 1114 (LAS 2130)	CH 2120	BI 3020, BI 4020 or Bio elective	BI 3020, BI 4020 or Bio elective
MT 1510	BI 2050, BI 3210 or Bio elective	BI 2050, BI 3210 or Bio elective	General or Bio elective
Bio or a general elective	MT 2310 or a general elective	LAS elective	General elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

BI 1010 Biology and Society

Biology and Society is an exploration of life on Earth with an emphasis on the relationship between science and modern society, including applications to medicine, forensics, agriculture, and popular culture. This course is designed for non-science-major students with little or no college-level science experience. The course will emphasize student discussions of the social, legal, and ethical implications of advances in modern biotechnology. Laboratory exercises will reinforce concepts learned in lecture through hands-on experimentation. *Fulfills the General Education LAS 2130 (LAS 5). Offered every semester*

BI 1020 Foundations of Nutrition

An introduction to the basic concepts of nutrition, their application to the functions of carbohydrates, fats, proteins, minerals, and vitamins; the function and role of nutrients on health; and identification of substances in the diet which may adversely affect the body. Offered every spring.

BI 1111 General Biology - Biodiversity, Evolution and Ecology

This course module examines the biology, ecology, and evolutionary relationships among living organisms. A survey of life forms will include prokaryotes, protists, fungi, plants and animals, using their evolutionary history and examples relevant to humans and society. This course also covers concepts important in community structure and dynamics such as species composition, species interactions, trophic structure, and food chains. In addition, energy flow and chemical cycling will be investigated at the ecosystem level. Laboratory portion includes tree identification, biological diversity, and ecological processes. *(Meets the first seven weeks of every fall semester). (2 Credits)*

BI 1112 General Biology - Genetics and Plant Biology

This general biology course module examines the principles of genetics and plant biology. Genetics topics include structure and function of genes, chromosomes and genomes, recombination and mutation. Plant biology topics include genetics, and structure of stems, roots and leaves as it relates to water transport and photosynthesis. Laboratory work involves plant anatomy and morphology, molecular biology of plants and bioinformatics analyses. *(Meets the Second seven weeks of every fall semester). (2 Credits)*

BI 1113 General Biology - Animal Systems

The study of the anatomy and physiology of animal systems in an evolutionary and functional context. This course covers the form and function and overview of animal systems (digestion gas exchange, circulation and reproductive systems). Laboratory work involves animal anatomy and dissection. *(Meets the first seven weeks of every spring semester.) (2 Credits)*

BI 1114 General Biology - Cellular Biology

The study of basic cell biology. Emphasis is on biological molecules, cell structure and function, cellular metabolism (including cellular respiration), and other related topics. Laboratory exercises focus on basic cell biology, cellular metabolism, and microscope techniques. *(Meets the second seven weeks of every spring semester.) (2 Credits)*

BI 2020 Plants and Human Affairs

This course examines the importance of plants in human lives. Plants are sources for food, drugs, medicines, poisons, clothing, shelter, perfumes, cosmetics, paper and have many other uses. We will examine the form, structure, and morphological adaptations of algae, fungi, mosses, primitive vascular plants, gymnosperms and angiosperms.

Emphasis is placed on the economic importance of plants in the past and present. Laboratory work utilizes living plants from the NEC greenhouse and those collected in the field from local natural areas. Offered in odd falls. *Prerequisite: BI 1111-1112.*

BI 2030 Human Anatomy & Physiology I

This is the first half of an intensive two-semester course designed to introduce students to the fundamentals of human anatomy and physiology. This course focuses on the chemical and cellular principles that are essential for the proper understanding of the basic physiological systems in humans. Topics covered include cellular structure and function, cell metabolism, tissue structure and function, musculoskeletal system, and nervous control systems. Offered every fall. *Prerequisite: BI 1113-1114.*

BI 2040 Human Anatomy & Physiology II

This is a continuation of BI 2030, Human Anatomy and Physiology I. This course concludes discussion of organ systems in humans, including the senses, hormonal control, and the cardiovascular, respiratory, immune, digestive, urinary, and reproductive systems. Offered every spring. *Prerequisite: BI 1113-1114.*

BI 2050 Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. Offered in even springs. *Prerequisite: BI 1111-1114.*

BI 2070/ES 2070 New England Natural History

A field and laboratory course emphasizing the diversity of local organisms and their environments. We attempt to cover all major groups (animals, plants and fungi) of both terrestrial and aquatic habitats, in terms of basic structure, relationships, identification, and adaptations. Offered odd falls. *Prerequisite: BI 1111-1112 or ES 1110.*

BI 3000 Careers in Science

This one-credit course is designed to give junior science majors the opportunity to hone the practical skills needed to have a successful career in the sciences. There will be activities addressing: self-assessment of personal attributes, potential career paths, resume and cover letter writing, job searching and interviewing, and graduate school options. Offered every spring. (1 Credit)

BI 3020 Comparative Animal Physiology

This course examines the functioning of body systems in a wide range of animal groups. Covered topics include nervous and hormonal control systems, cardiovascular physiology, respiration, water balance/regulation, and muscle physiology. The laboratory consists of a self-designed, semester-long set of experiments, culminating in a scientific presentation. Offered in odd springs. *Prerequisites: BI 1111-1114, CH 2110.*

BI 3030 Genetics

Much of modern biology centers on genetics. In this course, all major subdivisions of genetics are covered: Mendelian genetics, chromosome structure and changes, linkage, introductory population genetics, and molecular genetics. The laboratory work includes *Drosophila* genetics and molecular techniques. Offered in even falls. *Prerequisites: BI 1111-1114.*

BI 3210 Microbiology

The course studies the genetics, physiology, and classification of microorganisms. Microorganisms include bacteria, viruses, fungi, protozoa and algae. A special emphasis is placed on disease causing microbes and the interactions between microbes and their environment. Laboratories focus on aseptic technique, safety, microbial metabolism, identification and genome annotation. Offered in odd springs. *Prerequisites: BI 1111 - 1114.*

BI 4010 Ecology

This course examines basic principles and factors governing the relationships of organisms to their environment. Topics include abiotic and biotic factors, energy flow, population dynamics, species interactions, species diversity, abundance and community structure. Laboratories provide opportunities to collect and analyze data from field and lab. Offered in even falls. *Prerequisites: BI 1111 - 1112.*

BI 4020 Evolution

The theory of evolution is the intellectual glue that bonds all the sub-disciplines of biology into a coherent system. The goal of this seminar/reading course is to introduce students to major topics of evolutionary theory. Examined, among other items, are origins of specific adaptations, co-evolution, sex ratios, sexual selection, speciation rates, the origin of life, and major events in the evolution of organisms. Offered in even springs. *Prerequisite: BI 1111 - 1114.*

BI 4030 Senior Thesis

This course encompasses a significant independent project that can take the form of a research project, community service project, or extensive literature review. Typically spanning an academic year, the course is usually taken for two credits in both the fall and spring semesters of the senior year, although exceptions are made for projects encompassing summer research projects. During the first semester, students develop a project proposal with relevant background and a plan of implementation. Completion of the project occurs during the second semester. Both semesters include extensive writing and culminating public presentations. Offered every semester.

BI 4810 Directed Study in Biology

This course of study to be arranged between faculty and student. Contract required. May be repeated for credit. *Variable credit (1-4).*

BI 4830 Independent Study in Biology

Advanced, independent study of a specific

topic arranged with a faculty member. Contract required. *Variable credit (1-4).*

BI 4910 Internship

Students are encouraged to seek internships in area hospitals, research facilities, non-profit organizations, environmental educational facilities, and field studies. Students should work with a faculty sponsor to develop an internship in their area of interest. A contract is required. *Variable credit (1-16).*

CH 2110 General Chemistry I

Fundamental concepts and principles for an understanding of chemical phenomena are discussed. Topics include atomic and molecular structure, periodic properties of elements, stoichiometry, gas laws, thermochemistry and chemical bonding. Laboratory work consists of experiments which are largely quantitative. *Prerequisite: MT 1510.*

CH 2120 General Chemistry II

This course is a continuation of CH 2110 – General Chemistry I. Topics covered include intermolecular forces and physical properties of solutions, chemical kinetics, chemical equilibrium, and acid-base and solubility equilibria. *Prerequisite: CH2110.*

CH 3310 Organic Chemistry I

A study of carbon compounds by functional groups including the correlation of chemical and physical properties with structure, reaction mechanisms, and methods of synthesis. The laboratory portion emphasizes the microscale techniques. *Prerequisite: CH 2120.*

CH 3320 Organic Chemistry II

A continuation of CH 3310 – Organic Chemistry I. A study of additional functional groups and spectroscopy including IR, UV-VIS and NMR. *Prerequisite: CH 3310*

CH 3330 Biochemistry

This course explores the roles of essential biological molecules focusing on proteins, lipids and carbohydrates. Students examine the structure of proteins, their function, and their association with other molecules. Protein purification and enzyme kinetics will be explored in the laboratory. *Prerequisite: CH 3310.*

MT 1510 Precalculus

This course will focus on analysis and applications of algebraic and transcendental functions. Topics include: linear and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions, inequalities, graphical analysis, and an introduction to analytic geometry. Applications of these topics include: rates of change, optimization, logarithmic or exponential modeling, and trigonometric functions. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment.*

MT 2310 Statistics

This course is an introduction to statistical reasoning. The emphasis of the course is on the concepts of statistics rather than coverage of traditional statistical methods. Topics include: sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions, regression and correlation. Additional topics will be selected from: contingency table analysis, multiple regression, and/or ANOVA. Recommended for second-year students. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment.*

MT 2510 Calculus I

This is the first course in the study of the calculus of one variable. It covers the concepts of limit and derivative as well as

applications of the derivative to curve sketching, optimization, linear

approximation, and related rates. The course concludes with an introduction to integration. Calculus I includes applications to real-world problems in physics, biology, chemistry, engineering, and economics. Offered every year. *Prerequisite: C- or better in MT 1510 or adequate performance on the mathematics pre-assessment.*

PH 2210 General Physics I

An introduction to mechanics and the behavior of solids and fluids using algebra. Topics will include kinematics, forces, energy, torque, pressure, and dynamics of an ideal fluid. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. *Prerequisite: MT 1510.*

PH 2220 General Physics II

A continuation of PH 2210. Topics include optics, thermal physics, electricity and magnetism, waves (especially sound, and light), and nuclear physics. Laboratory work emphasizes data collection, analysis, and interpretation. *Prerequisite: PH 2210.*

Business Administration

B.A. Degree in Business Administration

B.A. Degree in Business Administration—Accounting

B.A. Degree in Business Administration—Marketing

The Study of Business Administration

At New England College, entrepreneurship isn't just an academic discipline; it is a way of life. Our knowledgeable faculty are acquainted with the interdisciplinary value of entrepreneurship and integrate it throughout our curricular and co-curricular programs. The skills learned in our business and management classes are vital for the success of any business -- large or small, local or global, public or private, corporate or not-for-profit.

New England College students learn to recognize, create opportunities, and build the infrastructure to create economic and social value. Our students learn to evaluate viability and drivers of opportunities, develop feasible business models, and take action. We teach both analytical and creative approaches to all aspects of launching, growing, and expanding businesses and organizations. Our entrepreneurship curriculum provides a broad skill-set for business and also provides highly customized paths for a variety of business contexts, including new ventures, socially responsible companies, and family-owned businesses. We focus on the creation of social and economic value by developing core capabilities of idea generation, opportunity recognition, acquiring resources, and entrepreneurial management. The skills and competencies gained in the business program at New England College are vital for the success of any business or organization including promising start-ups, corporations, family businesses, nonprofits, or any other setting. Business students will apply the entrepreneurial thought process both academically as well as in real world settings.

Learning Outcomes

The New England College Business Program seeks to guide and develop students into becoming honest, hard-working and thoughtful contributors to the maximization of owners' wealth in businesses and public good in not-for-profit foundations, mindful of the needs and objectives of all organizational stakeholders and in careful consideration of ecological sustainability. Accordingly, the Business faculty seek to develop students' abilities to:

- Conduct themselves and their business to high ethical and professional standards
- Write and communicate effectively
- Problem -solving and the ability to work effectively in teams
- Employ numerical analysis and accountancy in support of decision-making and problem-solving
- Employ technology in pursuit of organizational objectives
- Be familiar with terminology and principles associated with: the legal, social and international environments of business, organizational behavior, management, marketing, finance, strategy, finance, macroeconomics and microeconomics, and information literacy.

Experiential Learning Component

- Community Engagement/Guest Speaker series with Concord Campus , and other local businesses

- Study Abroad opportunities (including "short-study abroad and "study-away" trips)
- Internships are highly encouraged (but not required)
- Close alignment with the Accounting and Sport and Recreation Management majors (sharing many core and elective courses) - encouraging interdisciplinary engagement
- Writing in the major will be emphasized using case study analysis, hands-on projects, and in-class exercises that engage students
- Group projects will encourage the concept of teamwork in a business setting
- Appreciation and enjoyment of nature and the natural setting encouraged through activities outside the classroom.
- Leadership opportunities and community engagement within coursework and local businesses

Requirements to Major in Business Administration

- BU 1110 Business, Innovation, and the Entrepreneur
- BU 2110 - Quantitative Methods in Business
- BU/AC 2210 - Financial Accounting
- BU/AC 2220 - Management Accounting
- BU 2410 - Management in a Global Economy
- BU 2510 - Principles of Marketing
- BU 3310 - Business Finance
- BU 3880 - Legal and Ethical Environment of Business
- BU 4045 – Senior Seminar in Business
- EC 2110 – Introduction to Macroeconomics
- EC 2120 – Introduction to Microeconomics

Accounting Concentration (16 Credits)

The accounting concentration is designed to provide a firm foundation in accounting. The Business Department believes that competence in accounting is fundamental to

good management. Expertise will be gained which will open the possibilities for careers in private industry, governmental, or other non-profit accounting entities. Students wishing to pursue professional certification are advised to meet with their advisor to develop a 4-year plan.

Required courses for the Accounting Concentration

- AC 3210 - Financial Reporting I
- AC 3220 - Financial Reporting II
- AC 3290 - Federal Taxation

Plus One elective chosen from:

- AC 3230 - Cost Accounting
- AC 3990 - Topics in Accounting (with permission)
- AC 5620 - Government and Non-Profit Reporting
- AC 5630 – International Accounting
- AC 5640 - Auditing & Attestation
- AC 5730 - Accounting for Mergers and Acquisitions
- BU 3920 - Business Law

Marketing Concentration

(12 Credits)

The marketing concentration prepares students for careers in advertising, sales, marketing management and marketing research. This concentration focuses on developing strategies to meet the needs and wants of consumers.

Students select three courses from the following list:

- BU 3410 – Personal Selling and Client Relationships
- BU/CT 3530 – Digital Media Marketing
- BU/SM 3540 - Sport Marketing
- BU 3810 - Advertising and Promotion
- BU 3990 - Topics in Business (with permission)
- BU 4515 - Enterprise Consulting and Development (with permission)
- CT 2750-Website Design

Requirements to Minor in Business

Administration (20 Credits)

- BU 1110 Business, Innovation, and the Entrepreneur

Select one of the following:

- BU 2110 - Quantitative Methods
- BU/AC 2210 - Financial Accounting
- BU/AC 2220 - Management Accounting
- EC 2110 - Introduction to Macroeconomics
- EC 2120 - Introduction to Microeconomics

Plus: Three additional business or economics courses, designated 2000+

<i>Business Administration Suggested Course Sequence</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	BU/AC 2210 OR 2220	EC 2110 OR 2120	BU 4045
WR 1010	BU 2510	Elective OR BU 3880	Elective or Internship
LAS 1110 (LAS 1)	BU 2110	Elective or Internship	LAS 2140 (LAS 6)
BU 1110	Elective	Elective	Elective
Spring	Spring	Spring	Spring
BU 2410	BU/AC 2220 OR 2210	BU 3880	Elective or Internship
LAS 1120 (LAS 2)	EC 2110 OR 2120	BU 3310	Elective
Elective	Elective	LAS 2130 (LAS 5)	LAS 3110 (LAS 7)
Quantitative Literacy Requirement	LAS 2110 (LAS 3)	Elective or Internship	Elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

BU 1110 Business, Innovation and the Entrepreneur

This course is an introduction to the world of business, with a focus on innovation. Traditional topics of accounting, marketing, management, economics, law, and strategy will be examined from the perspective of an entrepreneur and innovative business leader. Students will learn the basics of Excel, and participate in activities that develop the innovative, entrepreneurial mind. Marketing projects, case studies, and accounting projects will be completed culminating in a business start-up presentation.

BU 2010 (ES 2010) Intro to Excel Programming

This course builds on a basic knowledge of using Excel in the context of data analysis, data processing and building simple financial models. Students will be asked to develop pro forma income statements and develop cost benefit analysis. Through the preparation of various spreadsheets students will become familiar with formulas, functions, and tools within Excel. No prior accounting knowledge required. Experience in using Excel recommended. *(2 Credits)*

BU 2110 Quantitative Methods in Business

This introductory course builds the foundation for basic quantitative analysis required for managing profit and not-for-profit organizations. The course is a blend of commonly used topics in business statistics, probability and operations management. Topics include: basic descriptive statistics, probability, expected value, sampling, inference, regression analysis, forecasting, linear programming, customer service, customer & supplier relations, introductory transportation problems, scheduling and project management, and issues in quality control and learn manufacturing techniques. Emphasis is placed on issues in global supply chain management and the role of supply

chain management software specifically and as integrated with enterprise software.

Prerequisite: MT 1020 or greater

BU 2210 (AC 2210) Financial Accounting

This course examines basic concepts and principles of financial accounting. After completing the accounting cycle, emphasis is placed on the recording and reporting of financial information conforming to the generally accepted accounting principles published by the Financial Accounting Standards Board, its predecessors, and the Securities and Exchange Commission.

BU 2220 (AC 2220) Management Accounting

This course shows students how to generate information needed to help managers achieve goals and objectives. Students determine prices for products and services, decide whether or not to acquire equipment, prepare budgets, compare actual performance to budgets, decide what information is relevant to decisions, allocate costs to various activities in the organization, and generate information in support of managerial decisions. Students receive instruction in a computer spreadsheet program and use spreadsheets to facilitate decision-making

BU 2310 (PA 2310) Business Ethics

This course examines the ethical aspects of individual and corporate decision-making in business and provides resources for making ethical decisions within the context of managerial practice. Topics to be studied include the justification of free enterprise, the concepts of profit and private ownership, economic justice, the nature and moral responsibilities of corporations, consumers and advertising, affirmative action, and employee rights. Especially pertinent for those planning business careers, but designed for all interested students.

BU 2410 Management in a Global Economy

This course utilizes case studies, projects and small group work to develop an understanding of how organizations

negotiate management of human capital in a dynamic global environment. Students learn the basic language of management and apply critical thinking to solve common problems with managing people in a variety of organizations. Topics covered include vision and mission, intercultural and international human resource management, considering diverse legal, ethical and human rights perspectives.

BU 2430 (CT 2430) Information Systems in Organizations

This course introduces students to how information technology is used in support of an organization's ongoing strategy development and implementation as well as to provide management with information regarding the organization's performance and in support of decision-making. Students will learn about information technology support for customer relationship management, supply chain management, enterprise resource planning, and business intelligence as well as for streamlining operations and fostering innovation. Case studies about developing and implementing information systems will be analyzed for small, large, for profit, not for profit, bricks and mortar, and online organizations. Additionally, hands-on components of this course will focus intensively on current software used in a variety of business environments, preparing students for upper level courses and today's workforce.

BU 2510 Principles of Marketing

This introductory-level marketing course exposes students to a broad range of marketing functions and theories. Students will develop competency in the methods used for planning, implementing and analyzing marketing strategies. Emphasis is placed on an understanding of the consumer decision-making process and how the marketing mix is created to meet the wants and needs of consumers.

BU 2990 Topics in Business

A changing selection of courses designed to

offer a variety of enrichment studies in Business. The course may be repeated for credit with different topics. *Variable Credit*

BU 3310 Business Finance

This course concentrates on financial principles and their application to typical business problems in the operation of the business enterprise. Time value of money, securities valuation, financial statement analysis, financial planning, asset management, operating and financial leverage and capital budgeting are examined. *Prerequisites: BU 2110, BU 2210*

BU 3410 Personal Selling and Client Relationships

This course focuses on direct selling, one of the key elements of marketing promotion. Utilizing a variety of methods, this course provides students with the tools and skills necessary to build long-term relationships that result in successful sales outside a fixed retail location. *Prerequisites: BU 2220, BU 2510.*

BU 3420 Human Resource Management

This course covers the complexities of managing the human resources of the organization. Topics include human resource planning, recruiting, selecting, training, evaluating performance, developing employees, and compensating employees. The course also covers current federal and state legislation in the areas of labor relations, health and safety regulations, and affirmative action. *Prerequisite: BU 2420.*

BU 3530 (CT 3530) Digital Media Marketing

This course evaluates the influence of the Internet on the world market. Topics covered include Internet applications in obtaining information from governmental organizations, direct marketing of products and services, marketing communication, and establishing marketing sites. *Prerequisite: BU 2510.*

BU 3540 (SM 3540) Sport Marketing

This course will examine the role of marketing, services, and sponsorship in sport, recreation, and leisure services. Focusing on the various structures within the sports industry, students will study tactical uses of a marketing mix, for both for-profit and non-profit entities. Using a text, lecture, discussion, and projects, the class will examine marketing needs from a range of perspectives including large multi-sport corporations to small recreation programs. Additionally, students will engage in a hands-on marketing project, the specifics determined by the needs of the selected entity. *Prerequisite: BU 2510 Offered every fall.*

BU 3620 International Business

This course focuses on special issues of international management enabling students to compete in the current global environment. Issues covered include evaluation of how the legal, political, financial, competitive, and cultural environment affect international business strategies. *Prerequisite: EC 2110, BU 2410*

BU 3710 (SM 3710) Recreation Facilities Management

This course is designed to prepare students to plan, design, and manage sport and recreation facilities. The class members tour numerous facilities on field trips to large and small, for-profit and non-profit facilities including prep schools, colleges/universities, YMCAs, ice arenas, summer camps, private fitness facilities, municipal facilities and playgrounds, and specialized venues (such as curling and rock climbing). Students will study and discuss client needs and the theories involved in planning, constructing, and managing facilities. Throughout the course, consideration is given to the ADA (*Americans with Disabilities Act*) guidelines, and "green" environmentally-sound construction practices and materials incorporating LEED Certification (*Leadership in Energy and Environmental Design*) standards. Throughout the semester, each

student will make several presentations based on research of facility needs, construction, and equipment and furnishings. The course will culminate with the presentation of a group project which will reflect a foundation and expanse of knowledge in the field. *Prerequisites: SM/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall.*

BU 3720 (SM 3720) Event Management

Event management is a form of marketing promotion activity where the organization and its brand are linked to a themed activity that the target audience experiences. The class members will create, market, and sponsor an activity for an off-campus or on-campus event; the event will be reviewed from the initial idea, to the development of a plan, to the execution and evaluation of the activity. Students also will learn to use fundraising techniques, manage volunteers, and write press releases. *Prerequisites: BU 2510 & 60 credits, or permission of instructor. Offered every year. (2 Credits)*

BU 3810 (CO 3810) Advertising and Promotion

This course focuses on the need to advertise, the media, consumer motivation, creating the message, the use of agencies, the design and use of promotion techniques, and the organization and functions of a corporate advertising staff. *Prerequisite: BU 2510.*

BU 3840 (CO 3840) Edge Sports NH Practicum

Edge Sports NH is a commercial magazine operated by students and distributed through New Hampshire Department of Travel and Tourism welcome centers. This experiential course allows students to apply knowledge of outdoor sports or sales or writing or photography or PhotoShop and InDesign software as part-time employees of a real business. May be repeated for credit multiple semesters with permission of instructor.

BU 3880 Legal and Ethical Environment of Business

This course provides an overview of the regulatory, legal, political, and social environment in which business operates. Emphasis is placed on how the legal environment influences decision-making. This course will present such topics as the legal system, anti-trust, consumer and administrative law, and the role of stakeholders in the decision-making. Special emphasis will be placed on the ethical environments of business as well as an examination of how businesses interact with their social environments, including on-line social environments. This course will begin with a review of legal systems and the U.S. Constitution. *Prerequisite: Sophomore status.*

BU 3920 Business Law

An introduction to the nature of law and the judicial system as it affects business. Torts, contracts, proprietorships, agencies, partnerships, and corporations will be considered.

BU 3990 Topics in Business

A changing selection of courses designed to offer a variety of enrichment studies in Business. The course may be repeated for credit with different topics.

BU 4045 Senior Seminar in Business

This course serves as the senior capstone course in the Business Administration program. A major perspective of this course is to synthesize prior coursework in order to help the student develop an integrated concept of issues affecting contemporary business environments. The effective manager of today and in the future must understand a wide range of technical and social relationships and must be able to integrate them with the expense, performance, and time constraints of their position. The course provides opportunities for students to integrate material and content from previous courses such with analytical techniques and communications skills, both oral and written. The over-arching goal of the

course is for students to demonstrate sound capabilities in executing successful strategies in actual and simulated business situations. The emphasis is on understanding and effectively communicating information on issues that affect businesses. *Prerequisites: Completion of all other BU Major Requirements*

BU 4515 - Enterprise Consulting and Development

This project-based course involves consulting to a specific enterprise and is designed to integrate the various functional areas of business. Students in this course will be expected to work independently and professionally. This course may be repeated with permission of the department. *Prerequisites: BU 2510, BU/AC 2210, BU/AC 2220, BU 2410. Senior status is preferred.*

BU 4810 Directed Study in Business

This course of study to be arranged between faculty and student. Contract required. May be repeated for credit. *Variable credit (1-4).*

BU 4830 Independent Study in Business

Advanced, independent study of a specific topic arranged with a faculty member. Contract required. *Variable credit (1-4).*

BU 4910 Internship in Business

Qualified students apply knowledge and theories gained in class to real business situations. Students may work with cooperating employers on either a full- or part-time basis to achieve predefined objectives that have been developed and accepted by the student, the employer, and a faculty supervisor. The student's internship is developed under the guidance of a business faculty member. Contract required. *Variable credit (1-16).*

BU 4920 Practicum in Business Administration

The practicum is designed to provide the student with an experiential learning experience in an area within business based on interest and availability. The practicum

can be completed either on-or-off campus. Contract required. *Variable credit (1-16).*

CT 2750 (CO 2750) Website Design

This course will explore the information resources on the Web and the best tools to access these resources. It will also introduce students to publishing on the Web. Students will learn HTML (Hypertext Markup Language) and how to design and implement a website while enhancing SEO (search engine optimization) protocol. Students will review and analyze successful websites, design a simple website of their own, and will discuss the reasons websites are successful. Students will create web pages that focus on both the user's needs and the information requirements of content while producing a site that is easy to navigate and quick to download.

EC 2110- Introduction to Macroeconomics

The study and analysis of national income accounting, income determination, Business Cycles, employment, price level and inflation, money and monetary policy, fiscal policy, government budgets and deficits, international trade, exchange rates, and the theory of economic growth. Special attention will be given to global macroeconomic aspects, application of macroeconomic theories to economic affairs, critical evaluation of policies, as well as current economic issues, conditions, and trends.

EC 2120- Introduction to Microeconomics

A study of the basic tools of economic analysis and principles necessary to understand and appreciate economic relationships, business behavior, and

consumer behavior regarding production, exchange, pricing, and distribution of goods and services amongst various economic agents under free market constraints. Special emphasis will be placed on the areas of supply and demand, market mechanism and equilibrium, marginal analysis, theory of firm, market failure, and applications of microeconomics theory.

EC 2130 Contemporary Economic Issues

A critical probe of selected contemporary national and international economic issues. The selected issues will be explored, analyzed, and evaluated within the context of pertinent socio-economic underpinnings and competing ideological perspectives. The issues are drawn from five general categories: Labor and workplace; Social safety programs and policies; Free market operation and market failure; Government intervention and regulation; and Globalization and International trade. *May be repeated for credit.*

EC 2990 Topics in Economics

The study of a selected topic in economics. *Variable credit; course may be repeated for credit with different topics. Variable Credit (2 - 4)*

Chemistry

Course descriptions

All undergraduate courses are 4 credits unless otherwise noted.

CH 2010 Introduction to Chemistry

This is a course for students who have not previously studied chemistry. Chemical concepts are introduced and applied to the real-world societal problems and issues that have significant chemical content such as the relationship between chemistry and environmental issues concerning air, energy, water and the global climate change as well as biological issues such as genetic engineering, designer drugs and nutrition. Chemistry is a hands-on science and the learning activities are integral part of the course and include experiments during the laboratory period and in class. The course also demonstrates use of library and Internet resources for information gathering for decision-making activities and responsible citizen stewardship of our natural resources. *Prerequisites: MT 1020 or MT 1100.*

CH 2110 General Chemistry I

Fundamental concepts and principles for an understanding of chemical phenomena are discussed. Topics include atomic and molecular structure, periodic properties of elements, stoichiometry, gas laws, thermochemistry, and chemical bonding. Laboratory work consists of experiments which are largely quantitative. *Prerequisite: MT 1510.*

CH 2120 General Chemistry II

This course is a continuation of CH 2110 - General Chemistry I. Topics covered include intermolecular forces and physical properties of solutions, chemical kinetics, chemical equilibrium, and acid-base, and solubility equilibria. *Prerequisite: CH 2110.*

CH 3310 Organic Chemistry I

A study of carbon compounds by functional groups including the correlation of chemical and physical properties with structure, reaction mechanisms, and methods of synthesis. The laboratory portion emphasizes the microscale techniques. *Prerequisite: CH 2120.*

CH 3320 Organic Chemistry II

A Continuation of CH3310 - Organic Chemistry I. A study of additional functional groups and spectroscopy including IR, UV-VIS and NMR. *Pre-requisite: CH3310*

CH 3330 Biochemistry

This course explores the roles of essential biological molecules focusing on proteins, lipids and carbohydrates. Students examine the structure of proteins, their function, and their association with other molecules. Protein purification and enzyme kinetics will be explored in the laboratory. *Prerequisite: CH 3310 or permission of instructor*

Communication Studies

B.A. Degree in Communication Studies

The Study of Communication

Communication Studies examines the ways in which social meanings are produced through the creation, mediation, and reception of messages. Students may focus in Media Studies, Journalism, or Public Relations and Advertising, or devise their own area of concentration. This major offers both practical training in the use of media technologies and communication strategies, as well as critical and historical perspectives on media and communication. Students in this major learn to gather, analyze, organize, and present information in a clear and engaging fashion. In addition to course work, students may gain practical experience through the college newspaper, radio, commercial magazines, and professional internships.

Learning Outcomes

Upon completion of the Communications Studies program, students will be able to exhibit:

- Clear and effective writing skills
- Strong oral communication skills
- Strong interpersonal skills
- Strong intrapersonal skills
- Strong critical thinking skills
- Competent research abilities
- Media Literacy
- Ecological Literacy
- Engagement in experiential learning

Internships

Students are encouraged to consider an internship as part of their communication study at New England College. Internship opportunities exist in the areas of radio and television broadcasting, public relations, video production, new media, newspapers, for-profit and non-profit organizations.

Semester Abroad Recommendation

International affairs and first-hand

knowledge of other cultures is increasingly significant to communication studies majors. We therefore recommend that students in the communication program consider taking one semester or more at a foreign study program offered by New England College. In the semester abroad program, students may fulfill some of their major requirements as well as general education requirements.

Requirements to Major in Communication Studies

(40 Credits Total)

Students may not earn below a grade of C- in the required Core or Elective courses.

Communication Core Courses

- CO 1010 – Introduction to Communication Studies
- CO 1240/AR 1240 – Learning to Look: Contemporary Art and Media
- CO 3410 -- Freedom of Speech
- CO 4430 – Senior Seminar
- CO 4910 – Internship or CO 4920 – Practicum

Communication Electives

- a minimum of 20 elective credits with the CO designation.

Students wishing to incorporate relevant courses from other departments into their major should use the substitution waiver form.

Minor in Communication Studies

The Communication Studies minor consists of a minimum of 20 credit hours that show a balanced distribution between beginning and advanced courses. Depending on the choice of courses, a student may develop a minor focused on media studies, journalism, public relations and advertising, or some other combination of courses (radio, media

criticism, public speaking, sport communication, etc.).

Requirements for the Minor in Communication Studies (20 Credits)

- 8 credits with the 1000 and 2000 level CO course designation
- 8 credits with the 3000 and 4000 level CO course designation.
- 4 credits with a CO course Designation.

Experiential Learning Component

The Communication Studies Program provides experiential learning through

participation in media professions such as journalism, public relations, advertising, video and radio production, and media practices such as video production, audio production/podcasting, social media, radio broadcasting, public speaking, and writing for journalism, PR, and advertising. The core immersion experience for many Communication Studies majors is contributing to *The NewEnglander*, NEC's college newspaper, and/or WNEC, the college radio station. PR and advertising students often work for campus organizations and events. An internship or practicum is also a requirement for the major.

Suggested Course Sequence for Communication Studies Program			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000 FYS (2 credits)	LAS 2120 (LAS 4)	LAS 2140 (LAS 6)	CO 4430 Senior Seminar
LAS 1110 (LAS 1)	CO Elective	CO Elective	Electives
CO 1240 Learning to Look or Quantitative Literacy Requirement	Electives	Electives	LAS Elective
CO 1010 Introduction to Communication Studies	Electives	Electives	Electives
WR 1010 Composition			
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS 2130 (LAS 5)	CO 3410 Freedom of Speech	CO 4910 or CO 4920 (Internship or Practicum)
CO 1240 Learning to Look or Quantitative Literacy Requirement	CO Elective	LAS 3110 (LAS 7)	CO Elective
LAS 2110 (LAS 3)	Electives	CO Elective	Electives
CO Elective	Electives	Elective	Electives

Course Descriptions

**All undergraduate courses are 4 credits unless otherwise noted.*

CO 1010 Introduction to Communication Studies

This introduction to communication study explores interpersonal theory, ethics, language and meaning, nonverbals, perception, questioning and listening, and public speaking. The course requires both individual and small group work in designing three presentations.

CO 1050 Introduction to Sport Communication

This course explores the myriad ways sport and communication are linked. Topics include sport argumentation; sport, media, and society; sportswriting and rhetoric; sport and film; sports broadcasting; and sports public relations and advertising.

CO 1110 Oral Communication

This course introduces students to the theories and principles of effective public speaking and listening. Students learn to examine ideas, organize information, and express opinions clearly and responsibly through several class presentations.

CO 1115 Human Rights on the World Stage

The struggle for human dignity, justice and freedom is universal and timeless. It recognizes neither cultural nor historical boundaries. The history of theatre and film is filled with work of artists who have persistently and forcefully rebelled against tyranny, oppression and exploitation of all kinds. More importantly plays and films movingly humanize the conflicts that they depict. Ultimately plays and films are not simply about issues, they are also about human beings. Further, no matter what may separate these works from each other, they all attempt to shed light on the same basic question: what does it mean to be human? A range of plays and films will be viewed and discussed that offer unique and compelling insights into these and other issues.

CO 1240 (AR 1240) Learning to Look: Contemporary Art and Media

Through the exploration of significant artistic and cultural developments from the late 20th century, students will be introduced to the vocabulary, texts, audiences and technologies of visual art and new media and their interpretations. The intersection of media and fine art will be emphasized and examined through the study of pertinent issues in contemporary society, with special focus on the natural and civic environment. Students will develop the skills of formal, critical and contextual analysis that are crucial for those interested in a career in the arts, communication and/or media. Trips to museums and galleries, visits with local artists and hands-on activities will familiarize students with the practices of the disciplines and their place in the world today.

CO 2120 Introduction to Journalism/Writing for the Web

This course explores the history of journalism, professions within the journalism field, and the basics of writing and editing news articles, opinion pieces, and news features, for both print and web sources. A critical focus on new media and the future of journalism is also included. Students may write for specialty areas like sports, entertainment, and politics. The best work is submitted to the college newspaper, *The NewEnglander*.

CO 2220 Film: History and Criticism

This course surveys the history and development of film and introduces concepts in formalist film criticism. Students apply the knowledge and skills gained in this course to specific screenings in order to analyze movies representative of historical types or critical concepts.

CO 2235 Communication and Pop Music

This course provides an overview of popular music as a communications medium, including its history, technology, culture, and financial impacts on a global economy.

Communications-related careers are also explored.

CO 2750 (CT 2750) Website Design

This course will explore the information resources on the Web and the best tools to access these resources. Students learn to publish on the Web, develop HTML (Hypertext Markup Language) and design websites. Throughout the course students also review, analyze and evaluate successful and exemplary websites.

CO 2850 (SO 2850) Social Media

This course will explore the development and uses of social media as well as some of the social issues/controversies (e.g., cyber-bullying, privacy rights, impact on interpersonal skills) that have emerged with this rapidly evolving form of communication. In addition, students will have opportunities to build upon their knowledge of the many social media platforms and tools now available, and learn how they can be applied in their professional lives – non-profit fundraising, journalism, social advocacy and so on.

CO 3120 Journalism: Feature Writing Workshop

Feature articles are longer pieces that integrate research and reporting with stylistic techniques learned from great fiction. The course begins with a month of readings exploring different genres (travel, sports, music, politics, etc.), styles (profile, personal narrative, etc.), history (new journalists of the 60s and 70s like Thomas Wolfe and Hunter S. Thompson), and craft (feature leads, editing, organization, etc.). Informed and inspired, students then workshop their own articles, receiving constructive criticism from classmates. This course generates dynamic features for the college newspaper, *The NewEnglander*.

CO 3130 Journalism: Investigative Reporting

In this course students explore the history and practice the craft of investigative journalism. We will study world-changing

investigative reports as well as reports that have positively affected local communities. These examples will provide insight and inspiration for student writings, which will focus on the NEC and Henniker communities, or perhaps a New Hampshire issue. The best reports may be published in *The NewEnglander*.

CO 3210 Video Production I

Students learn basic strategies of shooting, sound recording and editing digital video to create short quality productions. Through hands-on experience and learning from professional video analysis, students will be able to understand and practice the fundamental elements of this ultimate communication tool. Video production is rarely a solo endeavor so they will learn the ins-and-outs of a production team and will take on all necessary roles. A video camera or still camera with video capacity is suggested but not required.

CO 3220 Video Production II

Building on the skills acquired in Video Production I, students learn advanced strategies for shooting, sound recording, and digital editing. A greater emphasis will be made on lighting and sound editing in order to acquaint students with industry standards. The two central projects will cover a broad range of skills. The first, an art-based project, will explore alternative narrative and expression. The second, a documentary-based project, will hone students skills in this reality-based genre that nevertheless requires the abilities of a consummate storyteller. A video camera or still camera with video capacity is strongly suggested but not required. *Prerequisite: CO 3210. (2 Credits)*

O 3260 Radio Programming and Production

This course provides an overview of radio as a form of communication, including its history, technology (satellite radio, etc.), cultural impact, FCC regulations, and programming (journalism, public service,

etc.). The course also provides hands-on training in the WNEC Studios.

CO 3320 Advertising: History and Criticism

This course explores corporate advertising history and product case studies. Students consider the ways in which advertising developed—and continues to develop—in relation to global consumerism and mass media technologies and in response to social criticism. Students learn to deconstruct advertising images and copy and construct their own ads, spoof ads, and public service announcements.

CO 3340 Principles of Public Relations

Public Relations is often defined as the communication of meaningful information to specific publics *and* the manipulation of information for questionable purposes. Students explore these definitions and many others as this course surveys the history, ethics, and principles of PR. Students produce PR writings for their own nonprofit organization or small business and work in groups doing PR work for a campus organization.

CO 3410 Freedom of Speech

Freedom of speech is a fundamental right guaranteed by the first amendment of the U.S. Constitution. As such, it operates as an ideal, principle, and guide. However, the actual practice of this ideal, while codified into laws, is influenced by power, social inequality, and circumstance. This course surveys the ideal and actual practice of free speech. Particular attention is also paid to seminal court cases and ethical dilemmas that have shaped our views of freedom of the press. Topics explored in this course include Enlightenment rationality and freedom, democracy and citizenship, civil rights and dissent, media monopoly, free speech during wartime, and freedom in non-U.S. countries.

CO 3420 The Voice of Nature

Nature was an articulating presence for earlier storytelling cultures. It is mute in

modern industrial times. At the beginning of the 21st century we desperately need to rethink our dominant myths of progress and growth and the role of technology, living narratives that vivify our links with the natural world. This course explores our ability to listen to the voice of nature. Students express their ecological identities by investigating the communicative practices of diverse cultures and participating in experiential activities. Topics discussed include hunter-gatherer life, Buddhism, Native American spirituality, animal rights, and ecopsychology.

CO 3810 (BU 3810) Advertising and Promotion

This course focuses on the need to advertise, the media, consumer motivation, creating the message, the use of agencies, the design and use of promotion techniques, and the organization and functions of a corporate advertising staff. *Prerequisite: BU 2510.*

CO 3840 (BU 3840) Edge Sports NH Practicum

Edge Sports NH is a commercial magazine operated by students and distributed through New Hampshire Department of Travel and Tourism welcome centers. This experiential course allows students to apply knowledge of outdoor sports or sales or writing or photography or PhotoShop and InDesign software as part-time employees of a real business. *May be repeated for credit multiple semesters with permission of instructor.*

CO 3990 Topics in Communication Studies

This course is an intensive examination of one specific area of communication. Its particular focus is dependent upon the needs and interests of students and faculty. *Since topics change, it may be repeated for credit. Offered based on student/faculty interest.*

CO 4430 Senior Seminar

The senior seminar is designed to prepare students for life after college, giving them a deeper sense of who they are and what they have to offer to others in their personal, work,

and community lives, as well as in their roles as citizens of the world. Practical skills like resume writing, searching for a job, and interviewing are also explored. *Prerequisite: 70 Credits Earned.*

CO 4750 Practicum in *The NewEnglander*

This course provides practical experience with the college newspaper, *The NewEnglander*. Students practice and hone writing, editing, design, photography, illustration, public relations, and advertising skills, working as a team/staff to produce the best newspaper possible five times per semester. *Variable Credits – (1-6)*

CO 4810 Directed Study in Communication Studies

A course of study may be arranged between faculty and student(s) in a field of Communication beyond regular course offerings. *Requires Contract. Variable credit (1-4). May be repeated for credit.*

CO 4830 Independent Study in Communication Studies

Advanced, independent study of a specific topic beyond regular course offerings. Course of study to be arranged with a faculty member. *Requires Contract. Variable credit (1-4). May be repeated for credit.*

CO 4910 Internship in Communication Studies

Internship and practicum opportunities exist in the areas of radio and television broadcasting, public relations, advertising, video production, new media, newspapers, and for-profit and non-profit organizations. *Variable Credit – (1- 16)*

CO 4920 Practicum in Communication Studies

Internship and practicum opportunities exist in the areas of radio and television broadcasting, public relations, advertising, video production, new media, newspapers, and for-profit and non-profit organizations. *Variable Credit – (1- 16)*

Computer Information Systems

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

CT 1100 Computer Technology

In this course, students learn how to use computers to become more productive in the way that they organize, think, and learn. Course topics include the Windows operating system, file directory structure, using the Internet, word processing (Microsoft Word), spreadsheets (Microsoft Excel), making computer presentations (Microsoft Power Point), and an introduction to databases (Microsoft Access).

CT 1510 Introduction to Programming Logic and Design

The course will provide the student with knowledge on the principles of programming logic and design. An emphasis will be placed on using the correct rules of program engineering, structure of data, basic algorithms and problem solving in computer programming. A hands-on approach will be used to conceptualize programming concepts and techniques. Additional importance will be placed on understanding the value of creating flowcharts or writing pseudo code and will include top-down program development using algebraic notation, standard control structures, and arrays in an appropriate programming language. The course stresses planning, building, coding, testing, debugging and documenting program applications. Additional programming concepts covered include binary representation, storage, and general architecture and functioning of a computer system.

CT 2250 (ES/EG 2250) Computer-Aided Drawing and Design

Combining manual and computer graphic communication media, students are encouraged to formulate ideas that are then transformed into freehand sketches, design layouts, and formal computer-aided drawings in both two- and three-dimensions. Innovations in product design and building

and site layout and design are encouraged throughout the course.

CT 2430 (BU 2430) Information Systems in Organizations

This course introduces students to how information technology is used in support of an organization's ongoing strategy development and implementation as well as to provide management with information regarding the organization's performance and in support of decision making. Students will learn about information technology support for customer relationship management, supply chain management, enterprise resource planning, and business intelligence as well as for streamlining operations and fostering innovation. Case studies about developing and implementing information systems will be analyzed for small, large, for profit, not for profit, bricks and mortar, and online organizations. Additionally, hands-on components of this course will focus intensively on current software used in a variety of business environments, preparing students for upper level courses and today's workforce.

CT 2510 Object Oriented Programming

This course covers topics in object oriented programming utilizing a variety of visual programming languages. Major topics include analysis and design, and use of object oriented programming techniques. A hands-on approach will be used to conceptualize programming modeling and techniques such as concepts in classes, inheritance, encapsulation, and abstraction. *Prerequisite: CT 1510 or Permission of instructor.*

CT 2750 (CO 2750) Website Design

This course will explore the information resources on the Web and the best tools to access these resources. It will also introduce students to publishing on the Web. Students

will learn HTML (Hypertext Markup Language) and how to design and implement a website. Students will review and analyze successful websites, design a simple website of their own, and will discuss the reasons websites are successful. Students will create web pages that focus on both the user's needs and the information requirements of content while producing a site that is easy to navigate and quick to download.

CT 3140 (CO 3140) Desktop Publishing

Desktop publishing has democratized the print media, making it possible for anyone to become a publisher. In this class, students learn the basics of desktop publishing and the use of visuals in publications. Students produce several small publications and explore the impact this new form of publishing has had and may yet have on society.

CT 3530 (BU 3530) Internet Marketing

This course evaluates the influence of the Internet on the world market. Topics covered include Internet applications in obtaining information from governmental organizations, direct marketing of products and services, marketing communication, and establishing marketing sites. This course also provides an introduction to E-Commerce as business and revenue models and focuses on the technology infrastructure of E-Commerce. *Prerequisite: BU 2510.*

CT 3560 Internet Programming

This course will cover programming principles and the advantages and disadvantages relative to other languages. The main emphasis will be on computer languages applicable to the Internet environment. Action script languages used in Flash and other current software packages will be used as a complementary tool to HTML.

CT 3610 Database Management

This course provides the student with in-depth knowledge of database analysis, design, and implementation principles. Students who

successfully complete this course will be able to use the entity-relationship data model to represent business data requirements. Students will gain the skills needed to identify business solutions through the use of data structure design, and to understand the interconnections between data structure and business policies. Students will learn how to design, build and use databases and non-procedural applications appropriate to business problems. In addition, students will develop an understanding of relational databases through the use of queries to retrieve specific fields and records and will learn to appreciate the accuracy and integrity of stored data by incorporating referential and data integrity into relational databases.

CT 3670 Computer Networks

This course is designed to provide students with a comprehensive understanding of networking technologies, concepts and terminology. Students will learn about the equipment, technologies and topologies used in LANs and WANs. A variety of network equipment will be introduced and LAN architectures are covered. Wireless networking and handheld computing is also covered. Case studies and projects will be used to reinforce the concepts of network design. *Prerequisite: CT 2430 or Permission of instructor.*

CT 3710 (CO 3710) Introduction to Multimedia Productions

This course will introduce the basics of multimedia production. Students will learn how to organize and present information interactively and how to design the individual elements of a multimedia production, including images, text, and video.

CT 3730 (CO 3730) Writing for Multimedia

This course is designed to introduce the student to methods of writing for interactive multimedia which include Web pages, CD-ROMs, video games, etc. Material presented includes the role of the interactive writer, thinking interactively, interactive structure, script format, flowcharts, and the special

challenges of presenting information and stories interactively. Software useful to the interactive writer will also be introduced.

CT 3740 Java Programming

This course presents basic programming concepts using the Java programming language. Structured and object oriented programming techniques are presented and used to design and implement a variety of programming problems. *Prerequisite: CT 1510.*

CT 3820 Programming in C++

This course offers an introduction to the C++ programming language and provides an overview of programming concepts, design and an introduction to coding using the C++ language. The course has a focus on creating working computer programs in C++ and addresses fundamental concepts of analysis, design, testing, and code development. This course will prepare students for focused studies in any programming language. *Prerequisite: CT 1510.*

CT 3990 Topics in Computer Systems

A changing selection of courses offering a variety of specialized applications of computer technology and contemporary situations. *May be repeated for credit with different topics. Prerequisite: Permission of instructor.*

CT 4110 Computer Security

This course is designed to help consumers and institutions ward off this ever-growing threat and to react quickly and effectively to recover from this type of crime. Different levels of security on the Internet are discussed and what to watch out for, prevention methods for ISPs and methods of testing these prevention techniques. Topics include consumer cyber-liabilities and the deployment of security technologies including biometrics, digital signatures using smart and optical cards, and encryption. *Prerequisite: CT 2430 or permission of instructor.*

CT 4111 Network Security

This course in network security provides an authoritative overview of security for every type of system, from traditional centralized systems to distributed networks and the Internet. The course includes topics on state-of-the-art networking; cryptography; program and operating system security; administration; legal, privacy, and ethical issues, and much more. The course will describe each important area from a user's point of view and lays out the security vulnerabilities and threats. *Prerequisite: CT 2430 or permission of instructor.*

CT 4210 Advanced Web Programming

This course covers advanced Web programming using server-scripting languages. The course will help learners understand data types and structures in computer programming, and become familiar with advanced algorithms. The course will further develop learners' problem-solving skills in terms of task analysis, procedural thinking, trouble-shooting, and project management. *Prerequisite: CT 2750.*

CT 4320 Data Structures

This course deals with the fundamentals of organizing and manipulating data efficiently using clean conceptual models. Students study many of the important conceptual data types, their realization through implementation, and analysis of their efficiency. Implementations in this course are carried out in the Java programming language, but the principles are more generally applicable to most modern programming environments. *Prerequisites: MT 2510 and CT 3740 or 3820.*

CT 4540 Systems Analysis and Design

This course provides a methodical approach to developing computer systems including systems planning, analysis, design, testing, implementation and software maintenance. Emphasis is on the strategies and techniques of systems analysis and design for producing logical methodologies for dealing with complexity in the

development of information systems.
Prerequisites: Junior standing.

CT 4710 Web Publishing and Design

This course will teach students how to write and design text, graphics, animation, and video for the web and other online services. Students will design and implement interactive web sites that include the use of Cascading Style Sheets to manipulate text properties to achieve professional, effective results with quick download time and the use of color, text, and graphics to communicate and guide the reader through a site. Additional topics include testing web sites in a variety of browsers, the advantages and disadvantages of designing web pages with frames, the use of forms to collect data, and transferring files to a web server from the local computer to update websites.
Prerequisite: CT 2750 or permission of instructor.

CT 4720 Computer System Architecture

This course will introduce you to fundamental concepts and principles in computer architecture and operating systems. Architecture concepts will include computer abstractions, cost-performance tradeoffs, instruction set design, data path and control design, pipelining and memory hierarchies. Operating system concepts will include processes, scheduling, file system design, protection and security. *Prerequisite: CT 3740 or CT 3820.*

CT 4810 Directed Study in Computer Information Systems

Variable credit (1-4)

Course of study to be arranged between faculty and student(s) in the field of Computer Information Systems beyond regular course offerings. *Prerequisite: Permission of instructor. May be repeated for credit. Variable credit (1-4), depending on contract.*

CT 4830 Independent Study in Computer Information Systems

Variable Credit (1-4)

Advanced, independent study of a specific topic beyond regular course offerings. Course of study to be arranged with a faculty member. *Prerequisite: Permission of instructor. Variable credit (1-4), depending on contract.*

CT 4910 Internship in Computer Information Systems

Variable Credit (1-12)

Potential interns must meet the College-wide internship requirements and must be approved by the computer information systems faculty. An internship may be taken by qualified students on a semester, year, or summer basis. *Prerequisites: Permission of instructor, and junior/senior status. Variable credit (1-12), depending on contract.*

CT 4920 Practicum in Computer Information Systems

Variable Credit (1-12)

The practicum is designed to provide the student with an experiential learning experience in an area within computer information systems based on interest and availability. The practicum can be completed either on- or off- campus. *Variable credit (1-12).*

Creative Writing

B.A. Degree in Creative Writing

The Study of Creative Writing

The goal of the Creative Writing major at New England College is to prepare students for a professional writing career and/or to prepare students for graduate work in the creative arts.

Students will approach Creative Writing as a craft-based discipline rooted in the study of literature and writing. Through genre workshops and literature courses students will gain the analytical, critical and creative skills necessary to develop an informed practice of craft and, as a result, produce original works grounded in the historical and theoretical knowledge of the discipline. In this context, the Creative Writing curriculum emphasizes the authenticity and integrity of public voice.

All students in the Creative Writing program begin with a common set of core courses which introduce, examine and facilitate practice in a variety of creative writing genres. As a student progresses through this core they will, in consultation with the department faculty and their faculty advisor, identify, develop and pursue a full course of study which best serves to facilitate a close examination and revision of their creative work. As part of the Senior Seminar, all majors are expected to compile a professional manuscript in a specific or blended genre which demonstrates their understanding of and dedication to the practice of their craft.

In addition to their coursework, students are encouraged to engage in more extensive learning opportunities such as public readings, internships with regional writing organizations, community literacy projects, and taking on leadership roles with *The Henniker Review*, *The NewEnglander*, or other regional literary publications. The rich literary tradition at New England College

provides superior opportunity for such engagement in the literary arts.

The breadth of curricular approaches offered within this major allows for a significant level of interdisciplinary study. Students who are interested in Creative Writing in conjunction with another major will work closely with faculty advisors in each discipline to develop a comprehensive plan of study that will enhance their knowledge and integrate professional practice in each discipline while completing the individual requirements for both courses of study.

Students interested in a teaching career involving Creative Writing curriculum should consult the Education Department Program in Secondary Education for requirements.

Learning Outcomes

Upon successful completion of the course, students completing the Creative Writing program should be able to:

- Recognize, identify, appreciate and discuss the different genres of writing and their inter-relationship.
- Critically read, analyze, and interpret complex texts be they in prose or verse.
- Effectively participate in peer reviewed workshops.
- Explain with clarity the relation of literature and creative writing to history and culture.
- Identify and discuss literary and artistic movements and their impact on social conditions and other fields of study.
- Use effective rhetorical strategies, along with proper grammar and punctuation, for academic, creative, esthetic, personal, practical, and social purposes.
- Perform scholarly research using proper documentation and apply the terminology of the field of creative writing and literature with confidence.
- Write creatively and have a distinct

- personal point of view.
- Apply the principles and concepts of field to new and unexpected situations.
- Appreciate and be able to communicate the esthetic value and importance of creative writing and literature.

Requirements to Major in Creative Writing

Grades of C- or better are required for any course credit to count toward the major in Creative Writing. Unless otherwise noted, all courses listed are 4 Credits, unless otherwise noted.

ALL CREATIVE WRITING MAJORS MUST COMPLETE THE FOLLOWING COURSE REQUIREMENTS (48 credits)

CW Core Courses:

- CW 1100 – Introduction to Creative Writing
- CW 3200 – 21st Century Digital Writing
- TH 2520 – Speech for the Performer
- CW 2520 – Performance Practicum
- CW 4100 – Practicum in Creative Writing
- CW4300 – Senior Seminar and Topics
- EN1930 – Survey of American Literature

Genre Workshops:

Take two courses from the following list:

- CW2100 (EN3540): Short Story Workshop
- CW2110 (EN3520): Poetry Workshop
- CW2120 Creative Nonfiction Workshop

Advanced Genre Workshops:

Take one course from the following list:

- CW3100 Advanced Short Story Workshop
- CW3120: Advanced Nonfiction Workshop
- CW3120: Advanced Nonfiction Workshop

Literary Movements

Take one course from the following 2000 level literary movements courses.

- EN 2000: Topics in Literary Movements
- EN 2001: Topics in Modern Literary Movements
- EN 2003: Topics in Contemporary Literary Movements
- EN 2080 The American Short Story Since 1945
- EN 2140 Existential Literature: The Individual Against the System
- EN2850 Modernism: Revolt and Discovery

Take one course from the following 3000 level literary movements courses.

- EN3000 Topics in Literary Movements
- EN3020: The Romantic Movement
- EN3860 Post-Modernism: Irony Takes Center Stage

Select one course from following:

- EN 2070 Comparative Mythology
- CO3120 Journalism: Feature Writing Workshop
- TH 2430 Survey of Western Drama
- TH 3420 Play Analysis
- EN3950 (TH 3950): Shakespeare

Minor in Creative Writing (20 credits)

All students must take:

- CW1100: Introduction to Creative Writing
- CW2520: Performance Practicum (2 credits)
- TH 2520: Speech for the Performer (2 credits)

Take one course from the following level literary movements courses.

- EN 2000: Topics in Literary Movements
- EN 2140 Existential Literature: The Individual Against the System

- EN2850 Modernism: Revolt and Discovery

Take two courses from the following :

- CW2100: Short Story Workshop
- CW 2110: Poetry Workshop
- CW2120: Creative Nonfiction Workshop

Experiential Learning Component

Students are encouraged to engage in more extensive learning opportunities such as public readings, internships with regional writing organizations, community literacy projects, and taking on leadership roles with *The Henniker Review*, *The New Englander*, or other regional literary publications. The rich literary tradition at New England College provides superior opportunity for engagement in the literary arts.

<i>Creative Writing Suggested Course Sequence</i>			
Below is a suggested course sequence for the major. Due to the number of different course options available for fulfilling several requirements in the Creative Writing major, the sequence below has been constructed in a manner that actually presents a series of different paths toward graduation. In light of such variety, it is incredibly important that each student meet with his/her advisor to work out a specific course schedule each year.			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
CW1100 (Intro to Creative Writing)	EN1930 (Survey of American Literature)	TH2530 (Speech for the Performer) CW2520 (Performance Practicum)	CW4100 (Practicum in Creative Writing)
WR 1010	Workshop: CW2100 or CW2110 or CW2120 OR Elective	Elective	3000 Level Literary Movements Course OR Advanced Workshop: CW3100 or CW3110 or CW3120
LAS1110 (LAS 1) or LAS1120 (LAS 2)	LAS or Elective e	Elective in Major OR General Elective	Elective
Elective	LAS or Elective	LAS or Elective	LAS or Elective
LAS 1000			
Spring	Spring	Spring	Spring
2000 level Literary Movements Course	Workshop: CW2100 or CW2110 or CW2120 OR Elective	3000 Level Literary Movements Course OR Advanced Workshop: CW3100 or CW3110 or CW3120	CW4300 (Senior Seminar and Topics)
Workshop: CW2100 or CW2110 or CW2120	Elective in Major OR General Elective	CW3200 (21 st Century Digital Writing) OR Elective	CW3200 (21 st Century Digital Writing) OR Elective
Elective	Quantitative Literacy Requirement	LAS or Elective	CW4100 (Practicum in Creative Writing) OR Elective
LAS1110 (LAS 1) or LAS1120 (LAS 2)	LAS or Elective	LAS or Elective	Elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

CW 1100 (EN 2570): Introduction to Creative Writing: This course is a writing workshop that exposes students to the various genres of creative writing such as poetry, fiction, non-fiction and drama. *This course satisfies the LAS 3 Creative Arts requirement. This course is offered every semester.*

CW 2100 (EN3540) Short Story Workshop
Students submit their own short stories for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a short story portfolio. *Prerequisite: CW1100 or WR 1010*

CW 2110 (EN3520): Poetry Workshop
Students submit their own poems for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a poetry portfolio. *Prerequisite: CW1100 or WR 1010*

CW 2120: Creative Nonfiction Workshop
The Creative Nonfiction Workshop asks writers to examine the relationship of narrative identity in the context of the creative writing process. Specific focus is given to autobiographical consciousness and subtext, the narrative arc and formation of identity of the self and others. Students submit work for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a Creative Nonfiction portfolio. *Prerequisite: CW1100 or WR 1010*

CW 2520 Performance Practicum
This course works in conjunction with TH2520 as a seven-week course to put into practice the skills gained in Speech for the Performer. Working with Creative Writing faculty, students work collaboratively with peers to create, publicize and present their work at a public reading at the college. *This*

course is offered as Pass/No Record. Offered the second seven weeks of every fall.

CW 3100 Advanced Short Story Workshop
Advanced writing students may work with the 2100 workshop and/or independently with a faculty mentor as they work on an individually designed original manuscript with a focus on publication (publication not required). *Prerequisite: CW2100 and one of either CW2110 or CW2120. Not Open for Students Who have taken EN 4540.*

CW 3110 Advanced Poetry Workshop
Advanced writing students may work with the 2110 workshop and/or independently with a faculty mentor as they work on an individually designed original manuscript with a focus on publication (publication not required). *Prerequisite: CW2110 and one of either CW2100 or CW2120. Not Open for students who have taken EN 4520.*

CW 3120 Advanced Nonfiction Workshop
Advanced writing students may work with the 2120 workshop and/or independently with a faculty mentor as they work on an individually designed original manuscript with a focus on publication (publication not required). *Prerequisite: CW2120 and one of either CW2100 or CW2110.*

CW 3200 21st Century Digital Writing
Students receive instruction in creating a professional digital-based writing project to explore a specific research-based issue relevant to their work as creative thinkers. Attention is given to ethics and public voice, professional research skill, and editing for publication. *Prerequisite: WR1010 and CW 1100. This course is offered every other spring semester.*

CW 4100 Practicum in Creative Writing
Students are required to take a four-credits Practicum within the following areas listed below. Practicum work at another magazine/organization may be allowed with Creative Writing Department approval. Students will work with a faculty mentor to

create an individualized plan for successful completion. *Prerequisite: 60 Credits earned.*

- **The Henniker Review:** *The Henniker Review* is an annual literary magazine showcasing regional writers and artists. NEC Students are able to be involved in areas of editing, marketing, design and publication
- **The New Englander** *The New Englander* is New England College's student newspaper. Writers, photographers, and editors are current NEC students who research and collaborate on interesting news, sports scores, and all things NEC. The paper is printed locally and distributed throughout campus for the entire community.
- **Edge Sports** *Edge Sports NH* is a commercial magazine operated by students and distributed through the New Hampshire Department of Travel and Tourism welcome centers. Students will be able to apply knowledge of outdoor sports or sales or writing or photography or PhotoShop and InDesign within the context of a real, operating business model.

CW4300 Senior Seminar and Topics: The Senior Seminar course is designed to prepare students for careers in Creative Writing and/or graduate school study. Students are required to complete a professional manuscript of creative work in addition to an annotated bibliography of literature read during their program of study. Specific areas covered in the course also include publishing and career topics applicable to student success. *Prerequisite: 90 Credits earned and one advanced genre workshop. Offered every year in the spring.*

EN1930 Survey of American Literature
This course compresses in one semester a survey of the works of major writers of literature and literary movements in America. Beginning with Native American voices, this course will progress through the 18th and 19th centuries to modern times. Though this

course focuses on the major American writers and movements, it does not ignore the importance of some of the unrecognized voices that have helped shaped American literature. *This course is offered every fall.*

EN 2000 Topics in Literary Movements

This course will examine the writers and criticism associated with that particular literary movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined. *(May be repeated with permission)*

EN 2001 Topics in Modern Literary Movements

This course will examine the writers and criticism associated with that particular modern literary movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined. *(May be repeated with permission)*

EN 2002 Topics in Contemporary Literary Movements

This course will examine the writers and criticism associated with that particular contemporary literary movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined. *(May be repeated with permission)*

EN 2080 The American Short Story Since 1945

This course is both a detailed survey of the American short story since World War II, and an exercise in creative writing. The student, through rewriting the assigned stories will come to understand the changes in form from the inside out. As such, it offers literary background to creative writing students. This course satisfies a Creative Writing requirement.

EN 2070 Comparative Mythology

This course is an in depth study of the importance of creation myths, myths of destruction and of re-birth, quest myths of the hero, the recurring theme of the theft of fire, the importance of the goddess in earlier myths, and her relative abdication in favor of god(s) in later ones. Diverse peoples the world over seem to dream using similar archetypal images. We will examine what this fact may suggest. What could be the implications of such a phenomenon? In addition, this course will help the students decipher works of art and literary texts by identifying often obscure myth references in them. Our approach will be comparative and thematic using examples from several diverse cultures.

EN 2140 Existential Literature: The Individual Against the System

Existential literature dramatically illustrates the human being's confrontation with his/her existence with all its complexities. The emphasis in this course is on well-known existential writers, such as Kierkegaard, Dostoevsky, Kafka, Nietzsche, Ortega, Sartre, Simone de Beauvoir, Neruda, and Camus, but not limited to them. The students will examine how this philosophy has become so closely linked to the almost all artistic works of the 20th Century.

EN 2850 Modernism: Revolt and Discovery

Modernism is an elusive term difficult to define, and even more difficult to confine to a specific time in history. Yet it is universally accepted that some profound changes were already afoot around the turn of the 20th century in the related fields of art and literature, not to mention technology. We will examine what factors contributed to this upheaval of society and the arts. We will discuss what impact these changes have had on our world today. We will do this through carefully selected texts, art pieces, and music, from Avant-garde, to Cubism, to Surrealism

and beyond. (*Not open to student who have taken EN 4850.*)

EN 3000 Advanced Topics in Literary Movements

This course will examine the writers and criticism associated with that particular literary movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined. (*May be repeated with permission*)

EN3020 The Romantic Movement

This course will introduce the students to the movement called Romanticism as it will examine the major works of British literature of the period. It will branch out to include works by European writers of the same period, such as Goethe, Baudelaire, Rimbaud, and Lermontov.

EN3860 Post-Modernism: Irony Takes Center Stage

Postmodernism seems to be a self-consciously contradictory phenomenon. It is as much about attitude as it is about negation of attitude. It is about trying to find meaning in a world where none may exist. Postmodernism seems to dominate the period after WWII, and irony dominates most of the works of art and literature of that period. The students will try to find the reasons as to why this may be so, as well as examine what Postmodernism may be heralding for the future by reading and analyzing carefully selected works of art, criticism, literature, and music. (*Not open to students who have taken EN 4860.*)

EN 3950 (TH 3950) Shakespeare

Studies in the tragedies, comedies, history, and problem plays of William Shakespeare from the perspectives of both literature and theatre, with an emphasis on the performance of the literary work. *This course is offered every other fall.*

C03120 Journalism: Feature Writing

Workshop: Feature articles are longer pieces that integrate research and reporting with stylistic techniques learned from great fiction. The course begins with a month of readings exploring different genres (travel, sports, music, politics, etc.), styles (profile, personal narrative, etc.), history (new journalists of the 60s and 70s like Thomas Wolfe and Hunter S. Thompson), and craft (feature leads, editing, organization, etc.). Informed and inspired, students then workshop their own articles, receiving constructive criticism from classmates. This course generates dynamic features for the college newspaper, *The New Englander*. *This course is offered every other spring.*

TH 2430 Survey of Western Drama

A text-centered investigation of drama, the physical theatre, and modes of production from the ancient Greeks to the 21st century. *This course is offered every spring.*

TH 2520 Speech for the Performer

A concentrated course that continues the work of Character Development with particular emphasis on speech and voice work. The fundamentals of voice work including relaxation, alignment, breath awareness, and the strengthening of resonance and tone will be explored. Students will apply voice work to various classical and contemporary texts. *Offered the second seven weeks of every fall. (2 Credits).*

TH 3420 Play Analysis

An in-depth examination of script analysis utilizing plays representative of a variety of genres and time periods. We will utilize a detailed process of evaluating a play's structure and content through the examination of triggers and heaps, stasis and intrusion, obstacle and conflict, forwards, character, images, and themes. *This course is offered every fall.*

Criminal Justice

B.A. Degree in Criminal Justice

The Study of Criminal Justice

The criminal justice major emphasizes a multi-disciplinary and experiential approach to crime, justice, and the reduction of violence. It is a liberal arts major, requiring students to think critically, contemplate and appreciate alternative viewpoints, and communicate effectively. It encourages students to take both an analytical and experiential approach to criminal justice.

The major shows students the “working side of the street,” encouraging them to interact with people on the front lines of the criminal justice system and to confront real-life issues. Courses in the major take students to criminal justice sites, such as corrections facilities, police departments, courts, and community agencies. Classes involve guest speakers who will discuss first-hand experiences with specific aspects of criminality and crime prevention.

Students who complete the criminal justice major may go on to careers in law enforcement, corrections, social services, the justice system, or law. Regardless of student career track, the study of criminal justice provides a deeper understanding of crime and justice in contemporary American society.

Learning Outcomes

Students who graduate with a degree in Criminal Justice should be able to:

- Articulate the purpose, structure, and function of the American criminal justice system, including the roles of its major components, law enforcement, the courts and the corrections system.
- Identify and discuss the foundation of our system of laws.
- Compare and contrast the prominent psychological and sociological theories of crime causation, criminal behavior, crime control, and punishment.

- Explain how the substantive and procedural criminal law affects the practices of law enforcement, the courts and corrections, and the protection of citizens’ civil rights and liberties.
- Identify and explain ethical principles applicable to criminal justice professionals and how the concepts of ethics, morality and justice apply to law enforcement practice and the trial process.
- Demonstrate analytical and problem solving skills in reading and writing about issues in law and criminal justice, and, proficiency in the application of principles necessary for competence in the profession.
- Demonstrate an understanding of the basic principles of research by analyzing and applying information gathered from scholarly sources and applying it in a variety of problem-solving and decision-making situations.
- Effectively present the results of research and analysis orally and in writing that demonstrates competence in the use of standard English conventions, including grammar and other mechanics, organization, and proper attribution.

Requirements to Major in Criminal Justice

(44 Credits)

Students must complete each of the listed Core Courses and two of the electives described below. Students must pass Introduction to Criminal Justice with a grade of C- or higher in order to be eligible to take courses above the 1000 level. A student may not earn more than two grades below a C- within the core requirements for the major.

Criminal Justice Core Courses

(36 Credits)

- CJ 1110 - Introduction to Criminal Justice
- CJ 1130 - Criminology

- PS 2310 – Statistics for the Social Sciences
- CJ 2320 - Criminal Justice Ethics
- CJ 3010 - Corrections
- CJ 3140 - Criminal Law
- CJ 3210 - Contemporary Law Enforcement
- CJ 2130 Criminal Procedure *or* PO 4310 Constitutional Law
- CJ 4000 - Issues in Professional Practice: Criminal Justice

**Criminal Justice Elective
(8 Credits) Students may choose any two electives from the following list**

- CJ 1140 - US Legal Systems
- CJ 2110 - Criminal Justice Administration
- CJ 2120 - Gangs
- CJ 2130 – Criminal Procedure
- CJ/PS 3110 - Juvenile Delinquency & Youth at Risk
- CJ 3150 - Victimology
- CJ 3160 – Profiling Criminal Behavior
- CJ/PS 3170 - Forensic Psychology
- CJ 3180 - Criminal Investigations
- CJ 3910 –Terrorism
- PO 4310 – Constitutional Law
- CJ 3990 - Topics in Criminal Justice
- CJ 4910 - Internship (Only 4 Credits may be used for the Elective Requirement)

Requirements to Minor in Criminal Justice (20 credits):

- CJ 1110 - Introduction to Criminal Justice
- CJ 1130 – Criminology

Plus One of the following courses:

- CJ 3140 - Criminal Law;
- CJ 2130 - Criminal Procedure;
- PO 4310 - Constitutional Law

Plus Two upper level CJ electives (*at least one course must be at the 3000 level or higher*) may be selected from either the courses listed under the **Criminal Justice**

Core Courses and/or the courses listed under **Criminal Justice Electives**.

Experiential Component

In addition to a strong academic foundation, Criminal Justice courses offer a variety of experiences designed to introduce students to professionals in law enforcement, law and corrections and to engage them in the practical aspects of each institution. Frequent guest speakers help students make connections between what they are learning and its application in the real world. Classes may involve trips to state correctional facilities and local trial and appellate courts. Subject-specific classes, such as Criminal Investigations, require students to combine the techniques of crime scene analysis with the principles of criminal procedure, and ultimately demonstrate their knowledge by analyzing a mock crime scene as a final examination. Our internship program has placed qualified students in a variety of State and local law enforcement agencies, with prosecutors and victim/witness coordinators, in juvenile facilities, and at the NH State Prison. Finally, Issues in Professional Practice, the capstone class, requires graduating seniors to interview working professionals in the student's particular area of interest, to research contemporary issues in criminal justice and present their findings at an open forum, and, to participate in a mock oral board (hiring) exercise conducted by a panel of professionals from the criminal justice field. Overall, with a combination of academics and experience, students are well-positioned to succeed in the field.

Criminal Justice Suggested Course Sequence

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year. Below is a suggested course sequence for the major:

First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
CJ 1110 or CJ 1130	LAS Elective	CJ 3140 Criminal Law	CJ Electives
WR 1010	CJ 3120 Contemporary Law Enforcement	PS 2310 Statistics for Social Sciences	LAS 3110 (LAS 7)
LAS 1110 (LAS 1)	LAS 2110 (LAS 3)	LAS 2130 (LAS 5)	Elective
Elective	Elective	Elective	Elective
LAS 1000			
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS 2120 (LAS 4)	PO 4310 Constitutional Law	CJ 4000 Issues in Professional Practice
CJ 1110 or CJ 1130	CJ 3010 Corrections	LAS 2140 (LAS 6) or CJ 2320 CJ Ethics	Elective
Elective	CJ 2130 Criminal Procedure	Elective	Elective
Elective	PS 2310 Statistics for Social Sciences or Elective	Elective	Elective

Course Description

All undergraduate courses are 4 credits unless otherwise noted.

CJ 1110 Introduction to Criminal Justice

An overview and analysis of the key components of the criminal justice system: law enforcement, criminal law and the courts, and corrections.

CJ 1130 Criminology

Criminology is the study of the causes of crime. This course will examine the evolution of the predominant theories of crime causation, from the perspectives of choice, biology, psychology and social forces. Students will also consider how theories of crime causation affect social policy and law.

CJ 1140 U.S. Legal Systems

This course provides an introduction to the American Legal System, including its history, philosophy, and practices. Students will consider the structure and function of the legal system, several substantive areas of the law (e.g., torts and contract law), and the dynamic relationship between law and social policy.

CJ 2110 Criminal Justice Administration

This course is an introduction to the theories and practices of public administration, both generally and in criminal justice agencies. Traditional and contemporary organizational theories and public management issues are examined, including administrative accountability, responsibility and values. *Prerequisite: CJ 1110.*

CJ 2120 Gangs in America

Of the variety of criminal justice issues facing American society in the 21st century, none has a greater potential to threaten a free and democratic society than organized crime and gangs. Organized crime and gangs is not an isolated American phenomenon but has global origins and implications challenging all types of societies, economies, political structures, and criminal justice systems as it relates to violence, criminal activity, enterprising, and corruption. This course will offer a historical, sociological, economic, and legal analysis and perspectives of both national and international diversity of gangs in America. *Prerequisites: CJ 1110 and CJ 1130. Minimum 30 credits earned.*

CJ 2130 Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the 4th, Fifth, Sixth and 4teenth Amendments of the Constitution and their application in the criminal justice system from arrest to conviction. Students will examine the evolution and continued interpretation of these amendments by reading and discussing the important US Supreme Court cases that have shaped procedural law. Topics to be covered include search and seizure, exceptions to the warrant requirement, the exclusionary rule, the Miranda decision, confessions and interrogation practices. *Prerequisite: CJ 1110.*

CJ 2320 Criminal Justice Ethics

This course introduces basic ethical theories, emphasizing how ethical theory can be applied to contemporary problems in law enforcement, corrections and adjudication. Topics covered include criminal justice policy, the ethics of law enforcement, court processes, and corrections. *Prerequisite: CJ 1110. Offered every Spring.*

CJ 3010 Corrections

This course provides a historic and philosophical overview of corrections in America. Students consider the correctional process, the types of detention facilities, and

the rights of sentenced offenders. Probation, parole, and rehabilitation programs will also be examined. *Prerequisite: CJ 1110. Offered every Spring.*

CJ 3110 (PS 3110) Juvenile Delinquency & Youth at Risk

What makes an at-risk-child become a juvenile delinquent versus a solid citizen? This class looks at developmental, environmental, social and physical/health issues that impact the life of children and influence the direction in which their lives may go. We will discuss relevant political issues, resiliency, education, and medical practices. We will look deeply into the corrections and social services agencies to analyze what is being done as well as what should be or should not be done to change things. The course will challenge your beliefs, ignite your curiosity, and with any luck at all, get you motivated to make a change in someone's life.

CJ 3120 Profiling Criminal Behavior

"Criminal profiling" refers to strategies which provide law enforcement and courts with information about the characteristics of an individual who may have committed a crime. This course considers the psychological assumptions, investigatory methods, and legal considerations related to various strategies for understanding and apprehending violent and serial offenders. *Prerequisite: CJ 1110 and any CJ or PS 2000-level course.*

CJ 3140 Criminal Law

This course is designed to introduce students to the substantive aspects of criminal law. Students will examine the origins of criminal law, its role in society and the concept of criminal responsibility. In addition, we will discuss the sources of criminal law; the general principles of criminal responsibility; defenses; the specific element of numerous crimes including homicide, sex offenses, crimes against persons, and property crimes; and, philosophies of punishment; *Prerequisite: CJ 1110 or CJ 1130 and one*

additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall.

CJ 3150 Victimology

The course examines the role of the victim in the justice system - the evolution of victimology as a separate and distinct discipline and contemporary theories of victimology. To that end, we will consider: victim-offender relationships and victim precipitated crimes; the connection between demographics and the risk of victimization; the impact of the victims' rights movement on policy and legislation; victims of specific types of crimes such as rape, murder and stalking; the emergence of forensic victimology as an investigative tool; and victims of the criminal justice system-those wrongfully convicted of and imprisoned for crimes they did not commit.

Prerequisite: CJ 1110

CJ 3170 (PS 3170) Forensic Psychology

The goal of this course is to acquaint the student with the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior. Homicide will be presented, not as a unitary event, but as a complex behavior, with different phenomenology, psychopathology, and dynamics. The course focuses on a number of case studies that illustrate the complex psychological issues involved in domestic violence, hate crimes, sexual homicide, and the role of mental illness in crime. In addition, the course covers the relationship of psychology to the practice of law and justice and the role a forensic psychologist plays within the criminal justice arena. Concepts of personality assessment, expert testimony, and profiling of various offenders are discussed. *Prerequisite: Any 2000-level CJ or PS course.*

CJ 3180 Criminal Investigations

This course provides an in-depth examination of one of the most critical areas of traditional law enforcement: criminal investigations. Topics include techniques for the collection and preservation of physical evidence, crime

scene photography, blood spatter analysis, lifting and storing fingerprints, crime scene reconstruction and the investigative processes applicable to specific crimes. A number of guest speakers, each a law enforcement professional, will enhance students' understanding of the investigative process. *Prerequisite: CJ 1110.*

CJ 3210 Contemporary Law Enforcement

This course examines current law enforcement practices including community policing, theories of incarceration, minority group relations, constitutional issues, and the special problems associated with law enforcement in this decade. *Prerequisite: CJ 1110. Offered every Fall.*

CJ 3910 (PO 3910) Terrorism

This course is designed to introduce students to the study of terrorism and its challenges for national security. Students will explore numerous features of the subject including, but not limited to, definitional dilemmas, the origins and evolution of terrorism, tactical and targeting innovation, the psychology and characteristics of terrorist actors and counter-terrorism strategies employed by the Department of Homeland Security to protect against terrorist threat. Both international and domestic terrorist actors will be explored. *Prerequisites: CJ 1110 or PO 1110.*

CJ 3990 Topics in Criminal Justice

Special topics in the study of Criminal Justice at the intermediate level. *Course may be repeated for credit with different topics. Prerequisites: CJ 1110 and CJ 1130*

CJ 4000 Issues in Professional Practice: Criminal Justice

This capstone course prepares students for the challenges and responsibilities of professional practice and study in the field of Criminal Justice. Included is an exploration of future trends and opportunities within the discipline. Students will consider a number of theoretical and practical issues related to practice as a criminal justice professional, including transition to employment, the

development of analytic and problem solving skills, and the production and presentation of research which demonstrates proficiency in writing and information literacy. Because the final paper and presentation are essential in demonstrating such proficiency, students must complete the final paper and project with a grade of C- or better in order to pass this course. *Prerequisite: Minimum 90 credits earned. CJ majors only. Offered every spring.*

CJ 4110/PS 4110 Aggression Prevention

In this course we will briefly examine theories which focus on the causes of and methods to reduce aggression and violence, and then discuss recent trends in violence. We will travel to a number of different facilities (which usually include the Youth Development Center in Manchester, NH, State Prisons in Goffstown, Concord, and Laconia, and other similar sites). Guest speakers will discuss their own experiences with victimization, and/or with attempts to reduce violence within their agencies. *Prerequisite: One CJ or PS course at 2000 level or above.*

CJ 4810 Directed Study

Course of study to be arranged between faculty and student in the field of Criminal Justice. *Contract required; May be repeated for credit. Variable credit (1-4).*

CJ 4830 Independent Study

Advanced, independent study of a specific topic. Course of study to be arranged with a faculty member. *Contract required. Variable credit (1-4).*

CJ 4910 Internship

Students may complete internships in criminal justice organizations and agencies, or related areas. *Contract and prior approval required. Variable credit (1-16).*

Economics

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

EC 2110 Introduction to Macroeconomics

A study of basic tools and concepts of economic analysis necessary to study, understand, analyze, and evaluate fundamental operations and behavior of various economic agents at the aggregate macro level in a market based economy. Topics will include national income accounting and output determination; business cycle; employment and unemployment; price level and inflation; money and monetary institutions; government budgets and deficits; fiscal and monetary stabilizing policies; international trade and finance; growth theories; alternative policy mixes and competing schools of thoughts. All topics are presented in a framework hospitable to critical mode of thinking and helpful to development and enhancement of systematic investigative skills and logical reasoning required by decision-makers in addressing domestic and international macroeconomic issues.

Prerequisite: none.

EC 2120 Introduction to Microeconomics

A study of basic tools and concepts of economic analysis and principles necessary to study, understand, analyze, and evaluate behavior of various economic agents regarding production, exchange, pricing, and distribution of goods and services under free market constraints. Topics will include concepts of scarcity; economic way of thinking including marginal analysis; study of demand and supply; operation of a market including equilibrium price-quantity determination and resource allocation; theory of consumer behavior; theory of the firm and cost analysis; economic efficiency and market outcomes; perfect and imperfect market structures; resource markets; and cases and causes of market failure. All topics are presented in a framework hospitable to critical mode of thinking and helpful to

development and enhancement of systematic investigative skills and logical reasoning required by decision-makers in addressing domestic and international microeconomic issues. *Prerequisite: none.*

EC 2550 (ES 2550) Environmental Economics and Management

Economics is about the allocation of scarce resources. It is the language of commerce that is pervasive in our culture. As an introduction to economic principles applied to environmental protection, this course emphasizes economic tools used in managing the environment while also examining negative impacts of inappropriate economic development. Topics include the market economy, economic efficiency, environmental externalities, open access resources, government regulation of the economy, alternative measures of economic output, benefit-cost analysis, and global sustainable development. (2 Credit Course)

EC 2130 Contemporary Economic Issues

A critical probe of selected contemporary national and international economic issues. The selected issues will be explored, analyzed, and evaluated within the context of pertinent socio-economic underpinnings and competing ideological perspectives. The issues are drawn from five general categories: Labor and workplace; Social safety programs and policies; Free market operation and market failure; Government intervention and regulation; and Globalization and International trade. *May be repeated for credit.*

EC 2990 Topics in Economics

The study of a selected topic in economics. *Variable credit; course may be repeated for credit with different topics. Variable Credit (1-4)*

Education

B.A. Degree in Elementary Education

B.A. Degree in Secondary Education (English 5 - 12, Social Studies 5 - 12)

B.A. Degree in General Special Education K-12

B.A. Degree in Educational Communities

B.A. Degree in Physical Education

The Study of Education

The study of education at New England College contains two undergraduate options: 1) Educational Communities and 2) Teacher Certification. Upon entering the Education Program all students are considered to be Education majors. Students choose either the Educational Communities path or the Certification path. In order to apply to the Teacher Certification path students use the process described below. Students who decide that they want to work in educational settings in roles other than state certified teachers (e.g. teaching assistants, educators in the public sector – a museum, a not-for profit organization, educators in private schools, etc.) may choose the Educational Communities path for their program. Students who choose the Educational Communities portion of the program will work with their advisors and the Associate Dean of Education to tailor their program to meet their career goals.

New England College's teacher education programs are accredited by the New England Association of Schools and Colleges (NEASC) and the certification programs are approved by the New Hampshire State Board of Education. The teacher certification major is designed for students interested in elementary education, secondary education, general special education, principal (graduate only) or superintendent (graduate only) and who seek certification in New Hampshire and other states. The Educational Communities and certification majors are experience-based programs in which students understand and apply theories of teaching and learning in classrooms and beyond.

Students in New England College Education will:

- Learn to become an educator by working in schools, classrooms, and educational organizations through all 4 years of their program.
- Learn how to meet the individual needs of all learners, particularly those with special needs and those who are gifted.
- Create exciting, meaningful, and effective educational experiences that engage learners.
- Work collaboratively with others to identify and take thoughtful and effective action to solve community-based problems.

What is Teacher Certification?

In New Hampshire, as in most states, graduating from college with a degree in Education is not sufficient to become a teacher in the public schools of the state. One must also be certified to teach. Certification is obtained by meeting various state requirements covering general education (writing, mathematics, and the NEC General Education program) meeting the requirements of a major, meeting the requirements of an accredited Education Department (such as the one at New England College), and meeting specific state requirements in the particular area of education (elementary, secondary, special education, etc.) that a student wishes to pursue. These requirements are described below, along with a step-by-step process for being accepted into the Teacher Certification Program. The process may seem complicated, but each Education major at the College is assigned an advisor who will help him/her through the process.

Learning Outcomes

The teacher certification major is designed for students interested in certification in elementary education, secondary education, general special education, principal or superintendent. New England College recommends students for certification in New Hampshire upon successful completion all degree requirements. Students seeking certification in states other than New Hampshire are guided by the reciprocity agreements between New Hampshire and those states.

Those students who want to experience an educationally related career but who do not wish to become certified teachers may choose to major in Educational Communities. The non-certification program is designed to prepare students who wish to pursue a wide variety of careers in community-based education.

In the New England College program, students:

- gain a strong liberal arts background in English, mathematics, science, civics and government, economics, art, history, and geography;
- demonstrate proficiency in basic skills (reading, writing, viewing, performing mathematical operations, listening, speaking, and use of technology) and thinking skills (creative thinking, decision making, problem finding and solving, visualizing, reasoning, and knowing how to learn);
- develop their personal qualities of responsibility, self-esteem, sociability, self-management, integrity, and honesty;
- plan, implement, and assess teaching and learning in light of local, state, and national standards;
- gather and analyze information sources;
- work and communicate effectively with others to understand, negotiate, and influence complex systems in schools and communities;
- create and manage caring learning environments where students and

teachers are active and responsible citizens;

- become agents of change who can effectively identify and meet the needs of diverse learners and communities;
- develop an understanding of and responsibility to the global community;
- assess and apply knowledge and processes to new situations and problems that they encounter; and
- reflect on their practice and commit themselves to life-long learning.

State of New Hampshire General Education Requirements for Teacher Certification

To comply with New Hampshire general education requirements for teachers, students must successfully complete course work dealing with each of the following areas as stated in the requirements outlined by the New Hampshire State Department of Education: The General Education program shall include these core competencies:

Content competencies in the following areas necessary for college and workforce success:

- a. Language arts;
- b. Reasoning;
- c. Information literacy;
- d. Mathematics;
- e. Sciences;
- f. Social sciences; and
- g. The arts;

Creative competencies in the following areas:

- a. Creative expression;
- b. Critical thinking;
- c. Innovative and collaborative problem-solving; and
- d. Resourcefulness;

Communication competencies in the following areas:

- a. Languages;
- b. Digital media;
- c. Networking; and

d. Content creation technologies; and

Cultural competencies in the following areas:

- a. Cultural understanding;
- b. Taking responsibility for self and others;
- c. Adaptability and resilience;
- d. Ability to engage in productive teamwork; and
- e. Social and civic engagement.

The General Education requirements are fulfilled through the General Education program at NEC: Composition WR 1010, College Math, and LAS 1 through LAS 7.

General Requirements for Teacher Certification Majors

To meet state certification requirements, in addition to meeting the education department's requirements, all Education majors must also complete a content major. To meet state certification requirements, all secondary education majors select from the following list:

English 5-12

Social Studies 5-12

General Special Education certification majors must also major in one of the secondary certification areas or elementary education.

Elementary education majors have their major area of concentration in elementary education liberal arts/elementary content. However, those seeking certification K-8 must have a major area of concentration consisting of a minimum of 30 credits in social studies, English Language Arts, the sciences, or mathematics. The K-8 teacher certification candidate should work closely with their advisor to identify appropriate courses to meet this state requirement.

Beginning with the first year, students may obtain practical experience in teaching and working with students; field-based experiences and service-learning are

incorporated throughout the professional sequence. The teacher certification major at New England College includes a broad general education background in the liberal arts, integrated with a sequence of professional courses in education. All elementary and secondary education majors are required to take Praxis II prior to being eligible for student teaching and pass Praxis II in order to be eligible for certification.

Requirements for acceptance to the Teacher Certificate Programs.

STEP ONE

Register for and pass the CORE Academic Skills Test. For information about this test and how to register for it go to <http://www.ets.org/praxis/nh/>

STEP TWO

Enroll in ED 1980 Teacher Portfolio. Once successfully completed, enroll in ED 1992 Teacher Portfolio II providing the minimum requirements for acceptance have been met (see below). At the conclusion of this class the student will submit a completed e-portfolio to the Associate Dean of Education and if all requirements below are met will be scheduled for an interview.

Minimum requirements for acceptance are:

- grades of C or better in WR 1010, or, if the student is a conversion student, grades of C or better in at least one College Writing course;
- a grade of B or better in ED 2110 - Professional Practices in Education and Practicum I (undergraduate) or ED 5110 - Teachers as Leaders (graduate);
- completion of Math 1000 or above with a grade of C or better or, if the student is a conversion student, a grade of C or better in a college level math course;
- passing scores on the CORE Academic Skills Test;
- a minimum cumulative grade point average of 2.75 for acceptance into and retention in the teacher certification

major (undergraduate); a minimum cumulative grade point average of 3.0 for acceptance into and retention in the Masters of Education and teacher certification program;

- sophomore status (undergraduate) or completion of ED 5110 (graduate); and
- permission of the Associate Dean of Education.

Students will present their e-portfolio which will contain at a minimum:

- a copy of the student's transcripts,
- a letter introducing the faculty to the portfolio, what is in it, why the student selected what he/she chose, and points of interest,
- a table of contents (which is generated by e-Folio),
- the Intent to Major in Education form,
- A typed essay sharing the student's reasons for wanting to major in teacher certification and any personal experiences that have led the student to pursue a career in teaching (undergraduates). Graduate students may submit the essay that they included in their application to the Master of Education program,
- at least one letter of recommendation from a faculty member who is not in the Education Department. If the student is a graduate student, he/she may use the letters of recommendation submitted at the time of application to the Master's of Education program,
- a writing sample (each participant will be given one question to which he/she must respond in writing) - this sample must be scanned to be placed e-Folio;
- copies of mid-semester and final evaluations from Practicum experiences;
- at least two writing samples, one should be from a course other than education - graduate students may submit both samples from courses in education; and
- other materials the applicant believes attest to his/her qualifications and ability to major in education such as sample

lesson plans, photos, videos of the student teaching a lesson, etc.

The faculty in the Education Department will review the applicant's portfolio and the Associate Dean of Education will notify the applicant of his/her status. Those who are eligible to continue the application process will be invited to make an appointment for an interview. Those who are ineligible to continue or who need to make revisions to their portfolios will be asked to meet with their academic advisor to discuss alternatives.

STEP THREE

The applicant will be interviewed by at least two faculty members. Students will be evaluated for acceptance/retention into the teacher certification program and for recommendation for state certification using the basic criteria as set forth by the State of New Hampshire, which include:

- quality of scholarship;
- leadership potential;
- physical and mental health appropriate to the tasks to be performed;
- acceptable voice and speech characteristics;
- competency in oral and written English;
- competency in mathematics;
- participation in extracurricular activities;
- competency in the major area of study;
- competency in the professional sequence of study;
- successful performance in professional experiences; and
- personal characteristics.

Please Note: In order to be admitted to all phases of the teacher certification program, and finally to the profession, candidates must demonstrate the competencies implicit in the general criteria as stated above.

The applicant will be notified in writing of his/her status after the interview. If accepted, the student must keep the following in mind:

- to be retained in the major the student must maintain a minimum cumulative

- grade point average of 2.75 (undergraduate) and 3.0 (graduate);
- students are responsible for knowing the requirements that must be fulfilled to be eligible for certification;
 - the student must have an academic advisor in his/her major as well as an academic advisor in teacher education; and
 - all students must clearly identify their content major – secondary education majors may select English, social studies; K-6 certification candidates complete the elementary education liberal arts content major; K-8 certification candidates complete the elementary education liberal arts content major as well as 30 credits in social studies, English Language Arts, the sciences, or mathematics; general special education majors must also select elementary education or secondary education and fulfill all requirements associated with that area of certification.

Student Teaching

This is a field experience during which the student works as a fulltime supervised teacher in a school near the College. Students must be accepted to the major and obtain the permission of the Associate Dean of Education to enroll in student teaching and they must have taken Praxis II if required for their area of certification prior to being placed for student teaching.

Teacher Certification

Upon successful completion of the teacher certification program and graduation from New England College, and passing CORE Academic Skills test (all students), FOR test (elementary), and Praxis II (currently required of secondary education and elementary education majors) students will be recommended by the New England College Teacher Certification program to the New Hampshire State Department of Education for a “Beginning Educator’s Certificate.”

Certification is issued by the state upon completion of the on-line application, the application fee, and verification by the State of required test scores. Remember, when taking the CORE, FOR, and Praxis tests, you **MUST** have your scores sent directly to New England College as well as the New Hampshire State Department of Education, Bureau of Credentialing.

Criminal Record Check

All students engaging in field practica must meet the requirements of the State of New Hampshire criminal record check. See the Administrative Assistant or Associate Dean of Education for details.

Post-Baccalaureate Conversion

New England College also offers a post-baccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary, secondary, or general special education. The program is designed specifically for people who have completed a bachelor’s degree from a regionally accredited college or university and seek additional courses and student teaching to fulfill state certification requirements. Recognizing the unique educational backgrounds of each participant, New England College’s conversion program develops an academic plan that satisfies all of the required education courses for the student’s area of certification, as well as any additional courses in general education and/or content-related disciplines. In this program, it is also possible simultaneously to achieve certification and earn a master’s degree in education. Individuals interested in this program should contact the Office of Graduate and Professional Studies at 603.428.2252 for more information.

Requirements to Major in Educational Communities:

General Education Courses

- LAS 1110 - The Natural Environment – Understanding Our Place in the Natural World



- LAS 1120 – The Civic Environment – Democratic Values
- LAS 2110 - The Creative Arts
- LAS 2120 – Social Sciences
- LAS 2130 – Natural and Biological Sciences
- LAS 2140 – Humanities
- LAS 3110 - Global Perspectives
- LAS Elective
- Quantitative Literacy
- WR 1020 - Composition

Education Courses

- ED 1110 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED/PS 2130 - Educational Psychology
- ED 2160 - Technology in Education (2cr)
or ED 2165 - Creating Interactive Lessons (2cr)
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation (2cr)
- ED 3184 - Classroom Assessment (2cr)
- ED 3265 - Educational Law (2cr)
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4920 - Field Experience (Variable Credit)

Educational Communities Major

- ED/MT 2121 - Math Content for Elementary Teachers* (2cr)
- ED 2190 - Curriculum & Methods of Teaching Multicultural Literature for Children and Youth*
- ED 3186 - Methods of Teaching Reading in the Content Area 5-12* (2cr)
- PS 1110 - Introduction to Psychology
- PS/SO 2050 - Social Psychology*
- Psychology Elective (See Advisor)

**Or courses determined by student and advisor as being more appropriate to the student's career goals.*

Requirements to Major in Special Education Teacher Certification

In addition to the aforementioned general goals and competencies and those specific competencies for elementary education or secondary education, students who complete the special education teacher certification program will have met the standards as listed in ED 609 General Education Studies, ED 610 Professional Education, and ED 612.07 Special Education Programs

http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html.

Please note: All students seeking special education teacher certification must also be certified in elementary or secondary education.

Please Note: Students seeking teacher certification must receive grades of C or better in all courses required for their major except ED 2110 - Professional Practices in Education and Practicum I (undergraduate) or ED 5110 Teachers as Leaders (graduate), ED 3270 Special Education Procedures and Practicum II or ED 5270 Special Education Procedures (graduate), ED 4111 Elementary Methods Practicum III (undergraduate) or ED 6111 Elementary Methods Practicum III OR ED 4169 Secondary Methods Practicum III (undergraduate) or ED 6169 Secondary Methods Practicum III (graduate) in which a grade of B or better is required.

General Education Courses

- LAS 1110 - The Natural Environment – Understanding Our Place in the Natural World
- LAS 1120 – The Civic Environment – Democratic Values
- LAS 2110 - The Creative Arts
- LAS 2120 – Social Sciences
- LAS 2130 – Natural and Biological Sciences
- LAS 2140 – Humanities
- LAS 3110 - Global Perspectives
- LAS Elective

- Math 1020 or above
- WR 1010 - Composition

Education Core Courses

- ED 1110 - Multicultural Education
- ED 1980 - Teacher Portfolio (1cr)
- ED 1992 - Portfolio II: Applying to the Major (1cr)
- ED 2110 - Professional Practices in Education and Practicum I
- ED/PS 2130 - Educational Psychology
- ED 2160 - Technology in Education (2 cr)
Or ED 2165 - Creating Interactive Lessons (2cr)
- ED 2170 - Introduction to Special Education*
- ED 3182 - Standardized Assessment and Evaluation* (2cr)
- ED 3184 - Classroom Assessment and Evaluation* (2cr)
- ED 3265 - Educational Law * (2cr)
- ED 3270 - Special Education Procedures and Practicum II*
- ED 3280 - Differentiation of Instruction and Assessment*
- ED 4110 – Curriculum and Instruction
- ED 4111/4169 – Methods Practicum III
- ED 4880 - Special Education Student Teaching and Seminar

* Core Education and Special Education courses.

SPECIAL EDUCATION COURSES

ED 2170 - Introduction to Special Education*

- ED 3182 - Standardized Assessment and Evaluation* (2cr)
- ED 3184 - Classroom Assessment and Evaluation* (2cr)
- ED 3186 - Methods of Teaching Reading in the Content Area 5-12* (2cr)
- ED 3265 - Educational Law* (2cr)
- ED 3270 - Special Education Procedures and Practicum II*
- ED 3280 - Differentiation of Instruction and Assessment*
- ED 4150 - Diagnostic and Remedial Reading (2cr)

* Core Education and Special Education courses.

Elementary or Secondary Education Courses

See the appropriate section for requirements.

Requirements to Major in Secondary Education: English Teacher Certification Program

In addition to the aforementioned general goals and competencies, students who complete the English Language Arts teacher certification program will have met the standards as listed in ED 609 General Education Studies, ED 610 Professional Education, and ED 612.05 English Language Arts 5-12

http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html.

Please Note: Students seeking teacher certification must receive grades of C or better in all courses required for their major except ED 2110 - Professional Practices in Education and Practicum I (undergraduate) or ED 5110 Teachers as Leaders (graduate), ED 3270 Special Education Procedures and Practicum II or ED 5270 Special Education Procedures (graduate), ED 4111 Elementary Methods Practicum III (undergraduate) or ED 6111 Elementary Methods Practicum III OR ED 4169 Secondary Methods Practicum III (undergraduate) or ED 6169 Secondary Methods Practicum III (graduate) in which a grade of B or better is required.

GENERAL EDUCATION COURSES

- LAS 1110 - The Natural Environment – Understanding Our Place in the Natural World
- LAS 1120 – The Civic Environment – Democratic Values
- LAS 2110 - The Creative Arts
- LAS 2120 – Social Sciences
- LAS 2130 – Natural and Biological Sciences
- LAS 2140 – Humanities

- LAS 3110 - Global Perspectives
- LAS Elective
- Math 1020 or above
- WR 1020 - Composition

EDUCATION CORE COURSES

- ED 1110 - Multicultural Education
- ED 1980 - Teacher Portfolio (1cr)
- ED 1992 - Portfolio II: Applying to the Major (1cr)
- ED 2110 - Professional Practices in Education and Practicum I
- ED/PS 2130 - Educational Psychology
- ED 2160 - Technology in Education (1-3cr)
- Or ED 2165 - Creating Interactive Lessons (2cr)
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation (2cr)
- ED 3184 - Classroom Assessment and Evaluation (2cr)
- ED 3265 - Educational Law (2cr)
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (If also doing Special Ed. Student Teaching ED 4880 - 6cr & 6cr)

Requirements to Physical Education Teacher Certification

In addition to the aforementioned general goals and competencies, students who complete the English Language Arts teacher certification program will have met the standards as listed in ED 609 General Education Studies, ED 610 Professional Education, and ED 612.21 Physical Education K-12

http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html

General Education Courses

Please Note: Students seeking teacher certification must receive grades of C or better

in all courses required for their major except ED 2110 - Professional Practices in Education and Practicum I (undergraduate) or ED 5110 Teachers as Leaders (graduate), ED 3270 Special Education Procedures and Practicum II or ED 5270 Special Education Procedures (graduate), ED 4111 Elementary Methods Practicum III (undergraduate) or ED 6111 Elementary Methods Practicum III OR ED 4169 Secondary Methods Practicum III (undergraduate) or ED 6169 Secondary Methods Practicum III (graduate) in which a grade of B or better is required.

General Education Courses

LAS 1110- The Natural Environment – Understanding Our Place in the Natural World

LAS 1120 – The Civic Environment – Democratic Values (Must be Origins of American Democracy)

LAS 2110 - The Creative Arts (Must be where the student produces art)

LAS 2120 – Social Sciences

LAS 2130 – Natural and Biological Sciences (Must be BI 1113 and BI 1114 General Biology I)

LAS 2140 – Humanities (Must be a survey of literature course)

LAS 3110 - Global Perspectives (Must be KI 3120 Sport in Global Society)

LAS Elective

Quantitative Literacy Requirement

WR 1010 Composition

Education Core Courses

ED 1110 - Multicultural Education

ED 1980 - Teacher Portfolio

ED 1992 - Portfolio II: Applying to the Major
ED 2110 - Professional Practices in Education and Practicum I

ED/PS 2130 - Educational Psychology

ED 2160 - Technology in Education

Or ED 2165 - Creating Interactive Lessons

ED 2170 - Introduction to Special Education

ED 3184 - Classroom Assessment and Evaluation

ED 3265 - Educational Law

ED 4110 - Curriculum and Instruction

ED 4900 - Student Teaching and Seminar

K-12 Physical Education

ED 3991 - Instructional Design and Strategies in Physical Education K-6
 ED 3992 - Instructional Design and Strategies in Physical Education 7-12
 ED 4163 - Physical Education K-12 Methods Practicum III

Physical Education Major

BI 2030 - Human Anatomy and Physiology I
 KI 1110 - Introduction to Kinesiology
 KI 2010 First Aid, CPR, and AED for Schools and Communities
 KI 2112 - Movement Instruction: Creative Movement
 KI 2114 - Movement Instruction: Team Sports
 KI 2116 - Movement Instruction: Fitness Activities
 KI 2118 - Movement Instruction: Lifetime Activities
 KI /SM 2130 (PS 2230) - Psychology of Sport and Movement
 KI 2140 - Motor Behavior
 KI 2150 - Fitness/Nutrition for Wellness
 KI/SM 3120 - Sport in the Global Society
 KI 3180 - Biomechanics
 KI 3190 - Adaptive Physical Activity
 KI 4410 - Exercise Physiology

Requirements to Major in Secondary Education: Social Studies Teacher Certification Program

In addition to the aforementioned general goals and competencies, students who complete the English Language Arts teacher certification program will have met the standards as listed in ED 609 General Education Studies, ED 610 Professional Education, and ED 612.28 Social Studies for Grades 5-12

http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html.

Please Note: Students seeking teacher certification must receive grades of C or better in all courses required for their major except ED 2110 - Professional Practices in Education and Practicum I (undergraduate) or ED 5110

Teachers as Leaders (graduate), ED 3270 Special Education Procedures and Practicum II or ED 5270 Special Education Procedures (graduate), ED 4111 Elementary Methods Practicum III (undergraduate) or ED 6111 Elementary Methods Practicum III OR ED 4169 Secondary Methods Practicum III (undergraduate) or ED 6169 Secondary Methods Practicum III (graduate) in which a grade of B or better is required.

General Education Courses

- LAS 1110 - The Natural Environment – Understanding Our Place in the Natural World
- LAS 1120 – The Civic Environment – Democratic Values
- LAS 2110 - The Creative Arts
- LAS 2120 – Social Sciences
- LAS 2130 – Natural and Biological Sciences
- LAS 2140 – Humanities
- LAS 3110 - Global Perspectives
- LAS Elective
- Math 1020 or above
- WR 1010 - Composition

EDUCATION CORE COURSES

- ED 1110 - Multicultural Education
- ED 1980 - Teacher Portfolio (1cr)
- ED 1992 - Portfolio II: Applying to the Major (1cr)
- ED 2110 - Professional Practices in Education and Practicum I
- ED/PS 2130 - Educational Psychology or ED 2165 - Creating Interactive Lessons (2cr)
- ED 2160 - Technology in Education (2cr)
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation (2cr)
- ED 3184 - Classroom Assessment and Evaluation (2cr)
- ED 3265 - Educational Law (2cr)
- ED 3270 - Special Education Procedures and Practicum II

- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

Secondary Education English

- ED 3186 - Methods of Teaching Reading in the Content Area 5-12 (*2cr*)
- ED 4110 - Curriculum and Instructional Design
- ED 4150 - Diagnostic and Remedial Reading (*2cr*)
- ED 4152 - Curriculum & Methods of Teaching Secondary Literature (*2cr*)
- ED 4154 - Curriculum & Methods of Teaching Secondary Writing (*2cr*)
- ED 4169 - Secondary Methods Practicum III (*2cr*)

English Courses

- CO 1000 - Meaning of the Media Image
- CO 1110 - Oral Communication
- EN 1910 - Survey of English Literature I and II
- EN 1930 - Survey of American Literature I and II
- EN 1950 - International Literature
- EN 2020 - Language and Grammar
- EN 2070 - Comparative Mythology
- EN 2570 - Beginning Creative Writing
Or EN 3520 - Poetry Workshop
Or EN 3540 - Short Story Workshop
- EN/TH 3950 - Shakespeare
- EN 4020 - Modes of Literary Criticism

Secondary Education Social Studies

- ED 3186 - Methods of Teaching Reading in the Content Area 5-12 (*2cr*)
- ED 4110 - Curriculum and Instructional Design
- ED 4166 - Curriculum & Methods of Teaching Secondary Social Studies (*2cr*)
- ED 4169 - Secondary Methods Practicum III (*2cr*)

Social Studies Core Courses

- EC 2110 - Introduction to Macroeconomics
- EC 2120 - Introduction to Microeconomics
- ES 1110 - Environmental Science: A Global Concern
- HS 1110 - Western Civilization to 1500
- HS 1120 - Western Civilization since 1500
- HS 1130 - Evolution of American Democracy
- HS 2980 - Introduction to Historical Methods
- PO 1110 – U.S. Politics
- PO 1510 - International Politics
- PO 2110 - State & Local Government and Politics
- PO/HS 2420 - World Geography
- PS/SO 1110 - Introduction to Psychology or Sociology

Requirements to Major in: Elementary Education K-8 Teacher Certification

In addition to the aforementioned general goals and competencies, students who complete the English Language Arts teacher certification program will have met the standards as listed in ED 609 General Education Studies, ED 610 Professional Education, and ED 612.04 Elementary Education
http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html.

Please Note: Students seeking teacher certification must receive grades of C or better in all courses required for their major except ED 2110 - Professional Practices in Education and Practicum I (undergraduate) or ED 5110 Teachers as Leaders (graduate), ED 3270 Special Education Procedures and Practicum II or ED 5270 Special Education Procedures (graduate), ED 4111 Elementary Methods Practicum III (undergraduate) or ED 6111 Elementary Methods Practicum III OR ED 4169 Secondary Methods Practicum III (undergraduate) or ED 6169 Secondary

Methods Practicum III (graduate) in which a grade of B or better is required.

General Education Courses

- LAS 1- The Natural Environment – Understanding Our Place in the Natural World
- LAS 2 – The Civic Environment – Democratic Values (Must be Origins of American Democracy)
- LAS 3 - The Creative Arts (Must be where the student produces art)
- LAS 4 – Social Sciences
- LAS 5 – Natural and Biological Sciences (Must be Environmental Science)
- LAS 6 – Humanities (Must be a survey of literature course)
- LAS 7 - Global Perspectives (Must be Global Issues: Current Events)
- LAS Elective
- Quantitative Literacy Requirement
- WR 1020 Composition

Education Core Courses

- ED 1110 - Multicultural Education
- ED 1980 - Teacher Portfolio (1cr)
- ED 1992 - Portfolio II: Applying to the Major (1cr)
- ED 2110 - Professional Practices in Education and Practicum I
- ED/PS 2130 - Educational Psychology
- ED 2160 - Technology in Education (1-3cr)
or ED 2165 - Creating Interactive Lessons (2cr)
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation (2cr)
- ED 3184 - Classroom Assessment and Evaluation (2cr)
- ED 3265 - Educational Law (2cr)
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4870 - Elementary Student Teaching and Seminar (If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr)

Elementary Education Major

- PO 1110 or PO 1510 - U.S. or International Politics
- EC 2110 or EC 2120 - Economics: Micro or Macro
- ED/MT 2121 - Math Content for Elementary Teachers (2cr)
- ED 2190 - Curriculum & Methods of Teaching Multicultural Literature for Children and Youth
- ED/MT 2210 - Curriculum & Methods of Teaching Elementary Math (2cr)
- PO/HS 2420 - World Geography (LAS 7 Global Issues: Current Events can substitute)
- EN 2020 - Language and Grammar
- ED 3135 - Curriculum & Methods of Teaching Elementary Social Studies (2cr)
- ED 3145 - Curriculum & Methods of Teaching Elementary Science (2cr)
- ED 3156- Curriculum & Methods of Teaching Creative Arts (2 cr)
- ED 3159 - Curriculum and Methods of Teaching Reading and the Language Arts
- ED 3186 - Methods of Teaching Reading in the Content Area 5-12 (2cr)
- ED 4110 - Curriculum and Instructional Design
- ED 4111 - Elementary Methods Practicum III (2cr)
- ED 4150 - Diagnostic and Remedial Reading (2cr)

ADDITIONAL CONTENT MAJOR

Students must have 30 credits in one of the following areas:

- Social Studies
- English Language Arts
- Sciences
- Mathematics

These courses **MUST** be approved by your advisor and **MUST** focus on one the areas listed above.

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

ED 1110 Multicultural Education

This course is designed to give our students an exploration of the relationships between education and culture. Through special presentations, discussions, videotapes, case studies and readings, students will examine the theme of education in the context of global cultures. Comparisons will be drawn between educational systems in various parts of the world and the United States. A second focus will be intercultural relations in the school setting, especially in the increasingly multi-cultural U.S.; culture's effect on learning styles, culture shock and adjustment, strategies for facilitating cross-cultural communication and for equalizing opportunities for all cultures and learning styles. Students will be asked to gain practical experiences with diverse individuals or groups.

ED 1980 Teaching Portfolio

This course is designed to introduce students to the process of creating an electronic portfolio to be used as a vehicle to display competency in relation to the State of New Hampshire certification standards. Students will review the state standards: general education, professional education, and their major standards and begin the process of understanding how those standards are connected to professional teaching. Students will use their portfolios throughout their career at NEC. *(1 Credit)*

ED 1992 Teaching Portfolio II: Applying to the Major

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will accomplish two goals: 1. Continue to add and justify work from courses and practicum experiences to certification standards. 2. Prepare their portfolio for application to their

certification major. Students will connect work to appropriate certification standards as proof of progress toward their acceptance into their major. Students will also add other required materials to their portfolio (e.g. resume, philosophy of education, writing sample, recommendations). The final product for this course will be the application portfolio. *(1 Credit)*

ED 2110 Professional Practices in Education and Practicum I

This course explores the American school system as influenced by contemporary and historical principles and philosophies. Current educational issues discussed include (a) the organization, structure, and funding of schools; (b) legal issues impacting students, teachers, and administrators; (c) the significance of education in our society; and (d) the social and political forces impacting our educational system. Career opportunities and requirements of the teaching profession are also explored. Students are required to complete a Service Learning project practicum in a school setting as part of this course.

ED 2121 Math Content for Elementary Teachers

This course will provide prospective or in-service elementary teachers with the opportunity to explore and master concepts involving number systems and operations, data analysis and probability, geometry, measurement, and algebraic thinking. Mathematical reasoning, problem solving, and the use of appropriate manipulatives and technology will be integrated throughout the course. The course will model instructional techniques that can be adapted to elementary curricula. *Prerequisites: Grade of C or better in Math 1000 or better. (2 Credits)*

ED 2130 (PS 2130) Educational Psychology

This course examines the practical implications theories with emphasis on

educational applications. Particular emphasis will be placed on theories of learning, growth and development, motivation, evaluation, and interpersonal relationships. An analysis of each topic will be made in relation to the teaching/learning process. Students will also be introduced to standardized testing methodologies and interpretations.

ED 2140 (PS 2140) Human Development I - Cross-Cultural Perspectives

This course studies human development from conception through adolescence. It examines the impact of heredity and environmental forces on the formation of the child. The history of developmental psychology, cross-cultural child rearing practices and gender role socialization are examined. Also included are specific topics, such as modern reproductive technology and its legal/emotional implications, the changing role of fathers, the daycare dilemma, the effects of divorce on the child, family systems, culture and learning, computers and learning.

ED 2160 Technology in Education

This course provides students with theory and practice in integrating technology in the classroom. Students will become versed in a variety of technology skills as they relate to teaching. Students will be required to produce artifacts using modern educational technology. (2 Credits).

ED 2165 Creating Interactive Lessons

This course is developed to assist students to create lessons using interactive white boards in their classes. Students will create lesson plans that include the use of this technology in order to engage students in active ways in their classes. Participants will develop lessons that engage other technology into their lessons and will learn to teach their students how to become engaged in the social and other media *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 2170 Introduction to Special Education

The primary goal of this course is to increase the pre-service teacher's awareness of and

sensitivity to individuals with special needs. In addition, individuals enrolled in this course will (a) examine and become familiar with laws relating to special education, (b) examine the characteristics of various exceptionalities and how they are identified, (c) become familiar with the pre-referral, referral, and identification process, (d) become familiar with resources available to support learners, (e) become familiar with related service personnel and their roles, (f) understand the role of a paraprofessional, and (g) develop and understanding of how to effectively work as a team member with general education teachers and other members of the special education team. This course will also entail a practicum experience in a public school. *Prerequisite: Grade of B or better in ED 2110.*

ED 2190 Curriculum & Methods of Teaching Multicultural Literature for Children and Youth

Students in this course will investigate a variety of literary genres including traditional literature, poetry, historical and realistic fiction, fantasy, non-fiction and the picture book through an examination of multicultural literature for children and youth. This study will prepare our pre-service educators for the diversity of our K – 8 classrooms and schools. Students will read, critique, discuss, write, and create lesson plans about literary genres by and about Native Americans, African Americans, Asian Americans and Hispanic Americans as well as other ethnic and cultural groups. We will analyze perspectives and discuss stereotyping and bias in class and in reading response journals; each student will create a related unit supported by relevant children's literature. Students will become familiar with a wide array of books through the development of book banks, author studies and book projects and will participate in literature circles and storytelling for the purpose of developing a repertoire of strategies for engaging children in literature. Lesson planning and unit design incorporating these methods for teaching comprehension skills as well as oral and written response will be emphasized.

ED 2210 Curriculum and Methods of Teaching Elementary Math

This course focuses on current methods in the teaching of mathematics in the K-8 classroom. The material will focus on curriculum and integration of mathematics into the other areas in teaching K-8 children. Mathematics useful for prospective elementary school teachers, including basic arithmetical operations for whole numbers, fractions and decimals, Euclidean and other geometries and other topics will be covered. (2 Credits).

ED 2990 Topics in Education

This course is designed to teach students the nuances of the English language and grammar and enable them to become powerful writers. In addition to knowledge about the English language and grammar, students will acquire skills and strategies that will enable them to teach language and grammar effectively to students in K-12. *Variable Credits (1-6)*

ED 3135 Curriculum and Methods of Teaching Elementary Social Studies

This course examines geography, world history, U.S. history, the social sciences (political science, anthropology, sociology and psychology) and economics. Students will develop an understanding of the content of these areas and will be exposed to relevant theories, current research, and best instructional and assessment practices specific to teaching social studies in the elementary school. *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 3145 Curriculum and Methods of Teaching Elementary Science

This course addresses core content knowledge in the areas of biology, chemistry, Earth, environmental and physical science as well as current methodology for teaching this content in the K - 8 classroom. Hands-on learning strategies to promote inquiry, research, questioning and literacy within the context of the science curriculum will be

emphasized. *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 3156 Curriculum and Methods of Teaching Creative Arts

Students engaged in this course will become familiar with a variety of art forms and use this knowledge and these skills to create a production that can be shared with an audience. Throughout the course, students will work as collaborative teams providing feedback to each other and learning the art of self-assessment and reflection. Students will apply what they have learned in a final production and create a portfolio of their journey through the course where they systematically and thoughtfully analyze each step of their journey. *Prerequisite: Grade of B or better in ED 2110.*

ED 3159 Curriculum and Methods of Teaching Reading and the Language Arts

In this course students will investigate how learning to read and write is a developmental process requiring exposure to oral language and listening experiences. Participants will explore current research on how the brain learns to read through discussion, multimedia, active and strategic reading, and written reflection. Best methods for facilitating an effectively balanced and integrated literacy program in K – 8 classrooms will be practiced through the design of strategic lessons emphasizing the reading process skills of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Researching, observing, and analyzing techniques and programs, such as shared and guided reading, *Daily Five*, leveled books, and basal readers, will familiarize pre-service educators with comprehensive approaches to the teaching of reading and the language arts. Students will create an integrated language arts unit based on a chosen content area and will design a model of a balanced literacy classroom as culminating projects. *Prerequisite: Grade of B or better in ED 2110. This course is a prerequisite for ED 4150 - Diagnostic and Remedial Reading.*

ED 3182 Standardized Assessment and Evaluation

This course is designed to provide educators with an in-depth understanding of the process of evaluating/assessing intellectual levels of functioning, aptitude, achievement, and behavior. Students will become familiar with various terminology, such as validity and reliability, associated with evaluation and assessment and the roles various related service providers perform in assessment and evaluation. They will also develop the skills that will enable them to (a) determine what test to use for what purpose, (b) use a test manual, (c) conduct an assessment, (d) read and understand test reports from a variety of related service providers, (e) write a test report and (f) determine eligibility for coding. Emphasis will be placed on the tests used to identify students with learning disabilities. *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 3184 Classroom Assessment and Evaluation

This course will focus on a variety of assessment procedures and techniques for assessing students in their class work. Students will develop an understanding of the processes of diagnostic, formative, and summative in their assessment plans for the classrooms. Students will develop skills in developing authentic and performance based assessments using a variety of intelligences and learning styles. Students will learn to use a variety of assessments to align their curriculum goals directly to student learning. *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 3186 Methods of Teaching Reading in the Content Area 5-12

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in their 5-12 classrooms how to access their textbooks and other written material. This course will address issues such

as fluency, vocabulary development in content areas, understanding how to read a text, strategies for studying and organizing material from a text, and strategies for retaining information. *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 3265 Educational Law

This course reviews the laws that are relevant to public schools. Students will work with case studies of issues important to schools: freedom of speech, safe schools, due process, special education, search and seizure, discipline, right to know, privacy, grading policies, and many other school related law issues. Students will become familiar with the state of New Hampshire legal system as it relates to public schools and work with the most important RSA's for the profession. *(2 Credits).*

ED 3270 Special Education Procedures and Practicum II

This course is designed to provide educators with an in-depth understanding of the different approaches taken by different schools regarding the pre-referral, referral, identification, and IEP/IFSP/Transition Plan process. Students will become familiar with (a) the role of the case manager, (b) who is a qualified examiner, (c) who constitutes the team and the various roles each assumes, (d) how to develop an IEP/IFSP/Transition Plan, or 504, (e) various placements options, and (f) due process. As a result of this course, students will develop skills that will (a) help them to create IEPs/IFSPs/Transition Plans that meet the needs students with a variety of exceptionalities including health impairments and with an emphasis on learning disabilities, (b) enable them to maintain accurate records, (c) help them to collaborate with parents and other team members, and (d) enable them to run effective team meetings. Students will also continue work with standardized assessments for students with special education needs.

Students in this course will also do practicum work in an elementary school and a high

school in the area of special education. Students will spend 30 hours in schools at each level and relate their learning in the class to the real world of special education in public schools. Students will meet with their supervisors and cooperating teachers at least two times during the semester to review assignments and goals for students.

Prerequisite: Grade of B or better in ED 2110 and grade of C or better in ED 2170, ED 3182, and ED 3184.

ED 3280 Differentiation of Instruction and Assessment

This course is for all teacher certification majors. The primary goals of this course are to help the educator develop skills to (a) implement an IEP/IFSP/Transition Plan, (b) make modifications to the general education curriculum, including instruction, assessment, and behavioral strategies for all students including those with special needs, with an emphasis on students with learning disabilities, and those who are gifted, (c) find resources to support all learners, (d) develop tools to assess learning and monitor and communicate progress. *Prerequisite: Grade of B or better in ED 2110.*

ED 3990 Topics in Education

This course offers an intensive examination of some aspects of education. The content is based upon current interests and needs of students and faculty. *A student may repeat this course for credit on different topics. Variable Credits (1-6)*

ED 4110 Curriculum and Instructional Design

This course provides the education student with full-time active involvement integrating theory and practice in the elementary grades, secondary grades, Physical Education K-12, Theatre K-12, and Special Education K-12 school programs. Using a combination of college classroom and school classroom experiences, students will demonstrate competence in a variety of instructional strategies including microteaching, planning, evaluating, and implementing the elementary

program across all curricular areas. Techniques for incorporating character and citizenship development will be discussed. *Prerequisite: Grade of B or better in ED 2110.*

ED 4111 Elementary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in an elementary school setting. The College supervisor will make a minimum of 3 observations and hold 3 triad meetings (one at the beginning of the semester to establish goals for the student, one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools.

Prerequisite: Must be accepted into the teacher certification program. (2 Credits).

ED 4150 Diagnostic and Remedial Reading

Diagnosis and correction of student reading disabilities will be explored. This course will focus on helping pre-service teachers understand how reading problems occur, how to carry out diagnostic procedures in the classroom that determine students' strengths and needs, how to implement corrective instruction, and how to maintain responsibility for ongoing instruction and evaluation. *Prerequisite: Grade of B or better in ED 2110 and a grade of C or better in ED 3159. (2 Credits).*

ED 4152 Curriculum and Methods of Teaching Secondary Literature

This course is designed to study the foundations of curriculum design and development for secondary school Literature. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the Literature curriculum fits into the interdisciplinary model for education. *Prerequisite: Grade of B or better in ED 2110. (2 Credits).*

ED 4154 Curriculum and Methods of Teaching Secondary Writing

This course is designed to study the foundations of curriculum design and development for secondary school Writing. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the Secondary Writing curriculum fits into the interdisciplinary model for education. *Prerequisite: Grade of B or better in ED 2110.* . (2 Credits).

ED 4166 Curriculum and Methods of Teaching Secondary Social Studies

This course is designed to study the foundations of curriculum design and development for secondary school social studies. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the social studies curriculum fits into the interdisciplinary model for education. *Prerequisite: Grade of B or better in ED 2110.* (2 Credits).

ED 4169 Secondary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a secondary school setting in their area of certification (biology, English, mathematics or social studies). The College supervisor will make a minimum of 3 observations and hold 3 triad meetings (one at the beginning of the semester to determine goals for the student, one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisite: Must be accepted into the teacher certification program.* . (2 Credits).

ED 4810 Directed Study in Education

Course of study to be arranged between faculty and student in the field of Education.

Contract required. May be repeated for credit. Variable credit (1-6).

ED 4830 Independent Study in Education

This course is an advanced, independent study of a specific topic. The course of study is to be arranged with a faculty member. *Contract required. Variable credit (1-6).*

ED 4870 Elementary Student Teaching and Seminar

Each senior in the elementary education program is involved in a full-time field experience in an elementary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of B or better in ED 2110, ED 3270, ED 4111 OR 4169 and grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education.* 12 Credits **or** 6 credits if taken with ED 4880

ED 4880 Special Education Student Teaching and Seminar

Each student seeking general special education certification is involved in a full-time field experience with a special educator. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student

teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of B or better in ED 2110, ED 3270, ED 4111 OR 4169 and grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. 12 Credits or 6 credits if taken with ED 4870.*

ED 4890 Secondary Student Teaching and Seminar

Each senior in the secondary education program is involved in a full-time field experience in a secondary school. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of B or better in ED 2110, ED 3270, ED 4111 OR 4169 and grades of C or better in all required education courses, acceptance into the major, and permission of*

the Director of Teacher Education. 12 Credits or 6 credits if taken with ED 4880

ED 4910 Internship in Education

This course offers an opportunity for students to experience an educational environment on an extended basis. Open only to non-education majors. *Contract required. Variable credit 1-16.*

ED 4920 Field Experience Educational Communities

This course offers an opportunity for students to experience an educational environment on an extended basis. *This is a required course for all Educational Communities majors. Variable credit.1 – 16.*

KI 3190 Adaptive Physical Activity

This course provides an understanding and application (in revised simulations) of the integration of individuals with varying disabilities, learning differences, and conditions in physical activities. Students will examine and analyze various mental and physical disabilities more often found in the general population, as well as those most commonly identified in children in school settings (grades K-12). Special focus is placed on the planning process, goal setting, and modification of activities in fitness, recreation, physical education, and adaptive competitive sports, to accommodate varying disabilities and allow for participation by all individuals. These outcomes are achieved by a combination of theoretical discussion and a series of practical experiences in a gymnasium or outdoor setting. *Prerequisite: KI1110 or SM1510 AND ED 2170.*

ED 3991 Instructional Design and Strategies in Physical Education K-6

This course focuses on the planning and instructional skills needed to be an effective physical educator in grades K-6. Research related to teaching and learning styles will be studied and instructional materials will be developed. A variety of instructional units and lessons which incorporate knowledge-based objectives and developmentally

appropriate motor learning experiences will be designed and implemented. (2 Credits)

ED 3992 Instructional Design and Strategies in Physical Education 7-12

This course focuses on the planning and instructional skills needed to be an effective physical educator in grades 7-12. Research related to teaching and learning styles will be studied and instructional materials will be developed. A variety of instructional units and lessons which incorporate knowledge-based objectives and developmentally appropriate motor learning experiences will be designed and implemented. (2 Credits)

ED 4163 Physical Education K-12 Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a physical education setting. The College supervisor will make a minimum of 3 observations and hold three 2 meetings (one at the beginning of the semester to establish goals for the student, one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisite: Must be accepted into the teacher certification program. Offered as needed. (2 Credits)*

ED 4900 Physical Education K-12 Student Teaching and Seminar

Teacher certification in physical education includes kindergarten through senior high school. Teacher certification candidates in the physical education certification program are involved in a full-time field experience in a school in close proximity to the College. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all physical education student teachers are held at the college at least 3 times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. Offered every semester. (12 credits; or credits if taken if taken with ED 4880)*

English, Comparative Literature, Creative Writing

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

EN 1020 Introduction to Literature

Rather than introducing the student to a large number of works, this course introduces the student to the different literary genres—the tale, the poem, the novel, the play—through close and varied readings of a few exemplary literary texts. Also, through field trips, required attendance at gallery shows, theatre productions, and readings, this course introduces students to the connections among art, literature, music, and theatre.

EN 1560 The Beat Generation

With the 1957 publication of *On the Road*, Jack Kerouac introduced the concept of the "beat" that has endured in the American lexicon. His root vision is one of beatitude, which includes the attempt to reconcile the basic tenets of Christianity and Buddhism. Such insights are echoed in the works of Allen Ginsberg, Gary Snyder, and Michael McClure, although William Burroughs and others would develop other directions. Students will examine and analyze in depth the Eastern roots of the Beat vision and study the primary texts of Beat writers. *Offered every other year.*

EN 1910 Survey of English Literature I & II

This course compresses in one semester a survey of the works of major writers of literature, and literary movements in British literature from the Anglo-Saxons and Celts of the Middle Ages, to the Romantics to modern times. The students will read and analyze not only the works considered landmarks, but made aware of some of the lesser known texts. *Offered every other fall.*

EN 1930 Survey of American Literature I and II

This course compresses in one semester a survey of the works of major writers of literature and literary movements in America. Beginning with Native American voices, this course will progress through the 18th and 19th centuries to modern times. Though this

course focuses on the major writers and movements, it does not ignore the importance of some unrecognized voices that have shaped American literature. *Offered every other fall.*

EN 1950 International Literature

This course is an in depth study of primarily short stories, essays, and poems in translation, belonging to the 20th century. The students will examine through carefully selected texts the different ways each culture expresses parallel human concerns such as identity, loss, coming of age, death, exile, marriage etc. that unite us all. The approach is comparative and analytical, with each text, including works from Africa, Asia, Latin America, the Middle East, and Europe, placed in its geographic, historic, and cultural context. *Offered every other year, usually in the fall.*

EN 2020 Language and Grammar

This course is a study of the origins, history, and structure of the English language, including linguistics, language acquisition, theories of language and cognition, and prescriptive, descriptive, and transformational grammars. This course satisfies the English Secondary Education requirement. *Offered every other fall.*

EN 2050 Literature as Film/Film as Literature

In this course students will study the fundamentals of adaptation theories in addition to reading several short stories, a novella or novel, and a play, along with their corresponding film - paying special attention to the methods of transposing each of the literary genres into the medium of Cinema.

EN 2070 (WS 2070) Comparative Mythology

This course is an in depth study of the importance of creation myths, myths of

destruction and of re-birth, quest myths of the hero, the recurring theme of the theft of fire, the importance of the goddess in earlier myths, and her relative abdication in favor of god(s) in later ones. Diverse peoples the world over seem to dream using similar archetypal images. We will examine what this fact may suggest. What could be the implications of such a phenomenon? In addition, this course will help the students decipher works of art and literary texts by identifying often obscure myth references in them. Our approach will be comparative and thematic using examples from several diverse cultures. *Offered every fall.*

EN 2080 The American Short Story Since 1945

This course is both a detailed survey of the American short story since World War II, and an exercise in creative writing. The student, through rewriting the assigned stories will come to understand the changes in form from the inside out. As such, it offers literary background to creative writing students. This course satisfies a Creative Writing requirement. *Offered every fall.*

EN 2140 Existential Literature: The Individual Against the System

Existential literature dramatically illustrates the human being's confrontation with his/her existence with all its complexities. The emphasis in this course is on well-known existential writers, such as Kierkegaard, Dostoevsky, Kafka, Nietzsche, Ortega, Sartre, Simone de Beauvoir, Neruda, and Camus, but not limited to them. The students will examine how this philosophy has become so closely linked to the almost all artistic works of the 20th Century. *Offered every spring.*

EN 2570 Beginning Creative Writing

This course is a writing workshop that focuses on fiction, but exposes the students to the various genres of writings such as poetry, fiction and drama. This course satisfies the LAS 3 creative arts requirement. *Offered every fall.*

EN2850: Modernism: Revolt and Discovery

Modernism is an elusive term difficult to define, and even more difficult to confine to a specific time in history. Yet it is universally accepted that some profound changes were already afoot around the turn of the 20th century in the related fields of art and literature, not to mention technology. We will examine what factors contributed to this upheaval of society and the arts. We will discuss what impact these changes have had on our world today. We will do this through carefully selected texts, art pieces, and music, from Avant-garde, to Cubism, to Surrealism and beyond. *(Not open to student who have taken EN 4850.)*

EN 3010 Topics in Literature Before 1800

This course is an in- depth study in literature written before the 19th century. Students will be introduced to literature of pre-modern cultures, in courses such as The Renaissance, and the 17th century. *May be repeated for credit in different topics. Prerequisite: A lower-level English course or permission of instructor.*

EN 3020 The Romantic Movement

This course will introduce the students to the movement called Romanticism as it will examine the major works of British literature of the period. It will branch out to include works by European writers of the same period, such as Goethe, Baudelaire, Rimbaud, and Lermontov. *Prerequisite: a lower level literature course, or permission of instructor. Offered every other year.*

EN 3030 The 19th Century

This course is an in depth study in such movements or themes as the Transcendentalists, Victorian Literature, and British Women Writers. Offered every other year and may be repeated for credit in different topics.

EN 3040 The Modern Novel

This course studies in depth the development of the Modern Novel and its influence on contemporary art in general with a focus on European writers such as Flaubert, Joyce, Hesse, Gide and de Beauvoir. It is comparative and analytical in approach.

EN 3050 Topics in Recent Literature

This course studies in-depth literary movements and writers since the middle of the 20th century. Topics include post-modern poetry, and contemporary novels from the Middle East. *Offered every third year and may be repeated for credit in different topics.*

EN 3520 Poetry Workshop

Students submit their own work for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a poetry portfolio. This course satisfies the LAS 3 creative arts distribution requirement. *Prerequisites: WR 1010 and WR 1020 (may be taken concurrently with WR 1020 with permission of instructor.) Offered every fall semester and January.*

EN 3540 Short Story Workshop

Students submit their own work for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a short-story portfolio. *Prerequisite: EN 2570 or permission of instructor.*

EN 3860 Post-Modernism: Irony Takes Center Stage

Postmodernism seems to be a self-consciously contradictory phenomenon. It is as much about attitude as it is about negation of attitude. It is about trying to find meaning in a world where none may exist. Postmodernism seems to dominate the period after WWII, and irony dominates most of the works of art and literature of that period. The students will try to find the reasons as to why this may be so, as well as examine what Postmodernism may be heralding for the future by reading and

analyzing carefully selected works of art, criticism, literature, and music. *Prerequisite: one 2000 level Literary Movements course. Not open to students who have taken EN 4860.*

EN 3950 (TH 3950) Shakespeare

This course studies in the tragedies, comedies, history, and problem plays of William Shakespeare from the perspectives of both literature and theatre, with an emphasis on the performance of the literary work. This course is team-taught. *Prerequisite: at least a lower level literature course. Offered every other year.*

EN 3960 (WS 3960) Major Writers: Lessing, Duras, and Atwood

This course examines the similarities, apart from the obvious, of these three female writers. What ties them together? What are their differences? Do they speak/write the same emotional truth? Is there a common thread to their otherwise distinctive literary styles and life experiences? Does the statement "Women in exile" make any sense? How about the concept of "Otherness"? Do they perform a different form of writing? What would that be? How do these writers qualify as major figures in contemporary literature? What are their contributions to the culture of the 20th Century and their influence in the 21st century? These are but a few of the questions the course will be tackling while reading several of the texts by these authors. *Prerequisite: a minimum of one lower level literature course. Offered every other year.*

EN 3990 Major Writers

This course is an in depth Study of the works and scholarship on a major writer or on a small group of related writers such as, Henri James; Conrad; Melville, Hemingway, Fitzgerald, and Mailer. *Prerequisite: A lower level literature course or permission of instructor. Offered every year.*

EN 4010 The Epic

This course is an in-depth study of the traditional epic both in the oral tradition and

in writing, its development and impact on other genres such as the novel and more recently film, as well as on the history of literature. The epics will be read, analyzed, and discussed comparatively in their historical and cultural contexts. Works include, but may not be limited to, *The Epic of Gilgamesh*, *The Odyssey*, *Beowulf*, *The Song of Roland*, *The Inferno*, and *Paradise Lost*. *Prerequisite: A lower-level literature course or permission of instructor. Offered every other spring.*

EN 4020 Modes of Literary Criticism

This course studies major critical theories and practices of literature from Aristotle to contemporary critics, including but not limited to Aristotelian criticism, romantic criticism, myth criticism, new criticism, deconstruction, structuralism, and feminist criticism. *Prerequisite: A lower level literature course or permission of instructor. Offered every other spring.*

EN 4520 Advanced Poetry Workshop

Advanced writing students work with the EN 3520 workshop but are required to complete a manuscript for publication (publication not required) and undertake individually designed projects instead of completing the poetry portfolio. *Prerequisite: EN 3520. Offered every fall.*

EN 4540 Advanced Short Story Workshop

Advanced writing students may work with the EN 3540 workshop or independently with the instructor and are required to complete a significant manuscript in fiction as if for publication. *Prerequisite: EN 3540. Offered every spring.*

EN 4810 Directed Study in Literature or Creative Writing

Studies to be arranged between the student and the appropriate member of the English faculty in literature or creative writing. *Contract required. May be repeated for credit in different topics. Variable credit (1-4).*

EN 4830 Independent Study in Literature or Creative Writing

Advanced, independent studies of specific topics in literature or creative writing arranged between the student and the appropriate member of the English faculty. *Contract required. Variable credit (1-4).*

EN 4840 Madness in Literature

The course is a seminar of comparative literature written in, or translated into English. It explores, as it tries to define the term madness in all its complexities, as it tries to answer why we find the theme of madness so fascinating. The course examines the presence of this theme in literature throughout the ages, as well as glimpses at the pervasiveness of the theme in other creative media. The focus is on Western cultures, and the approach is comparative and analytical.

EN 4990 Seminar in Literature

Advance topics in literature, such as Problems in Good and Evil, Women's Voices, The loss of Self, and other areas or problems designed for senior-level students.

Environmental Science

B.S. Degree in Environmental Science

The Study of Environmental Science

Environmental science and environmental studies are interdisciplinary fields that draw on information obtained from many areas of knowledge including the sciences, mathematics, philosophy, political science and economics. They are, by nature, global in scope because environmental issues transcend geopolitical boundaries. Both majors stress collaborative study with faculty, internships, and a hands-on approach while developing a working knowledge of tools specific to the field. The curriculum centers on examining how the natural world functions and the use of information from diverse sources to examine the human impact on our environment.

The study of Environmental Science focuses on developing the skills necessary to be successful in the field of environmental science. Whether you are interested in the science of understanding, monitoring, and managing the environment, working with environmental advocacy organizations, working in the field of environmental and public policy, or working in the emerging discipline of sustainability, examining how organizations, businesses, and communities are addressing the environmental issues of the 21st century-- students are prepared for employment directly after graduation or going into related advanced study and graduate programs.

Students completing the environmental science major are prepared for graduate school or employment by local, state, and federal regulatory agencies (e.g. U.S. EPA), private industry, and consulting firms. The environmental studies major is intended for students interested in careers related to environmental policy, environmental education (nature centers, parks and recreation), environmental law (pre-law), and work with non-profit organizations.

Learning Outcomes

Students completing the Environmental Sciences program should be able to:

- Demonstrate proficiency applying fundamental principles, concepts, and laws to solve real-world problems.
- Critically read, abstract, and interpret research.
- Communicate knowledge in the field orally and in writing, in a clear and effective manner.
- Write research proposals and reports in the style of the field.
- Carry out a research project in the field.
- Synthesize ideas, trends, and policies from other fields as they relate to Environmental Science and Sustainability.

Requirements to Major in Environmental Science

(Total of 52 credits)

- ES 1110-- Environmental Science: A Global Concern
- ES 2300-- Principles of Sustainability
- ES 2410 – Environmental Ethics
- ES 2550 -- Environmental Economics
- ES 3000 – Careers in Science
- ES 3255 – Environmental Policy
- ES 3300 – Research Methods
- ES 4000 – Senior Seminar
- ES 4001 – Senior Seminar II
- Take on from the following list
 - ES 4910 –Internship or
 - ES 4830 – Independent Study or
 - ES 4810 – Directed Study
- BI 1111 - General Biology – Biodiversity, Evolution, and Ecology
- BI 1112 - General Biology – Genetics and Plant Biology
- BI 4010 – Ecology
- CH 2110 – General Chemistry I
- CH 2120 – General Chemistry II
- MT 2310 – Statistics
- MT 2510 -- Calculus I

Electives (*Students must choose 3 of the following 2 credit courses.*)

- ES 1120 – Practicum in Environmental Science
- ES 1200 – Sustainable Gardening
- ES 2010 – Intro to Excel Programming
- ES 2990 – Topics in Environmental Science
- ES 3350 – Soil Science
- ES 3550 – Water Resources
- ES 3655 – Solid Waste Management
- ES 3850 – Geographic Information Systems
- ES 4680 – Energy and the Environment

Requirements to Minor in Environmental Science (Total of 20 Credits):

- ES 1110 – Environmental Science: A Global Concern (4 credits)
- CH 2010 – Introduction to Chemistry (4 credits)
- ES 2300 – Principles of Environmental Sustainability (2 credits)
- ES 2410 – Environmental Ethics (2 credits)

Plus complete 8 credits from the following courses (not more than one of these can be a 4 credit course):

- ES 1200 – Sustainable Gardening (2 credits)
- ES 1120 – Environmental Science Practicum (2 credits)
- ES 2550 – Environmental Economics and Management (2 credits)
- ES 2990 – Topics in Env.Science (2 credits)
- ES 3850 – Geographic Information Systems (2 credits)
- ES 4680 – Energy and the Environment (2 credits)
- ES 3255 – Environmental Policy (2 credits)
- ES 3350 – Introduction to Soils (2 credits)
- ES 3655 – Solid Waste Management (2 credits)
- ES 3550 – Water Resources (2 credits)
- ES 2550 – Env. Economics (2 credits)

- ES 3300 – Env. Research Methods (4 credits)
- ES/BI 2070 New England Natural History (4 credits)

Experiential Component

Environmental Science students undertake an internship experience with recognized institutions (appropriate institutions are local, state and federal agencies, private businesses, consulting firms, and conservation/environmental oriented groups). The internship is immersive by nature. Students experience operation of organization that focuses on the natural environment and quite often civic environment(s).

ES 4910-- ES Internship

ES 4000 -- Senior Seminar

Environmental Science Suggested Course Sequence

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:

Suggested Sequence of Courses:

First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	LAS 2110 (Las 3)	LAS 3110 (Las 7)	ES 4000 Senior Thesis
WR 1010	ES 2410 Env. Ethics	ES 3300 Research Methods	BI 4010 Ecology
LAS 1110 (Las 1)	MT 2310 Statistics	ES 3255 Env. Policy	Elective
ES 1110 Env. Sci.: Global Con.	BI 1111- 1112 General Biology	CH 2110 Gen. Chem. 1	Elective
Spring	Spring	Spring	Spring
LAS 1120 (Las 2)	LAS 2140 (Las 6)	Computer Course	ES 4001 Senior Thesis II
LAS 2120 (Las 4)	BU 1010 Excel Programming	ES 3000 Careers in Science	ES Elective
MT 1510 Pre-Calculus	MT 2510 Calculus 1	CH 2120 Gen Chem. 2	Elective
ES Elective	ES 2300 Prin. of Sustainability	Internship/Ind. Study	Elective
	ES 2550 Env. Economics	ES Elective	

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

ES 1110: Environmental Science: A Global Concern

This course covers a broad range of current environmental problems including population growth, global climate change, famine and food resources, global warming, and the loss of biodiversity. The laboratory portion of this course provides students with hands-on, field and laboratory experiences that introduce a variety of methods and techniques used to examine natural communities and air and water quality.

ES 1120 Environmental Science Practicum

This practicum in environmental science enables students to have a practical hands-on

experience. It is tailored to the student's interest in the environmental field, focusing on local or regional issues or projects. Evaluation is based on a portfolio generated by student documenting the learning experience and primary outcomes of the practicum. *Offered upon demand. Contract required. (2 Credits)*

ES 1200 Sustainable Gardening

An introduction to the structure, growth, and classification of plants in specific applications including the techniques of controlling plant environments and plant growth and emphasis on practical aspects of plant production. Students will learn to grow plants using organic alternatives to synthetic commercial fertilizers, pesticides or fungicides. Soil texture and composition,

organisms, and amendments are examined with a focus on the NEC/Henniker Community Garden for raising and harvesting produce and/or on campus landscaping. Extensive work is required in the College Greenhouse and the Henniker campus. (2 Credits)

ES1227 Animal Tracking

The evidence of wildlife activity is an important component of understanding the complexity of our local environment and the impact(s) of human activity. This field-based course provides the foundation for identifying and interpreting signs of mammal and bird activity which includes the presence of tracks, scats and disturbances left by wildlife. (1 Credit)

ES 2010 (BU 2010) Intro to Excel Programming

This course builds on a basic knowledge of using Excel in the context of data analysis, data processing and building simple financial models. Students will be asked to develop proforma income statements and develop cost benefit analysis. Through the preparation of various spreadsheets students will become familiar with formulas, functions, and tools within Excel. No prior accounting knowledge required. Experience in using Excel recommended. (2 Credits)

BI 2070 (ES 2070) New England Natural History

A field and laboratory course emphasizing the diversity of local organisms and their environments. We attempt to cover all major groups (animals, plants and fungi) of both terrestrial and aquatic habitats, in terms of basic structure, relationships, identification, and adaptations. Offered odd falls.

Prerequisite: BI 1111-1112 or ES 1110

ES 2110 (PH 2110) Introduction to Planetary Science

Starting with the formation of stars and solar systems this course investigates the underlying concepts and theories of planetary

science. The course's objective is to understand the principle forces that drive geological, atmospheric and hydrological processes and their influence on the development of life. A structured approach develops a comparative planetology for examining planets both within and outside our solar system.

ES 2300 Principles of Sustainability

An examination into the use of natural resources and the global forces and demands that influence their availability. This includes identifying major challenges facing humanity such as climate change, energy needs, population growth and loss of biodiversity. Once the underlying challenges are defined the course examines actions to be taken to ensure sustainable use of natural resources without exhausting them. How businesses and organizations are addressing sustainability is examined and how success or limitations is measured. This includes operational policies across all segments of the organization from manufacturing, use of resources and energy, transportation, communication, and what it means to "go green." This includes the use of real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisite: ES 2130. Not available for students who have taken ES 3250 (2 Credits)*

ES 2410 Environmental Ethics

Students consider intrinsic relationships of humans to their physical and biological surroundings and reflect on the issues of meaning, attitudes and value. Topics include the historical roots of the ecological crisis, conflicting views on ecological problems, ethical problems in the environment and cooperation with nature. 2 Credits

ES 2550 (EC 2550) Environmental Economics and Management

Economics is about the allocation of scarce resources. As an introduction to economic principles applied to environmental protection, this course emphasizes economic

tools used in managing the environment while also examining negative impacts of inappropriate economic development. Topics include the market economy, economic efficiency, environmental externalities, open access resources, government regulation of the economy, alternative measures of economic output, benefit-cost analysis, and global sustainable development. (2 Credits)

ES 2990 Topics in Environmental Science

An introduction to current environmental topics. Topics offered in the past include: conflict/interaction between humans and nature in New England, renewable energy, environment and health, hazardous waste, environmental law, management of forest/wildlife. *May be repeated for credit with different topics Variable Credit 2- 4*

ES 3000 Careers in Science

This one-credit course is designed to give junior science majors the opportunity to hone the practical skills needed to have a successful career in the fields under the NSM Collegium. There will be activities addressing: self-assessment of personal attributes, potential career paths, resume and cover letter writing, job searching and interviewing, and graduate school options. *Offered every spring. (1 Credit)*

ES 3255 Environmental Policy

An examination of how natural resources are managed and protected as well as how policy is developed, evaluated and implemented. The role of government and private entities are considered along with the political challenges in establishing and maintaining sustainable use of natural resources in the face of population growth, escalating demand for energy and water, and competing uses of diminishing resources. Governmental policies and regulations will be contrasted with market driven initiatives and strategies in evaluating effective policy formulation and implementation. Use of real-world case studies involving policy challenges, successes and shortcomings will be examined.

Prerequisite: ES 2130. Not available for students who have taken ES 3250. (2 Credits)

ES 3300 Environmental Research Methods

This course examines basic experimental and sampling design of research studies and experiments. Students will select and conduct experiments from problem formulation and hypothesis identification to data collection, statistical analysis, report writing and presentation of results. This will include the application of statistics, critical thinking, hypothesis testing, modeling, use surveys and measurements and studies utilizing experimental treatments and controls. *Prerequisite: Sophomore standing. Offered every other year.*

ES 3350 Introduction to Soil Science

This course examines the nature and properties (chemical, physical, and biological) of soil. The importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control. *Prerequisite: ES 2130, BI 1110, or CH 2510. (2 Credits)*

ES 3550 Water Resources

Fundamentals of water resource planning and design, with emphasis on management of community water resources, such as public water supply and wastewater disposal. Topics include transmission and distribution, groundwater, storm drainage, water quality, and selection of appropriate technologies (such as for less developed regions). *Prerequisite: ES 2130. Offered every other year. (2 Credits)*

ES 3655 Solid Waste Management

Principles and practices of estimating the demand, types, and strategies for handling solid waste are thoroughly discussed. Alternative methods for managing solid waste generation and disposition in the private as well as public sector are covered. Case studies of innovative strategies and technologies developed by other regions are explored. Applications of selected

technologies, such as composting, are put into practice. *Offered every other year. Not available for students who have taken ES 4650 (2 Credits)*

ES 3850: Geographic Information Systems

Using Geographic Information Systems (GIS) professionals in almost any field can investigate data spatially, through mapping. Questions might include... Where does my customer base live? Which drinking water wells are most at risk from hazardous material storage? How does residential proximity to trails impact physical activity? This course introduces students to the basics of GIS for use in any application, including natural resource inventory, marketing, social and human resource management, economic and/or public policy analysis, etc.

Prerequisite: ES 2130. Offered every other year. (2 Credits)

ES 4680: Energy and the Environment

This course explores the basic principles behind the use of energy. It covers crucial environmental questions such as global warming, municipal solid waste, and the socio-economic and environmental tradeoffs that must be made to support life on earth. The course also examines different aspects of each energy resource, including the principles involved and the environmental and economic consequences of its use. We will seek to integrate the complex questions of energy policy and possible energy strategies for the next century and beyond.

Sustainability is a central theme. *Offered every other year. Not available for students who have taken ES 2680 (2 Credits)*

ES 4810 Directed Study in Environmental Science

This course of study to be arranged between faculty and student. Contract required. May be repeated for credit. *Variable credit 2-4.*

ES 4830 Independent Study in Environmental Science

Advanced, independent study of a specific topic arranged with a faculty member.

Contract required. *Variable credit (2-4).*

ES 4910 Environmental Science and Sustainability Internship

An internship experience with recognized institutions, when available, is undertaken by qualified students on a semester, year, or summer basis. Appropriate institutions are local, state and federal agencies, private businesses, and conservation/environmental oriented groups. *Contract required. Variable credit (1-16)*

ES 4000: Senior Seminar

As a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. *Prerequisite: 75 Credits Earned and an NSM major. Offered every year. (2 credits fall and 2 credits spring).*

ES 4001: Senior Seminar II

This second part of a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. *Prerequisite: ES 4000. Offered every year.*

BI 1111 General Biology - Biodiversity, Evolution and Ecology

(meets the first seven weeks of the fall semester)

This course module examines the biology, ecology, and evolutionary relationships among living organisms. A survey of life forms will include prokaryotes, protists, fungi, plants and animals, using their evolutionary history and examples relevant to humans and society. This course also covers concepts important in community structure and dynamics such as species composition, species interactions, trophic structure, and food chains. In addition, energy flow and chemical cycling will be investigated at the ecosystem level. Laboratory portion includes tree identification, biological diversity, and ecological processes. *Offered every fall. (2 Credits)*

BI 1112 General Biology - Genetics and Plant Biology

(meets the second seven weeks of the fall semester)

This general biology course module examines the principles of genetics and plant biology. Genetics topics include structure and function of genes, chromosomes and genomes, recombination and mutation. Plant biology topics include genetics, and structure of stems, roots and leaves as it relates to water transport and photosynthesis. Laboratory work involves plant anatomy and morphology, molecular biology of plants and bioinformatics analyses. *Offered every fall (2 Credits)*

BI 4010 Ecology

This course examines basic principles and factors governing the relationships of organisms to their environment. Topics include abiotic and biotic factors, energy flow, population dynamics, species interactions, species diversity, abundance and community structure. Laboratories provide opportunities to collect and analyze data from field and lab. *Prerequisites: BI 1111-1114.*

CH 2110 General Chemistry I

Fundamental concepts and principles for an understanding of chemical phenomena are discussed. Topics include atomic and molecular structure, periodic properties of elements, stoichiometry, gas laws, thermochemistry, and chemical bonding. Laboratory work consists of experiments which are largely quantitative. *Prerequisite: MT 1510.*

CH 2120 General Chemistry II

This course is a continuation of CH 2110 - General Chemistry I. Topics covered include intermolecular forces and physical properties of solutions, chemical kinetics, chemical equilibrium, and acid-base, and solubility equilibria. *Prerequisite: CH 2110.*

MT 2310 Statistics

This course is an introduction to statistical reasoning. The emphasis of the course is on the concepts of statistics rather than coverage of traditional statistical methods. Topics include: sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions, regression and correlation. Additional topics will be selected from: contingency table analysis, multiple regression, and/or ANOVA. Recommended for second-year students. *Prerequisite: C- or better in MT 0997 or adequate performance on the mathematics placement test.*

MT 2510 Calculus I

This is the first course in the study of the calculus of one variable. It covers the concepts of limit and derivative as well as applications of the derivative to curve sketching, optimization, linear approximation, and related rates. The course concludes with an introduction to integration. Calculus I includes applications to real-world problems in physics, biology, chemistry, engineering, and economics. *Prerequisite: C- or better in MT 1510 or adequate performance on the mathematics placement test. Offered every year.*

Environmental Studies and Sustainability

B.A. Degree in Environmental Studies and Sustainability

Environmental Studies and Sustainability

Environmental science and environmental studies are interdisciplinary fields that draw on information obtained from many areas of knowledge including the sciences, mathematics, philosophy, political science and economics. They are, by nature, global in scope because environmental issues transcend geopolitical boundaries. Both majors stress collaborative study with faculty, internships, and a hands-on approach while developing a working knowledge of tools specific to the field. The curriculum centers on examining how the natural world functions and the use of information from diverse sources to examine the human impact on our environment.

The Environmental Studies and Sustainability program focuses on developing the skills necessary to be successful in the field of environmental studies and sustainability. Whether you are interested in working with environmental advocacy organizations, working in the field of environmental and public policy, or working in the emerging discipline of sustainability, examining how organizations, businesses, and communities are addressing the environmental issues of the 21st century-- students are prepared for employment directly after graduation or going into related advanced study and graduate programs.

The Environmental Studies major is intended for students interested in careers related to environmental policy, environmental education (nature centers, parks and recreation), environmental law (pre-law), and work with non-profit organizations.

Learning Outcomes

Students completing the Environmental Studies and Sustainability program in the B.A. track should be able to:

- Demonstrate proficiency applying fundamental principles, concepts and laws to solve real-world problems.
- Critically read, abstract and interpret research.
- Communicate knowledge in the field orally and in writing, in a clear and effective manner.
- Write research proposals and reports in the style of the field.
- Carry out a research project in the field.
- Synthesize ideas, trends, and policies from other fields as they relate to Environmental Science and Sustainability.

Requirements to Major in Environmental Studies and Sustainability, B.A. Track

(Total of 40 Credits)

- ES 1110 – Environmental Science: A Global Concern
- ES 2300 – Principles of Sustainability
- ES 2410 – Environmental Ethics
- ES 2550 – Environmental Economics & Management
- ES 3000 – Careers in Science
- ES 3255 – Environmental Policy
- ES 3300 – Research Methods
- ES 4000 – Senior Seminar
- ES 4001 – Senior Seminar II
- Take on from the following list
 - ES 4910 – Internship or
 - ES 4830 – Independent Study or
 - ES 4810 – Directed Study
- CH 2010—Intro to Chemistry
- MT 2310 – Statistics

Electives (Students must complete 8 credits from the following list of courses)

- ES 1120 – Practicum in Environmental Science (2 credits)
- ES 1200 – Sustainable Gardening (2 credits)
- ES 2990 – Topics in Env. Science (2 credits)

- ES 3350 – Soil Science (2 credits)
- ES 3550 -- Water Resources (2 credits)
- ES 3655 – Solid Waste Management (2 credit)
- ES 3850 – Geographic Information Systems (2credits)
- ES 4680 – Energy and the Environment (2 credits)
- ES/BI 2070 New England Natural History (4 credits)

Environmental Science and Sustainability students in both the B.A. and B.S. track undertake an internship experience with recognized institutions (appropriate institutions are local, state and federal agencies, private businesses, consulting firms, and conservation/environmental oriented groups). The internship is immersive by nature. Students experience operation of organization that focuses on the natural environment and quite often civic environment(s).

ES 4910-- ES Internship
ES 4000 -- Senior Seminar

Experiential Component

Environmental Studies and Sustainability, B.A. Suggested Course Sequence			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	LAS 2110 (LAS 3)	LAS 3110 (LAS 7)	ES 4000 Senior Seminar
WR 1010	MT 2310 Statistics	Elective	ES Elective
LAS 1110 (LAS 1)	CH2010 Intro to Chemistry	ES Elective	Elective
ES 1110 Env. Sci.: Global Con.	Elective	Elective	Elective
	Elective	Elective	Elective
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS 2140 (LAS 6)	ES Elective	ES 4000 Senior Thesis
LAS 2120 (LAS 4)	ES 3300 Research methods	ES 4910 Internship/Ind. Study	ES Elective
ES 2410 Env. Ethics	ES 2550 Env. Econ	NSM 3000 Careers in Science	Elective
ES 2300 Prin. Of Sust.	ES 3255 Env. Policy	Elective	Elective
	Elective		

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

ES1120 Environmental Science Practicum

This practicum in environmental science enables students to have a practical hands-on experience. It is tailored to the student’s interest in the environmental field, focusing on local or regional issues or projects. Evaluation is based on a portfolio

generated by student documenting the learning experience and primary outcomes of the practicum. *Offered upon demand. Contract required. (2 Credits)*

ES 1200 Sustainable Gardening

An introduction to the structure, growth, and classification of plants in specific applications including the techniques of controlling plant environments and plant growth and emphasis on practical aspects of plant production. Students will learn to grow plants using organic alternatives to synthetic commercial fertilizers, pesticides or fungicides. Soil texture and composition, organisms, and amendments are examined with a focus on the NEC/Henniker Community Garden for raising and harvesting produce and/or on campus landscaping. Extensive work is required in the College Greenhouse and the Henniker campus. (1 Credits)

ES 1227 Animal Tracking

The evidence of wildlife activity is an important component of understanding the complexity of our local environment and the impact(s) of human activity. This field-based course provides the foundation for identifying and interpreting signs of mammal and bird activity which includes the presence of tracks, scats and disturbances left by wildlife. (1 Credit)

ES 2070 (BI 2070) New England Natural History

A field and laboratory course emphasizing the diversity of local organisms and their environments. We attempt to cover all major groups (animals, plants and fungi) of both terrestrial and aquatic habitats, in terms of basic structure, relationships, identification, and adaptations. *Offered odd falls.*
Prerequisite: BI 1111-1112 or ES 1110

ES 1110 Environmental Science: A Global Concern

This course covers a broad range of current environmental problems including population growth, global climate change, famine and food resources, global warming, and the loss of bio-diversity. The laboratory portion of this course provides students with hands-on, field and laboratory experiences

that introduce a variety of methods and techniques used to examine natural communities and air and water quality. *Offered every semester.*

ES 2300 Principles of Sustainability

An examination into the use of natural resources and the global forces and demands that influence their availability. This includes identifying major challenges facing humanity such as climate change, energy needs, population growth and loss of biodiversity. Once the underlying challenges are defined the course examines actions to be taken to ensure sustainable use of natural resources without exhausting them. How businesses and organizations are addressing sustainability is examined and how success or limitations is measured. This includes operational policies across all segments of the organization from manufacturing, use of resources and energy, transportation, communication, and what it means to “go green.” This includes the use of real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisite: ES 2130. Not available for students who have taken ES 3250.* (2 Credits)

ES 2410 Environmental Ethics

Students consider intrinsic relationships of humans to their physical and biological surroundings and reflect on the issues of meaning, attitudes and value. Topics include the historical roots of the ecological crisis, conflicting views on ecological problems, ethical problems in the environment and cooperation with nature. (2 Credits)

ES 2550 (EC2550) Environmental Economics and Management

Economics is about the allocation of scarce resources. As an introduction to economic principles applied to environmental protection, this course emphasizes economic tools used in managing the environment while also examining negative impacts of inappropriate economic development. Topics include the market economy, economic

efficiency, environmental externalities, open access resources, government regulation of the economy, alternative measures of economic output, benefit-cost analysis, and global sustainable development. (2 Credits)

ES 2990 Topics in Environmental Science

An introduction to current environmental topics. Topics offered in the past include: conflict/interaction between humans and nature in New England, renewable energy, environment and health, hazardous waste, environmental law, management of forest/wildlife. *May be repeated for credit with different topics. Variable Credits (2 -4)*

ES 3000 Careers in Science

This one-credit course is designed to give junior science majors the opportunity to hone the practical skills needed to have a successful career in the fields under the NSM Collegium. There will be activities addressing: self-assessment of personal attributes, potential career paths, resume and cover letter writing, job searching and interviewing, and graduate school options. *Offered every spring. (1 Credit)s*

ES 3255 Environmental Policy

An examination of how natural resources are managed and protected as well as how policy is developed, evaluated and implemented. The role of government and private entities are considered along with the political challenges in establishing and maintaining sustainable use of natural resources in the face of population growth, escalating demand for energy and water, and competing uses of diminishing resources. Governmental policies and regulations will be contrasted with market driven initiatives and strategies in evaluating effective policy formulation and implementation. Use of real-world case studies involving policy challenges, successes and shortcomings will be examined. *Prerequisite: ES 2130. Not available for students who have taken ES 3250. (2 Credits)*

ES 3300 Environmental Research Methods

This course examines basic experimental and sampling design of research studies and experiments. Students will select and conduct experiments from problem formulation and hypothesis identification to data collection, statistical analysis, report writing and presentation of results. This will include the application of statistics, critical thinking, hypothesis testing, modeling, use surveys and measurements and studies utilizing experimental treatments and controls. *Prerequisite: Sophomore standing. Offered every other year.*

ES 3350 Introduction to Soil Science

This course examines the nature and properties (chemical, physical, and biological) of soil. The importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control. *Prerequisite: ES 2130 or BI1110 or CH 2510. (2 Credits)*

ES 3550 Water Resources

Fundamentals of water resource planning and design, with emphasis on management of community water resources, such as public water supply and wastewater disposal. Topics include transmission and distribution, groundwater, storm drainage, water quality, and selection of appropriate technologies (such as for less developed regions). *Prerequisite: ES 2130. Offered every other year. (2 Credits)*

ES 3655 Solid Waste Management

Principles and practices of estimating the demand, types, and strategies for handling solid waste are thoroughly discussed. Alternative methods for managing solid waste generation and disposition in the private as well as public sector are covered. Case studies of innovative strategies and technologies developed by other regions are explored. Applications of selected technologies, such as composting, are put into practice. *Not available for students who have taken ES 4650. (2 Credits)*

ES 3850: Geographic Information Systems

Using Geographic Information Systems (GIS) professionals in almost any field can investigate data spatially, through mapping. Questions might include... Where does my customer base live? Which drinking water wells are most at risk from hazardous material storage? How does residential proximity to trails impact physical activity? This course introduces students to the basics of GIS for use in any application, including natural resource inventory, marketing, social and human resource management, economic and/or public policy analysis, etc.

Prerequisite: ES 2130. Offered every other year. (2 Credits)

ES 4000: Senior Seminar

As a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. *Prerequisite: 75 Credits earned and an NSM major. Offered every year. (2 Credits)*

ES 4001: Senior Seminar

The second part of a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and

project management. *Prerequisite: ES 4000. Offered every year. (2 Credits)*

ES 4680 Energy and the Environment

This course explores the basic principles behind the use of energy. It covers crucial environmental questions such as global warming, municipal solid waste, and the socio-economic and environmental tradeoffs that must be made to support life on earth. The course also examines different aspects of each energy resource, including the principles involved and the environmental and economic consequences of its use. We will seek to integrate the complex questions of energy policy and possible energy strategies for the next century and beyond. Sustainability is a central theme. *Offered every other year. Not available for students who have taken ES 2680. (2 Credits)*

ES 4810 Directed Study in Environmental Science

This course of study to be arranged between faculty and student. *Contract required. May be repeated for credit. Variable credit 2-4).*

ES 4830 Independent Study in Environmental Science

Advanced, independent study of a specific topic arranged with a faculty member. *Contract required. Variable credit (2-4).*

ES 4910 Environmental Science and Sustainability Internship

An internship experience with recognized institutions, when available, is undertaken by qualified students on a semester, year, or summer basis. Appropriate institutions are local, state and federal agencies, private businesses, and conservation/environmental oriented groups. *Contract required. Variable credit (1-15)*

EC 2550 /ES 2550 Environmental Economics and Management

Economics is about the allocation of scarce resources. It is the language of commerce that is pervasive in our culture. As an introduction to economic principles applied to

environmental protection, this course emphasizes economic tools used in managing the environment while also examining negative impacts of inappropriate economic development. Topics include the market economy, economic efficiency, environmental externalities, open access resources, government regulation of the economy, alternative measures of economic output, benefit-cost analysis, and global sustainable development. (2 Credits)

CH 2010 Introduction to Chemistry

This is a course for students who have not previously studied chemistry. Chemical concepts are introduced and applied to the real-world societal problems and issues that have significant chemical content such as the relationship between chemistry and environmental issues concerning air, energy, water and the global climate change as well as biological issues such as genetic engineering, designer drugs and nutrition. Chemistry is a hands-on science and the learning activities are integral part of the course and include experiments during the laboratory period and in class. The course also demonstrates use of library and Internet resources for information gathering for decision-making activities and responsible citizen stewardship of our natural resources. *Prerequisites: MT 1020 or MT 1100.*

MT 2310 Statistics

This course is an introduction to statistical reasoning. The emphasis of the course is on the concepts of statistics rather than coverage of traditional statistical methods. Topics include: sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions, regression and correlation. Additional topics will be selected from: contingency table analysis, multiple regression, and/or ANOVA. *Recommended for second-year students. Prerequisite: C- or better in MT 0997 or adequate performance on the mathematics placement test.*

French

All undergraduate courses are 4 credits unless otherwise noted.

FR 1110 Beginning French I

In this course emphasis is placed on oral practice, linguistic structure, reading and writing to develop an active command of the language. The course is designed for those who have had no exposure to the language or whose study of French has been interrupted for a significant amount of time. Students who have had more than one year of high school French are encouraged to take Beginning French II or an appropriate intermediate level course.

FR 1120 Beginning French II

This class is a continuation of Beginning French I with emphasis on oral practice, linguistic structure, reading and writing to develop an active command of the language.
Prerequisite: FR 1110 or equivalent.

FR 2110 Intermediate French I

Students complete literary texts, review linguistic structure and explore oral and written expression of ideas. Discussion and papers will be in French. *Prerequisite: FR 1120 or equivalent.*

FR 2120 Intermediate French II

Students can expect to read complete literary texts, review linguistic structure, and explore oral and written expression of ideas. Discussion and papers are in French.
Prerequisite: FR 2110 or equivalent.

Health Science

B.S. Degree in Health Science

The Study of Health Science

The two main goals of the Health Science major are (1) to prepare majors for professional programs and /or careers in the health sciences or medicine and (2) to inform students of the methods of science as a tool for understanding the natural world.

Recent graduates from our department have successfully entered and completed many graduate and professional degree programs including ones in pharmacy, medicine, physical therapy, physician's assistant, dentistry, nutrition, athletic training, nursing, and forensics science.

All students in the Health Science program begin their training with a common set of core classes that include introductions to biology, chemistry, physics, and math. The Health Science student will work closely with an advisor on an appropriate set of courses in a recommended pre- professional track such as pre-physical therapy, pre-pharmacy, pre-vet, pre-nursing and pre-physician assistant. NEC has articulations agreements with Massachusetts College of Pharmacy and Health Science in masters of Physician Assistant (MPA) program, Pharmacy (PharmD) and a bachelor program in Science Nursing in (BSN). Entrance into these programs requires the student to complete the application process.

Learning Outcomes

Students completing the Health Science major should be able to:

- Know, understand and apply a broad range of basic biological concepts.
- Master applied laboratory skills.
- Apply mathematics to the field (i.e., statistical analyses).
- Understand the process of science and basic assumptions in the discipline.
- Think critically when reading and writing about research in the field.

- Generate hypotheses, design approaches to test them, and interpret data to reach valid conclusions.
- Communicate knowledge in an effective oral presentation.
- Demonstrate the ability to organize and write quality reports in the sciences.
- Demonstrate the ability to work effectively and responsibly with others.
- Demonstrate adherence to accepted standards of professional and ethical behavior.

As part of the Senior Thesis all majors are required to conduct their own research projects under the guidance of the Health Science faculty. Students are also encouraged to engage in more extensive research projects throughout their time in the major. New England College is located in a pristine natural setting with diverse terrestrial and aquatic habitats that are available for research and field studies. In addition, on-campus facilities and equipment as well as off-campus affiliations are available for student research.

Health Science majors are encouraged to participate in internships and/or volunteer to further their career and personal development. There are numerous local internship and volunteers opportunities in private, state, and federal agencies, as well as non-profit organizations. Additional opportunities exist at hospitals, animal rehabilitation facilities, and professional medical offices.

The Sophomore Review

Upon completion of BI 1111 to 1114 - General Biology and one semester of CH 2110 - General Chemistry I, all Health Science majors will meet with the Health Science faculty advisors. The purpose of this review is to identify, early in the student's career, potential strengths and weaknesses, to assist

the student in clarifying his or her goals and to advise the student on an appropriate course of study.

Requirements to Major in Health Science

Core Requirements

Grades of C-or better are required in all courses needed for the Health Science major, including chemistry and mathematics. Any two modules of General Biology (BI 1111-1114) will satisfy the LAS 2130 requirement for Biology, Health Science, and Kinesiology students.

- BI 1020 - Foundations of Nutrition
- BI 1111 - General Biology – Biodiversity, Evolution, and Ecology
- BI 1112 - General Biology – Genetics and Plant Biology
- BI 1113 – General Biology – Animal Systems
- BI 1114 – General Biology – Cellular Biology
- BI 2030 - Human Anatomy and Physiology I
- BI 2040 - Human Anatomy and Physiology II
- BI 3210 - Microbiology
- BI 4030 - Senior Thesis (2 semesters at 2 credits each)
- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- KI 2010 – First Aid/CPR/AED
- MT 1510 – Pre-Calculus
- MT 2310 – Statistics I
- BI 3000 - Careers in Science
- PH 2210 - General Physics I

Required Electives

Students take 3 courses from the lists below that support their choice of pre-professional track. Completion of the listed electives may be required for some graduate schools. Students interested in pursuing a graduate degree are encouraged to meet with their advisor to discuss the appropriate course selections.

Recommended electives For Pre-Master's In Physician Assistant Studies

- BI 2110 Genetics
- CH 3310 Organic Chemistry I
- CH 3330 Biochemistry
- PS 1110 Intro to Psychology

Recommended electives For Pre-Doctorate in Pharmacy

- CH 3310 Organic Chemistry I
- CH 3320 Organic Chemistry II
- MT 2510 Calculus I
- PS 1110 Intro to Psychology
- SO 1110 Intro to Sociology

Recommended electives for pre DPT (doctorate in physical therapy)

- KI 1110 Intro to Kinesiology
- KI 4410 Applied Exercise Physiology
- KI 2180 Applied Biomechanics
- PH 2220 Physics II
- PS 1110 Intro to Psychology

Recommended Track for pre-Med, pre-Dental, or pre-Vet

- CH 3310 Organic Chemistry I
- CH 3320 Organic II
- CH 3330 Biochemistry
- MT 2510 Calculus I
- PH 2220 Physics II

Recommended Track for pre-nursing

- PS 2160 Life-Span Development

Experiential Learning Component

For a science major, the act of doing science is fundamental to fully integrating the content contained in courses. Most of the courses in this major have a laboratory component that stresses experiential learning in the field and/or in the laboratory. These experiences include activities that range from a single laboratory session to an entire year (in the case of the Senior Thesis).

Furthermore, several classes include a public presentation component that is either done in the NEC community or even at professional scientific conferences. External funding, such as the current IDeA Network of Biological Research Excellent [NH-INBRE] grant, also facilitates infusion of research into the curriculum, as well as providing research

opportunities outside of standard coursework. These research experiences can range from a few hours of work in the lab

each week to intensive 10-week long summer research experiences.

<i>Health Sciences Suggested Course Sequence</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	LAS 2110 (LAS 3)	LAS 2140 (LAS 6)	LAS 3110 (LAS 7)
WR 1010	CH 2110	PH 2210	BI 4030
LAS 1110 (LAS 1)	BI 2030	Bio elective	Bio or general elective
BI 1111-1112	MT 2310 or general elective	Bio or general elective	Biology elective
Math as determined by MPA	KI 2010		
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	LAS 2120 (LAS 4)	BI 3000	BI 4030
BI 1113-1114	CH 2120	BI 3210 or Bio elective	Bio elective
MT 1510 or MT 2310	BI 2040	Bio or chemistry elective	Bio elective
BI 1020	MT 2310 or a general elective	LAS elective	General elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

BI 1020 Foundations of Nutrition

An introduction to the basic concepts of nutrition, their application to the functions of carbohydrates, fats, proteins, minerals, and vitamins; the function and role of nutrients on health; and identification of substances in the diet which may adversely affect the body. *Offered every spring.*

BI 1111 General Biology - Biodiversity, Evolution and Ecology

This course module examines the biology, ecology, and evolutionary relationships

among living organisms. A survey of life forms will include prokaryotes, protists, fungi, plants and animals, using their evolutionary history and examples relevant to humans and society. This course also covers concepts important in community structure and dynamics such as species composition, species interactions, trophic structure, and food chains. In addition, energy flow and chemical cycling will be investigated at the ecosystem level. Laboratory portion includes tree identification, biological diversity, and ecological processes. *Offered every fall. (2 Credits) (meets the first seven weeks of every fall semester).*

BI 1112 General Biology - Genetics and Plant Biology

This general biology course module examines the principles of genetics and plant biology. Genetics topics include structure and function of genes, chromosomes and genomes, recombination and mutation. Plant biology topics include genetics, and structure of stems, roots and leaves as it relates to water transport and photosynthesis. Laboratory work involves plant anatomy and morphology, molecular biology of plants and bioinformatics analyses. *Offered every fall. (2 Credits) (meets the second seven weeks of every fall semester).*

BI 1113 General Biology- Animal Systems

The study of the anatomy and physiology of animal systems in an evolutionary and functional context. This course covers the form and function and overview of animal systems (digestion gas exchange, circulation and reproductive systems. Laboratory work involves animal anatomy and dissection. *Offered every Spring. (2 Credits) (meets the first seven weeks of every spring semester).*

BI 1114 General Biology - Cellular Biology

The study of basic cell biology. Emphasis is on biological molecules, cell structure and function, cellular metabolism (including cellular respiration), and other related topics. Laboratory exercises focus on basic cell biology, cellular metabolism, and microscope techniques. *Offered every Spring. (2 Credits) (meets the second seven weeks of every spring semester).*

BI 2020 Plants and Human Affairs

This course examines the importance of plants in human lives. Plants are sources for food, drugs, medicines, poisons, clothing, shelter, perfumes, cosmetics, paper and have many other uses. We will examine the form, structure, and morphological adaptations of algae, fungi, mosses, primitive vascular plants, gymnosperms and angiosperms. Emphasis is placed on the economic importance of plants in the past and present. Laboratory work utilizes living plants from

the NEC greenhouse and those collected in the field from local natural areas. *Offered in odd falls. Prerequisite: BI 1111-1112.*

BI 2030 Human Anatomy & Physiology I

This is the first half of an intensive two-semester course designed to introduce students to the fundamentals of human anatomy and physiology. This course focuses on the chemical and cellular principles that are essential for the proper understanding of the basic physiological systems in humans. Topics covered include cellular structure and function, cell metabolism, tissue structure and function, musculoskeletal system, and nervous control systems. *Offered every fall. Prerequisite: BI 1113-1114.*

BI 2040 Human Anatomy & Physiology

This is a continuation of BI 2030, Human Anatomy and Physiology I. This course concludes discussion of organ systems in humans, including the senses, hormonal control, and the cardiovascular, respiratory, immune, digestive, urinary, and reproductive systems. *Offered every spring. Prerequisite: BI 1113-1114.*

BI 2050 Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Offered in even springs. Prerequisite: BI 1111-1114.*

BI 2070 (ES 2070) New England Natural History

A field and laboratory course emphasizing the diversity of local organisms and their environments. We attempt to cover all major groups (animals, plants and fungi) of both terrestrial and aquatic habitats, in terms of basic structure, relationships, identification, and adaptations. *Offered in odd falls. Prerequisite: BI 1111-1112 or ES 1110.*

BI 3000 Careers in Science

This one-credit course is designed to give junior science majors the opportunity to hone the practical skills needed to have a successful career in the fields under the NSM Collegium. There will be activities addressing: self-assessment of personal attributes, potential career paths, resume and cover letter writing, job searching and interviewing, and graduate school options. *Offered every spring. (1 Credit)*

BI 3020 Comparative Animal Physiology

This course examines the functioning of body systems in a wide range of animal groups. Covered topics include nervous and hormonal control systems, cardiovascular physiology, respiration, water balance/regulation, and muscle physiology. The laboratory consists of a self-designed, semester-long set of experiments, culminating in a scientific presentation. *Offered in odd springs. Prerequisites: BI 1111-1114, CH 2110.*

BI 3030 Genetics

Much of modern biology centers on genetics. In this course, all major subdivisions of genetics are covered: Mendelian genetics, chromosome structure and changes, linkage, introductory population genetics, and molecular genetics. The laboratory work includes *Drosophila* genetics and molecular techniques. *Offered in even falls. Prerequisites: BI 1111-1114*

BI 3210 Microbiology

The course studies the genetics, physiology, and classification of microorganisms. Microorganisms include bacteria, viruses, fungi, protozoa and algae. A special emphasis is placed on disease causing microbes and the interactions between microbes and their environment. Laboratories focus on aseptic technique, safety, microbial metabolism, identification and genome annotation. *Offered in odd springs. Prerequisites: BI 1111-1114.*

BI 4010 Ecology

This course examines basic principles and factors governing the relationships of organisms to their environment. Topics include abiotic and biotic factors, energy flow, population dynamics, species interactions, species diversity, abundance and community structure. Laboratories provide opportunities to collect and analyze data from field and lab. *Offered in even falls. Prerequisites: BI 1111-1112*

4020 Evolution

The theory of evolution is the intellectual glue that bonds all the sub-disciplines of biology into a coherent system. The goal of this seminar/reading course is to introduce students to major topics of evolutionary theory. Examined, among other items, are origins of specific adaptations, co-evolution, sex ratios, sexual selection, speciation rates, the origin of life, and major events in the evolution of organisms. *Offered in even springs. Prerequisite: BI 1111-1114.*

BI 4030 Senior Thesis

This course encompasses a significant independent project that can take the form of a research project, community service project, or extensive literature review. Typically spanning an academic year, the course is usually taken for two credits in both the fall and spring semesters of the senior year, although exceptions are made for projects encompassing summer research projects. During the first semester, students develop a project proposal with relevant background and a plan of implementation. Completion of the project occurs during the second semester. Both semesters include extensive writing and culminating public presentations. *Offered every semester.*

BI 4810 Directed Study in Biology

This course of study to be arranged between faculty and student. Contract required. May be repeated for credit. *Variable credit (1-4).*

BI 4830 Independent Study in Biology

Advanced, independent study of a specific topic arranged with a faculty member. Contract required. *Variable credit (1-4).*

BI 4910 Internship

Students are encouraged to seek internships in area hospitals, research facilities, non-profit organizations, environmental educational facilities, and field studies. Students should work with a faculty sponsor to develop an internship in their area of interest. *A contract is required. Variable credit (1-16)*

CH 2110 General Chemistry I

Fundamental concepts and principles for an understanding of chemical phenomena are discussed. Topics include atomic and molecular structure, periodic properties of elements, stoichiometry, gas laws, thermochemistry and chemical bonding. Laboratory work consists of experiments which are largely quantitative. *Prerequisite: MT 1510.*

CH 2120 General Chemistry II

This course is a continuation of CH 2110 – General Chemistry I. Topics covered include intermolecular forces and physical properties of solutions, chemical kinetics, chemical equilibrium, and acid-base and solubility equilibria. *Prerequisite: CH2110.*

CH 3310 Organic Chemistry I

A study of carbon compounds by functional groups including the correlation of chemical and physical properties with structure, reaction mechanisms, and methods of synthesis. The laboratory portion emphasizes the microscale techniques. *Prerequisite: CH 2120.*

CH 3320 Organic Chemistry II

A continuation of CH 3310 – Organic Chemistry I. A study of additional functional groups and spectroscopy including IR, UV-VIS and NMR. *Prerequisite: CH 3310*

CH 3350 Biochemistry

This course explores the roles of essential biological molecules focusing on proteins, lipids and carbohydrates. Students examine the structure of proteins, their function, and their association with other molecules. Protein purification and enzyme kinetics will be explored in the laboratory. *Prerequisite: CH 3310 or permission of instructor.*

KI 2010 First Aid/CPR/AED

This activity based course combines procedures for basic first aid and cardiopulmonary resuscitation skills. Topics include prevention, treatment, and recognition of injuries, open and closed wounds, burns, musculoskeletal injuries, and sudden illness, as well as skills and procedures for cardiovascular and respiratory emergencies and notifying the Emergency Management System (EMS). Use of the AED will be introduced. Practical hands-on work is required as part of the course, as well as both written and practical exams. Students may choose to seek American Red Cross (ARC) certification in Basic First Aid, and adult, child, and infant CPR upon successful completion of all course requirements meeting minimum ARC standards. This external certification includes a cost to be paid by the student. *Offered every semester. (1 Credit)*

MT1510 Precalculus

This course will focus on analysis and applications of algebraic and transcendental functions. Topics include: linear and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions, inequalities, graphical analysis, and an introduction to analytic geometry. Applications of these topics include: rates of change, optimization, logarithmic or exponential modeling, and trigonometric functions. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment.*

MT 2310 Statistics

This course is an introduction to statistical reasoning. The emphasis of the course is on the concepts of statistics rather than coverage of traditional statistical methods. Topics include: sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions, regression and correlation. Additional topics will be selected from: contingency table analysis, multiple regression, and/or ANOVA. Recommended for second-year students. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment.*

MT2510 Calculus I

This is the first course in the study of the calculus of one variable. It covers the concepts of limit and derivative as well as applications of the derivative to curve sketching, optimization, linear approximation, and related rates. The course concludes with an introduction to integration. Calculus I includes applications to real-world problems in physics, biology, chemistry, engineering, and economics. Offered every year. *Prerequisite: C- or better in MT 1510 or adequate performance on the mathematics pre-assessment.*

PH 2210 General Physics I

An introduction to mechanics and the behavior of solids and fluids using algebra. Topics will include kinematics, forces, energy, torque, pressure, and dynamics of an ideal fluid. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. *Prerequisite: MT 1510.*

PH 2220 General Physics II

A continuation of PH 2210. Topics include optics, thermal physics, electricity and magnetism, waves (especially sound, and light), and nuclear physics. Laboratory work emphasizes data collection, analysis, and interpretation. *Prerequisite: PH 2210.*

History

B.A. Degree in History

The Study of History is the exploration of the thoughts, aspirations and achievements of every human life. As historians, our role is to sift the records of accumulated years through research. As the record of the past grows, we make sense of it, each of us in our own way, guided as we are by what Carl Becker referred to as our own unique “culture baggage.” As the search progresses, we report our findings in a clear and useful way, sharing the experience of previous generations. We pursue this goal, not only in the realm of academia, but in the wider world as well. The skills to find and make sense of information, and then to communicate the results efficiently and to effect, are valuable in any field of endeavor and critical to citizens of the new global century.

At New England College, students of history apprentice as researchers, analysts, and communicators. They also have the opportunity to experience history as it is being made. After all, the quadrennial presidential campaign season begins in New Hampshire and reminds us that democracy in America was born in the towns and woods of New England. Internships in historical societies, living history sites and political campaigns are just a few of the ways in which our students gain experience and confidence.

Historical inquiry begins by prescribing parameters. Once a time period is identified, the apprentice historian establishes a sense of place within those temporal bounds. Intrinsic to the events that result from human action is the relationship such activity has with the landscape. From the daily activity of every community to the extraordinary impact of war, our history is influenced by the natural environment to the same degree that our actions have the capacity to alter the course of nature. The study of human history is one thread in the great tapestry of natural history. Each course in the history curriculum embraces this awareness of time and place.

The student of history has the added joy of exploring the cumulative thoughts and actions of the millions of men and women of all races, creeds and nationalities which, taken together, constitute the story of human interaction through the centuries. A major in history connects a student’s life today directly and intimately with those who have lived before.

Learning Outcomes

Students majoring in History at New England College will:

- acquire a cultural vocabulary and become familiar with terminology peculiar to the historical profession;
- identify and locate sources of data pertaining to a particular inquiry;
- gain competence in the critical analysis of source materials;
- develop competence in writing for the profession;
- construct and defend a substantive argument;
- accumulate breadth and depth of content knowledge in the area of concentration;
- become aware of the ongoing controversies in the profession.
- experience the historian’s art through multiple types of civic engagement and/or internships;

Requirements to Major in History

40 credits

Core Courses (20 CREDITS)

- Take one from the following:
 - HS 1130 Evolution of American Democracy
 - PO 1110 U.S. Politics
- Take one from the following list
 - HS 1110 Western Civilization
 - PO 1510 International Politics

Plus:

- HS/PO Research Methods (2 cr.)
- HS/PO 4910 Internship (4 cr.)*
- HS/PO 4930 Senior Thesis I (2 cr.)
- HS/PO 4940 Senior Thesis II (2 cr.)
- HS/PO 4950 Senior Thesis III (2 cr.)

Required Electives

Twenty-4 credits from among the following:

- HS 2230 (AR 2230) History of American Art and Architecture
- HS 2990 From Acorn to Oak
- HS 3010 Conversations in Early America 1485-1783
- HS 3030 Revolutionary Republic 1783-1809
- HS 3080 Major Problems in Modern America
- HS 3200 America at War
- HS 3410 Seminar in European History
- HS 3420 Seminar in Global History
- HS 3510 Hands-on History
- HS 3990 Topics in History
- HS 4810 Directed Study in History
- HS 4830 Independent Study in History
- HS 4910 Internship in History (*With a limited of 4 Credits counting toward this twenty-4*)

* An internship of 4-12 credits is required for the History or Political Science major. All of those credits will count toward the 120 required for the BA, however only 4 credits will apply toward the 24 elective credits in the major.

Core Courses and Elective Requirements to Minor in History (20 Credits)

- Take one from the following:
- HS 1130 Evolution of American Democracy

- HS 1115 Western Civilization
- HS 1150 World Civilization

Plus:

- HS/PO 2040 Research Methods
- HS 2990 From Acorn to Oak
- *Plus 12 credits from History electives numbered 3000+.*

All elective courses in Political Science are applicable in the History major with the understanding that to proceed in the field, the preponderance of courses should be in the major field. So, a student wishing to enroll in a graduate program in History should show more History courses in the major.

Experiential Learning in History

Students in History embark on their experiential journey early on, finding the content classes embedded with field trips, hands-on projects (siege weaponry to colonial agriculture) and the required internship at historic sites, museums archives and other locations. The culmination of the apprentice historian's career at New England College is the Senior Thesis. The thesis project is an independent, mentored research project drawing from primary and secondary sources and producing a piece of original scholarship carefully crafted and situated within the public discourse relevant to the thesis. In some cases, the thesis may be a significant project developed in the sphere of public history – a curated exhibit for instance or a project produced in another medium than writing. Regardless of the medium, completion sets the student apart, and demonstrates an achievement as a practitioner of the scholarly art, a contributor to our knowledge of the past.

History Suggested Course Sequence			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
HS 1130 EvAmDem (LAS 2)	HS/PO 2040 Research	HS Elective	HS/PO 4940 Thesis II
WR 1020	HS 2990 From Acorn to Oak	HS Elective	HS 4910 Internship**
LAS 1110 (LAS 1)	LAS 2120 (LAS 4)	LAS 3110 (LAS 7)	Elective
LAS 1000	LAS 2130 (LAS 5)	Elective	Elective
Spring	Spring	Spring	Spring
HS 1150 World Civ <u>or</u> HS 1110 Western Civ	HS Elective	HS/PO 4930 Thesis I	HS/PO 4950 Thesis III
LAS 2110 (LAS 3)	HS Elective	Elective	HS Elective
Quantitative Literacy Requirement	LAS 2140 (LAS 6)	Elective	Elective
Elective	Elective	Elective	Elective

** Term placement is for illustrative purposes. The internship can be completed in any term during the student's career that complies with College policies. Up to 4 internship credits may count toward the 24 credits of electives in the major.

Course Descriptions

All Undergraduate courses are 4 Credits unless listed otherwise

HS 1115 Western Civilization

An introductory survey of European history from ancient time to the recent past, the themes of this course include the

development of civilizations, the classical age of Greece & Rome, the Middle Ages, and the development of Europe during the Renaissance, the Reformation, Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution, Industrialization, Romanticism, Nationalism, Imperialism, and global conflicts. *Not open to students who have taken HS1110 or HS1120.*

HS 1130 Evolution of American Democracy

This survey of American history derives its narrative from the perspectives of political thought & process, as well as the concurrent developments in economics and culture. The course begins amidst the turmoil of the early modern Scientific Revolution and the Protestant Reformation and traces the development of the sovereignty of the people from 16th century Europe to the electoral landscape of 21st century America.

HS 1150 World Civilization

Despite the apparent success of the West in the last half millennium, much of the world's achievements began or were sustained in non-Western cultures. The pre-Columbian Maya and Inca, the succession of peoples along the banks of the Tigris, Euphrates and Nile and of course China have all made remarkable contributions to the modern world as we know it long before Europeans could read or write.

HS/PO 2040 Research Methods

This course awakens the apprentice historian to the various methodologies of the historical profession. We will explore the elements of research: sources, analysis and argument, and practice the historian's craft: research, professional writing and oral (conference style) presentation. (2 Credits)

HS 2230 (AR 2230) History of American Art and Architecture

What is "American" about American art? How do the political, social and cultural events and ideals of an era shape the art and artists that emerge from it? This course will examine the visual culture of the United States from the colonial period through the early twentieth century. We will study art and architecture made in America as a reflection of its social, political, economic and cultural values. (2 Credits)

HS 2990 From Acorn to Oak

Exploring the study of intimate history: family, community, neighborhood, town or

institution, we will then urge the student to make connections from the local to the global. (2 Credits)

HS 3010 Conversations in Early America 1485-1783

From the Age of Discovery to the battlefields of the French & Indian War and the American rebellion this seminar examines the tumultuous careers of explorers and promoters, scholars and pirates, witches and settlers, merchants and slaves. Problems and ideas in gender, race, environment, war, popular culture, politics and more will be explored through various modes of historical inquiry and analysis. Travel is involved.

HS 3030 Revolutionary Republic 1783-1809

Framing the new constitution and implementing it dominated the end of the eighteenth century and the beginning of the nineteenth. This seminar explores the creation of the new republic from the beginning of American independence to the end of the Jefferson administration. Travel is involved. (2 Credits)

HS 3080 Major Problems in Modern America

This seminar will examine the various themes and problems in American history and culture from the end of Reconstruction to the very near past. Problems and ideas in gender, race, environment, war, popular culture, politics and more will be explored through various modes of historical inquiry and analysis. Each student, in concert with the faculty mentor, will design and complete a problem-based individual learning plan.

HS 3200 America at War

Born in revolution, sustained despite internal conflict, expanded by conquest and raised to superpower status by cataclysmic world wars, America has been called a "country made by war." This seminar explores an American war, from the Revolution to Vietnam, one war explored per term. *May be*

repeated for credit under different topics. (2 Credits)

HS 3410 Seminar in European History

In this course, we will focus on particular aspects or events in European history. Possible topics include but are not limited to the Great War, World War II and the European Theater, the Holocaust, religious movements, nationalism and the “Other,” and gender in European society. *May be repeated for credit with different topics. (2 Credits)*

HS 3420 Seminar in Global History

As technology brings all corners of the world closer together, we increasingly realize the interconnectedness of historical developments and our own daily lives. In this course, we will examine a variety of global trends and movements from the twentieth and twenty-first centuries, and learn about how they inform our lives today. Possible topics include, but are not limited to, war, terrorism, environmental concerns, social justice, migration, and struggles for human rights. *May be repeated for credit with different topics. (2 Credits)*

HS 3510 Hands-on History

In this course students will explore the past by actually attempting to replicate the tasks that our ancestors undertook. From constructing a working medieval trebuchet to learning colonial settlement skills, this course seeks to bring the words and images of history to life. *May be repeated for credit under different topics. Variable Credits 2-4*

HS 3990 Topics in History

From the immediacy of the headlines to the enduring problems of our age, this course provokes inquiry into special topics driven by student demand or the current research interest of the instructor. *May be repeated for credit under different topics. Variable Credits 2-4*

HS 4810 Directed Study in History

Guided by a faculty member, the student will explore in great depth a particular topic in history. *Contract required. Variable credit (1-4).*

HS 4820 Individually Designed Learning Plan

Confronted with the many problems facing our world, a student (or group of students) may undertake (in cooperation with a faculty mentor) an advanced project involving formulation of a research plan involving numerous sources on and off campus designed to lay out in detail the history and nature of the problem and one or more potential solutions, based on extensive evidence. Public presentation of the project and its outcome is expected. *Contract required. Variable credits (2-16)*

HS 4830 Independent Study in History

Advanced, independent study of a specific topic arranged with a faculty member. *Contract required. Variable credit (1-4).*

HS 4910 Internship in History

An internship is required of history majors who exhibit strong emotional maturity, a strong sense of responsibility and are approved by the history faculty. The student is expected to work on-site for a term and to fulfill academic requirements of the internship (research, written assignments, seminar attendance, etc.). **Up to 4 internship credits may count toward the 24 credits of electives in the History major.** *Contract required. Variable credits 2-16*

HS 4930 (PO 4930) Senior Thesis I

The senior thesis is the summation of the history major's career at NEC. The thesis is a work of original scholarship which demonstrates clearly the student's grasp of a topic, mature understanding of it, and the ability to clearly and emphatically express that understanding and grasp to others. The senior thesis will normally conclude in the senior spring. This seminar will begin the thesis project. Topic selection, research,



bibliography and outline are intended results. This course is required of all history majors, and is offered spring or summer. *(2 Credits)*

HS 4940 (PO 4940) Senior Thesis II

The process continues with another seminar. In this term apprentice historians will begin to write the thesis. A significant draft is expected. This course is required of all history majors and is offered every fall term. *Prerequisite: HS 4940 (PO 4940). (2 Credits)*

HS 4950 (PO 4950) Senior Thesis III

The process culminates in the senior spring with a significant piece of original written work and a public defense. In extremely rare cases, another form of capstone project may be substituted with advisor's permission. *HS 4950 (PO 4950). (2 Credits)*

Integrated Studies in Philosophy and Literature

B.A. Degree Integrated Studies in Philosophy and Literature.

The timelessness of works in the humanities reflects one of the most central and enduring aspects of human nature: the ever present desire to find meaning and purpose in the midst of a changing and turbulent world. The expression of this desire to question who we are, and to reflect on what we do, can be found in those defining works of a culture – its literature, art, music, philosophies, history, religions—that serve as touchstones to our past and guides to both our present and our future.

Within the Humanities the work of becoming human is of central concern to the disciplines of philosophy and literature. Both represent core expressions of a culture’s self-understanding. Through the interplay of logic and metaphor, reason and imagination, philosophical argument and literary narrative, studies in philosophy and literature provide us with comprehensive and enriching views of ourselves by raising critical questions, challenging key assumptions, and demonstrating how story/imagination can contribute to the illumination of truth.

Studies in Philosophy & Literature will provide a solid foundation in all aspects of a student’s professional and personal life. Here, at the intersection of these disciplines, students will become practitioners of Engaged Reading,* learning how to move into a text to uncover layers of meaning, heightening attentiveness to the world, and developing confidence in their own abilities to think creatively and critically about who we are and the choices we make.

Learning Outcomes

Outcomes for students who successfully complete a course of study in Integrated Studies in Philosophy & literature include,

- A demonstrated ability to articulate the importance of the imagination in a culture’s self-understanding;
- Demonstrate proficiency in Engaged Reading* of texts;
- Ability to Identify the differences and similarities between logical and metaphorical approaches to knowledge;
- Articulate the process whereby language functions as the medium through which experience is structured;
- Demonstrate an understanding of the historical and cultural role of philosophy and literature in shaping and challenging a culture’s worldview.

* The discussion and practice of Engaged Reading is intended to introduce students to the aliveness of text in order to shift their experience from reading solely for the purpose of taking in (receiving?) information to reading as an interplay between reader and author. Through this process students will develop a method, suited to their individual learning style that will allow them to read with an attentiveness to what presents itself in language in both analytical and imaginative ways.

Required Courses in Philosophy and Literature - 8 credits

- PL 1100 Introduction: *Making Sense of the World* – Great Works in Philosophy and Literature
- PL 4300 *Imagining the World: The Poetic Mind in the Digital Age*

Cultural History

Three courses required in the Literature and/or Philosophy of a specific historical period, marking a foundation for or

significant shift in a culture's thought for a total of 12 credits

Ancient Philosophy/Literature— (4 credits)

One course from the following:

- PL 2991 Topics in Ancient Philosophy and Literature
- PL 3050 Ancient Philosophy and Literature
- EN 4010 The Epic

One course from

Renaissance Philosophy/Literature

Or

Modern Philosophy/Literature—(4 credits)

Courses fulfilling this requirement are:

Renaissance Philosophy/Literature (4 credits)

One course from the following:

- PL 3992 Topics in Renaissance Philosophy and Literature
- PA 3150 Medieval/Renaissance Philosophy
- TH 3950 Shakespeare

Or

Modern Philosophy/Literature (4 credits)

One course from the following:

- PL 2993 Topics in Modern Philosophy and Literature
- PA 3250 Modern Philosophy
- EN 2001 Topics in Modern Literary Movements
- EN 3020 The Romantic Movement

Contemporary Philosophy/Literature (4 credits)

One course from the following:

- PL 3994 Topics in Contemporary Philosophy and Literature
- PA 3350 Contemporary Philosophy
- PA 3510 Existential Philosophy
- EN 1950 International Literature
- EN 2002 Topics in Contemporary Literary Movements

- EN 2850 Modernism: Revolt and Discovery
- EN 3860 Post-Modernism: Irony Takes Center Stage contemporary

Interpreting Experience

4 courses for a total of 16 credits, with at least 12 credits at or above the 3000 level.

These requirements will be fulfilled through careful course selection in conversation with student advisors in order to best support the interests and direction of the individual student's course of study.

Appropriate courses will explore our understanding of self in relation to the arts, morality, nature, culture, society, reason or science, and may be drawn from either philosophy or literature or a course that integrates both. Courses used to satisfy credit in Cultural History and Interpretive Experience may **not** count for credit in **both** areas.

Courses fulfilling this requirement are:

- PL 2990 Topics in Philosophy and Literature
- PL 2991 Topics in Ancient Philosophy and Literature
- PL 3992 Topics in Renaissance Philosophy and Literature
- PL 2993 Topics in Modern Philosophy and Literature
- PL 3994 Topics in Contemporary Philosophy and Literature
- PL 3050 Ancient Philosophy and Literature
- PL 3990 Topics in Philosophy and Literature
- PA 2710 Philosophy of the Irrational
- PA 2810 Philosophy of Science
- PA 4010 Moral Philosophy
- PA 4110 Feminist Philosophies
- EN 2000 Topics in Literary Movements



- EN 2001 Topics in Modern Literary Movements
- EN 2002 Topics in Contemporary Literary Movements
- EN 2140 Existential literature
- EN 2070 Comparative Mythology
- EN 2850 Modernism: Revolt and Discovery
- EN 3000 Advanced Topics in Literary Movements
- EN 3020 The Romantic Movement
- EN 3860 Post-Modernism: Irony Takes Center Stage
- EN/TH 3950 Shakespeare

- CO 1000/AR 1000 Learning to Look: Contemporary Art and Media
- TH 2430 Survey of Western Drama

***MINOR in Integrated Studies in
Philosophy and Literature (20 Credits)***

Requirements:

- PL 1100 Making Sense of the World
- Two designated Cultural History courses (8 Credits)
- Two designated Interpretive Experience courses (8 Credits)



Suggested sequence of Major Courses for Integrated Studies in Philosophy & Literature			
1 st year	2 nd year	3 rd year	4 th year
Fall	Fall	Fall	Fall
PL 1100 OR A 1000-2000 level designated course EN, PA, or PL	2000-3000 level designated Cultural History course(s) in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)	3000 level and above designated Cultural History courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)	3000-4000 level courses in Philosophy (PA), Literature (EN), or Integrated Studies (PL) OR, PL 4300
WR 1010	PL Elective	Las 2140 (LAS 5)	Elective
LAS 1000	LAS 2120 (LAS 3)	LAS Elective	Elective
LAS 1010 (LAS 1)	Elective	Elective	Elective
Spring	Spring	Spring	Spring
PL 1100 OR A 1000-2000 level designated course EN, PA, or PL	2000-3000 level designated Interpreting Experience courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)	3000 level and above designated Interpreting Experience courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)	PL 4300 <i>Imagining the World</i> or 3000-4000 level courses in Philosophy (PA), Literature (EN), or Integrated Studies (PL)
LAS 1020 (LAS 2)	LAS 2130 (LAS 4)	LAS 3110 (LAS 7)	Elective
Elective	Quantitative Literacy Requirement	Elective	Elective
Elective	Elective	Elective	Elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

PL 1100 Making Sense of the World: An Introduction to Great Works in Philosophy and Literature—4 credits

The stories we tell are a reflection of our self-understanding. They present us with who we believe ourselves to be and create a context for interpreting the experiences that are definitive of the human condition. All knowledge begins with this process, as does

our search for meaning and our need for purpose. Bringing together the great philosophic and literary narratives of cultures, this course will demonstrate how the literary imagination, in concert with philosophical reasoning, serves as a compass for navigating the landscape of experience as we continue to explore the boundaries of morality and the contours of our own humanity.

Is there a place for story telling in philosophical exploration? Can literature offer us philosophical insight? What is the

role of metaphor in human expression? What is the difference between myth and truth? Through a selection of texts central to a given theme, students will gain a deeper understanding of the nature of truth as it appears in its many rich and varied forms.

PL 2991 Topics in Ancient Philosophy and Literature

This course is an intensive examination of one specific area of ancient philosophy and literature. particular focus is dependent upon the needs and interests of students and faculty. *Since topics change, it may be repeated for credit.*

PL 2992 Topics in Renaissance Philosophy and Literature

This course is an intensive examination of one specific area of renaissance philosophy and literature. Its particular focus is dependent upon the needs and interests of students and faculty. *Since topics change, it may be repeated for credit.*

PL 2993 Topics in Modern Philosophy and Literature

This course is an intensive examination of one specific area of Modern philosophy and literature. Its particular focus is dependent upon the needs and interests of students and faculty. *Since topics change, it may be repeated for credit.*

PL 3050 Ancient Philosophy & Literature

A survey of the origins of Western Philosophy and Literature in Ancient Greece, beginning with Homer and the Greek tragedians. Tracing the shift from the mytho-poetic to the philosophical works of the Pre-Socratics, Socrates, Plato, and Aristotle, topics to be discussed will include the origin and composition of the cosmos, the nature of divinity, the possibility and extent of human knowledge, the basis for morality, the nature of the soul and its relation to the body, the development of political theory, and the

meaning of life and human excellence *Not available for students who have taken PA 3050*

PL 3994 Topics in Contemporary Philosophy and Literature

This course is an intensive examination of one specific area of Contemporary philosophy and literature. Particular focus is dependent upon the needs and interests of students and faculty. *Since topics change, it may be repeated for credit.*

PL 4300 Imagining the World: The Poetic Mind in the Digital Age—4 credits

One of the most significant and powerful shifts in human thought began in Europe around the 15th century. With the rise of modern sciences, a reimagining of the world took hold, one that, in a relatively short time, has shifted our way of thinking about ourselves in radical and significant ways. Today we refer to ourselves as hard-wired and study brain function to explain what, not so long ago, was considered the unique and mysterious phenomenon of mind or soul. As our understanding of the world becomes more and more available to us through the objective language of the sciences it becomes increasingly important to ask what is the place of the poetic in an age defined by scientific rationalism? Are there some truths that might simply not be amenable to the methodology of science? What is the relationship between the rational and the poetic?

This course will examine the ways in which the poetic mind remains an essential requirement for any genuine understanding of ourselves and our experience.

EN 1950 International Literature

This course is an in depth study of primarily short stories, essays, and poems in translation, belonging to the 20th century. The students will examine through carefully selected texts the different ways

each culture expresses parallel human concerns such as identity, loss, coming of age, death, exile, marriage etc. that unite us all. The approach is comparative and analytical, with each text, including works from Africa, Asia, Latin America, the Middle East, and Europe, placed in its geographic, historic, and cultural context.

EN 2000 Literary Movements

These courses will offer in-depth studies of specific Literary Movements and will examine the writers and criticism associated with that particular movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined.

EN 2001 Literary Movements

These courses will offer in-depth studies of specific Literary Movements and will examine the writers and criticism associated with that particular movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined.

EN 2002 Literary Movements

These courses will offer in-depth studies of specific Literary Movements and will examine the writers and criticism associated with that particular movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined.

EN 2070 (WS 2070) Comparative Mythology

This course is an in depth study of the importance of creation myths, myths of destruction and of re-birth, quest myths of the hero, the recurring theme of the theft of fire, the importance of the goddess in earlier myths, and her relative abdication in favor of god(s) in later ones. Diverse peoples the world over seem to dream using similar archetypal images. We will examine what this fact may suggest. What could be the implications of such a phenomenon? In addition, this course will help the students

decipher works of art and literary texts by identifying often obscure myth references in them. Our approach will be comparative and thematic using examples from several diverse cultures.

EN 2140 Existential Literature: The Individual Against the System

Existential literature dramatically illustrates the human being's confrontation with his/her existence with all its complexities. The emphasis in this course is on well-known existential writers, such as Kierkegaard, Dostoevsky, Kafka, Nietzsche, Ortega, Sartre, Simone de Beauvoir, Neruda, and Camus, but not limited to them. The students will examine how this philosophy has become so closely linked to the almost all artistic works of the 20th Century.

EN 2850 Modernism: Revolt and Discovery

Modernism is an elusive term difficult to define, and even more difficult to confine to a specific time in history. Yet it is universally accepted that some profound changes were already afoot around the turn of the 20th century in the related fields of art and literature, not to mention technology. We will examine what factors contributed to this upheaval of society and the arts. We will discuss what impact these changes have had on our world today. We will do this through carefully selected texts, art pieces, and music, from Avant-garde, to Cubism, to Surrealism and beyond. *Cross listed with EN 3850.*

EN 3000 Advanced Topics Literary Movements

These courses will offer in-depth studies of specific Literary Movements and will examine the writers and criticism associated with that particular movement. Students will become familiar with the cultural, political and creative influences on/of the particular movement being examined.

EN 3020 The Romantic Movement

This course will introduce the students to the movement called Romanticism as it will

examine the major works of British literature of the period. It will branch out to include works by European writers of the same period, such as Goethe, Baudelaire, Rimbaud, and Lermontov. *Cross listed with EN 3020. Prerequisite one 2000 level Literary Movements course.*

EN 3860 Post-Modernism: Irony Takes Center Stage

Postmodernism seems to be a self-consciously contradictory phenomenon. It is as much about attitude as it is about negation of attitude. It is about trying to find meaning in a world where none may exist. Postmodernism seems to dominate the period after WWII, and irony dominates most of the works of art and literature of that period. The students will try to find the reasons as to why this may be so, as well as examine what Postmodernism may be heralding for the future by reading and analyzing carefully selected works of art, criticism, literature, and music. *Prerequisite: one 2000 level Literary Movements course. Not open to students who have taken EN 4860*

EN 3950 (TH 3950) Shakespeare

Studies in the tragedies, comedies, history, and problem plays of William Shakespeare from the perspectives of both literature and theatre, with an emphasis on the performance of the literary work. *Offered every other fall.*

EN 4010 The Epic

This course is an in-depth study of the traditional epic both in the oral tradition and in writing, its development and impact on other genres such as the novel and more recently film, as well as on the history of literature. The epics will be read, analyzed, and discussed comparatively in their historical and cultural contexts. Works include, but may not be limited to, The Epic of Gilgamesh, The Odyssey, Beowulf, The Song of Roland, The Inferno, and Paradise Lost. *Prerequisite: A 2000 level EN course.*

PA 2710 (WS 2710) Philosophy of the Irrational

In antiquity, Socrates tells us, "Some of our greatest blessings come to us by way of madness." What is the relationship between the irrational and the madness of love, of creativity, or of religious ecstasy? Has madness/irrationality been associated with one sex more than the other? This course will explore the meaning of madness in the context of the development of reason in the western philosophical tradition. In addition to philosophy and women's studies, this course will be of benefit to students of psychology, education and the arts.

PA 2810 Philosophy of Science

An examination of the methods and historical development of the sciences generally, as well as a treatment of philosophical issues that arise in particular sciences. What justifies the view that science is the most objective source of human knowledge? What makes a scientific theory true? To what extent does scientific knowledge depend on history, political perspective, or gender, and what influence do values have on science? Especially pertinent to science majors, but designed for all interested students. Extensive scientific background not required. *Offered as needed.*

PA 2990 Topics in Philosophy

A semester long consideration of a philosophical issue chosen by the instructor. *Variable Credit (1 -4).*

PA 3150 (WS 3150) Medieval/Renaissance Philosophy

A survey of philosophical and theological writings by men and women that traces the shift from the medieval to renaissance thought. Questions around the significance of the body, the role of gender, the meaning of creation and our place within it, will be explored by engaging with the extraordinarily rich literature of the medieval period.

PA 3350 Contemporary Philosophy

A critical study of the major trends in 20th and 21st century philosophy, which may include analytic philosophy, process philosophy, existentialism, hermeneutics, and deconstruction.

PA 3510 Existential Philosophy

An introduction to the themes and methods of existential philosophy. Topics to be discussed will include individuality, freedom and choice, bad faith and authentic experience, anxiety, and the meaning of death.

PA 3250 Modern Philosophy

A close, critical study of the thought of major philosophers during the 17th through 19th centuries, in the areas of epistemology, metaphysics, and philosophy of mind.

PA 3990 Topics in Philosophy

A semester long consideration of a philosophical issue chosen by the instructor.
Variable Credit (1 -4).

PA 4010 (WS 4010) Moral Philosophy

Advanced study of the concepts and judgments of value, including treatment of the notions of good and bad, right and wrong, and theories of moral obligation. Classic and contemporary readings will be engaged to explore contrasting views on the proper role of rules and virtues in morality, the relation of rules to the exercise of morality, moral psychology, an PA 4110 (WS 4110) Feminist Philosophies and the connection of morality to reason. *Offered as needed.*

PA 4110 (WS 4110) Feminist Philosophies

This course seeks to pull together the myriad of course experiences a student will have had in women's studies. Focusing on major trends in feminist theory and incorporating global perspectives, students will engage in an intensive reading of feminist philosophers, and authors exploring both traditional and cross-cultural ideas on the nature and/or construction of sexual difference and its relationship to morality, rationality, knowledge, science, politics, etc.

CO 1240 (AR 1240) Learning to Look: Contemporary Art and Media

Through the exploration of significant artistic and cultural developments from the late 20th century, students will be introduced to the vocabulary, texts, audiences and technologies of visual art and new media and their interpretations. The intersection of media and fine art will be emphasized and examined through the study of pertinent issues in contemporary society, with special focus on the natural and civic environment. Students will develop the skills of formal, critical and contextual analysis that are crucial for those interested in a career in the arts, communication and/or media. Trips to museums and galleries, visits with local artists and hands-on activities will familiarize students with the practices of the disciplines and their place in the world today.

TH 2430 Survey of Western Drama

A text-centered investigation of drama, the physical theatre, and modes of production from the ancient Greeks to the 21st century.
Offered every spring.

Italian

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

IT 1110 Beginning Italian I

Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. Designed for those whose study of Italian has been interrupted for a significant amount of time and for those who have had only two years of high school Italian or no previous experience.

IT 1120 Beginning Italian II

This class is a continuation of Beginning Italian I. Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. *Prerequisite: IT1110 or equivalent.*

IT 2110 Intermediate Italian I

Complete literary texts; review of language structure; and oral and written expression of ideas. Discussion and papers in Italian. Open to students who have passed both semesters of Beginning Italian or who have had three years or more of high school Italian. *Prerequisite: IT 1120 or equivalent.*

IT 2120 Intermediate Italian II

This class is a continuation of Intermediate Italian I. Students can expect to read complete literary texts; review of linguistic structure; oral and written expression of ideas. Discussion and papers in Italian. *Prerequisite: IT 2110 or equivalent.*

Kinesiology

B.A. Degree in Kinesiology

The Study of Kinesiology

Kinesiology is a human service major that trains individuals to help others enhance the quality of their lives through a balance of physical activity and other areas of wellness. Professionals in the field are able to design and implement physical activity programs that are safe, effective, developmentally appropriate, enjoyable, and inclusive of people of varied interests and physical characteristics. The curriculum in kinesiology can be tailored to individual student interests, although in general, it prepares students for careers related to physical activity, fitness, and sport, and provides a broad exposure to the liberal arts. Graduates pursue careers as physical education teachers, health-fitness instructors, personal trainers and exercise leaders, recreation directors, athletic coaches, and athletic administrators or cross over into areas related to sport and recreation management. Kinesiology also is excellent preparation for professional certification programs in fields such as athletic training, massage therapy, personal training, and strength and conditioning.

Learning Outcomes

With regard to physical activity, fitness and healthy living, graduates of the Kinesiology Program will:

- Understand the fundamental concepts and theories of human movement from a variety of scientific, social, and cultural perspectives.
 - Demonstrate practical skills related to the fundamental concepts of human movement.
 - Demonstrate the capacity to identify, access, analyze, synthesize and integrate information and concepts related to human movement.
 - Apply critical thinking to solve problems from personal, scholarly, and professional perspectives.
- Demonstrate the ability to communicate clearly and effectively in a variety of settings, using a variety of formats and for a variety of purposes.
 - Accept an ethical responsibility to improve quality of life for others and ensure equitable access to opportunities to participate in physical activity for diverse groups.

Requirements to Major in Kinesiology (44 Credits)

- Students majoring in kinesiology must earn a C- or better in all courses in the major.
 - Kinesiology majors must minimally complete all of the kinesiology core courses.
 - Field Experience in Kinesiology is required, and each student is strongly encouraged to select a Field Experience in an area of interest toward a potential future career goal in consultation with a faculty advisor. [It is strongly recommended that kinesiology majors choose an advisor in the kinesiology department by the end of their first year.]

Kinesiology Core Courses (44 Credits)

- BI 1113 – General Biology Animal Systems
- BI 1114 – General Biology Cellular Systems
- BI 2030 - Anatomy and Physiology I
- KI 1110 - Introduction to Kinesiology
- KI 2010 – First Aid/CPR/AED
- KI 2130 - Psychology of Sport and Movement
- KI 2140 - Motor Behavior
- KI 2150 – Wellness Concepts
- KI 3120 – Sport in the Global Society
- KI 3180 - Biomechanics
- KI 3190 - Adaptive Physical Activity

- KI 3850 – Field Experience in Kinesiology
- KI 4000 – Senior Seminar in Kinesiology
- KI 4410 - Exercise Physiology

Complete a minimum of two (2) from the following:

- KI 2112 – Movement Instruction in Creative Movement
- KI 2114 - Movement Instruction: Team Sports
- KI 2116 - Movement Instruction: Fitness Activities
- KI 2118 - Movement Instruction: Individual and Lifetime Activities

Requirements to Minor in Coaching (20-23 Credits)

The Coaching Minor is open to all students. Minimum requirements to complete a minor in Coaching include:

- *Choose one of the following:*
 - KI 2010 – First Aid/CPR/AED (1 cr)
 - KI 2020 - Cardiopulmonary Resuscitation for the Professional Rescuer (1cr)
- KI 2110 - Care and Prevention of Injuries
- KI 2150 - Wellness Concepts
- KI 2114 - Movement Instruction: Team Sports (2cr)
or KI 2116 - Movement Instruction: Fitness Activities (2cr)
- KI 3720 - Coaching Education Seminar
- KI/SM 4710 - Legal Issues in Sport and Recreation

Choose one of the following:

- KI /SM 2130 (PS 2230) - Psychology of Sport and Movement
- KI/SM 3120 - Sport in the Global Society

- KI 3850 – Field Experience in Kinesiology *Students select an appropriate field experience setting specific to coaching.*

Experiential Learning Component

The Kinesiology major includes numerous experiential components, which are purposely and developmentally built across the curriculum. These components begin in the first year introductory courses and continue through the hierarchy of courses culminating with the Senior Seminar course. After the first year, each student will experience a field placement in a kinesiology-related setting. Ideally, each major would enroll in the Field Experience in the sophomore year. During the junior or senior years, a student who meets the designated criteria could opt to apply to complete an Internship in Kinesiology.

KI 3850 Field Experience in Kinesiology will serve as a foundational experience in which the student begins to contextualize those fundamental concepts of the discipline. The experiences in this course will provide for more knowledgeable consideration of future professional aspirations.

Typical Field Experience and/or Internship placement sites/organizations would include privately owned fitness centers, YMCA, Boys and Girls Club, Special Olympics, youth sports leagues, city/town recreation centers, local and regional ski areas, public school physical education and after school programs, and the recreation and tourism components operated by NH State government agencies.

<i>Kinesiology Suggested Sequence of Courses</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	BI 2030	KI 3190	KI 4410
WR 1010	Quantitative Literacy Requirement	KI 3120	LAS 2140 (LAS 6)
LAS 1110 (LAS 1)	KI 2112, 2114, 2116, or 2118 *	LAS 2120 (LAS 4)	Elective or possible internship
KI 1110	KI 3850 or elective	KI 3850 or Elective	LAS Elective
Spring	Spring	Spring	Spring
KI 2150	KI 2130	KI 3180	KI 4000
KI 2140	KI 3850 or elective	KI 2010	Elective or possible internship
BI 1113 BI 1114	LAS 2110 (LAS 3)	KI 2112, 2114, 2116, or 2118 *	Elective
LAS 1120 (LAS 2)	Elective	Elective	Elective

*** Kinesiology majors must complete a minimum of two (2) of these courses, but may also complete more than two from this group of movement instruction skills courses.**

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

KI 1110 Introduction to Kinesiology

This course will introduce the student to the discipline of kinesiology (the study of human movement), and examine its varied sub-disciplines. It is designed to serve as a foundation course for the development of potential career goals and/or directions, as well as to provide the theoretical and practical application of this multifaceted field. The student will survey and review the profession from the perspectives of history, philosophy, sociology, psychology, exercise science, current trends and issues, as well as examine factors which influence career

choices and professional preparation. In KI 1110 students are introduced to the various fundamental (“big picture” or “big idea”) aspects of the discipline. Majors in Kinesiology are strongly recommended to take this course in the first year of study. *Offered every year.*

KI 1170 Positive Coaching of Youth Sports

This introductory level course presents aspects of coaching pertinent to today's youth coach and the youth coaches of the future. Emphasis is placed on positive leadership in three critical areas; 1) character building and sportsmanship, 2) the physical, social, and emotional capacities and limitations of the specific age group, and 3) coaching principles and philosophies as well

as the rules and strategies of the sport. Positive Coaching promotes the value and importance of sports and physical activities in the emotional, physical, social, and mental development of youth through participation, which is meant to develop important character traits and social skills for every child involved. This can be done only if the adults involved have proper training and information. Throughout the course, students will examine the ideas behind positive coaching, introduce coaching ideas into real-life situations, and reflect on personal sport and coach experiences. *Offered every other year. (2 Credits)*

KI 1510 (SM 1510) Introduction to Sport and Recreation Management

This introductory-level course is an overview of the theoretical disciplines and professions in sport and recreation management. Using lecture and discussion following a course text, students also will engage in in-class and out-of-class projects covering the diverse areas of the non-profit and for-profit sport industries. The course will survey: the history of modern U.S. sport; introduction to management, supervision, and leadership theories; legal aspects of sport and recreation including negligence, contracts, and risk management; sport in society; recreation facilities management; the NCAA and collegiate administration; marketing and services; accounting and budgeting; sport psychology; and more. *(Students majoring in Sport & Recreation Management should take this course during the first year.) Offered every semester*

KI 2010 First Aid/CPR/AED

This activity based course combines procedures for basic first aid and cardiopulmonary resuscitation skills. Topics include prevention, treatment, and recognition of injuries, open and closed wounds, burns, musculoskeletal injuries, and sudden illness, as well as skills and procedures for cardiovascular and respiratory emergencies and notifying the

Emergency Management System (EMS). Use of the AED will be introduced. Practical hands-on work is required as part of the course, as well as both written and practical exams. Students may choose to seek American Red Cross (ARC) certification in Basic First Aid, and adult, child, and infant CPR upon successful completion of all course requirements meeting minimum ARC standards. This external certification includes a cost to be paid by the student. *Offered every semester. (1 Credit)*

KI 2020 Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer

This required core course for kinesiology majors provides instruction and practice in the American Red Cross procedures for cardiopulmonary resuscitation. Topics include prevention, treatment, and recognition of injuries, as well as dealing with cardiovascular and respiratory emergencies and notifying EMT. Instruction and practical training in the use of the AED will be included. Practical hands-on work is required in the course, as well as both a written and practical exam to earn Red Cross Certification. *Offered every year. (1 Credit)*

KI 2110 Care and Prevention of Injuries

An introductory course for the prospective physical educator, coach, personal trainer, physical therapist or athletic trainer designed to focus on the prevention, care, and management of sport and physical activity related injuries. Because initial decisions and subsequent actions are critical in determining the outcome of sports injury, this course will present key concepts in a comprehensive, logically sequential manner that will assist future professionals in making the correct decisions when confronted with an activity-related injury in their scope of practice. Specific domains of athletic training are introduced, predominantly those of prevention, recognition and treatment of athletic injuries. Essential anatomy is reviewed as it applies to injury mechanisms. Basic evaluation and rehabilitation skills are illustrated and practiced in the required lab

section, as well as basic bandaging, taping and emergency care procedures. *Offered every year.*

KI 2112 Movement Instruction: Creative Movement

This skills-based course provides instruction and application of key principles and fundamentals of physical movements in rhythms and basic gymnastics. Particular focus is placed on the skill progressions appropriate in school physical education programs, after school programs, and recreation programs. Emphasis is placed on the student's ability to lead, facilitate, teach, demonstrate, and assess a variety of rhythmic movements, and fundamental gymnastics skills such as tumbling. Significant practice opportunities are provided to students in each course section. Kinesiology majors are required to complete a minimum of two Movement Instruction courses. *Prerequisite: KI2140 . Offered every year. (2 Credits)*

KI 2114 Movement Instruction: Team Sports

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movements in a variety of team sports, as well as understanding and teaching of skill progressions and assessment in the specific sport movements encountered. Emphasis is placed on the student's ability to lead, facilitate, teach, demonstrate, and assess varied motor and sport skill techniques and progressions designed for settings including physical education, after school, recreation, and youth sports programs. Significant practice opportunities are provided to students in each course section. Kinesiology majors are required to complete a minimum of two Movement Instruction courses. *Prerequisite: KI 2140 . Offered every year. (2 Credits)*

KI 2116 Movement Instruction: Fitness Activities

This skill-based course provides instruction and application of pedagogical principles

related to fundamental skill movements in a variety of fitness based activities. Emphasis is placed on the student's ability to lead, facilitate, teach, demonstrate, and assess varied exercises and fitness activities with appropriate progressions and designed for application in settings including physical education, after school, recreation, and youth sports programs. Significant practice opportunities are provided to students in each course section. Kinesiology majors are required to complete a minimum of two Movement Instruction courses. *Prerequisite: KI 2140 . Offered every year. (2 Credits)*

KI 2118 Movement Instruction: Individual and Lifetime Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movements in a variety of recreational activities, both competitive and non-competitive, as well as planning and teaching of specific motor skill progressions and assessment in the specific sport and physical activity movements encountered. Activity examples include tennis, ultimate frisbee, orienteering, and golf. Emphasis is placed on the student's ability to lead, facilitate, teach, demonstrate, and assess varied motor and sport skill techniques and progressions designed for settings including secondary physical education, after school programs, and youth and adult recreation programs. Significant practice opportunities are provided to students in each course section. Kinesiology majors are required to complete a minimum of two Movement Instruction courses. *Prerequisite: KI 2140 . Offered every year. (2 Credits)*

KI 2130 (PS 2230/SM 2130) Psychology of Sport and Movement

This course explores the influence of psychological skills on sport/movement performance as well as the reciprocal influence of participation on the individual. The general areas examined include motivation, confidence, stress/arousal/anxiety, attention,

personality, anxiety, coping, social influences, and psychobiological aspects. *Prerequisites: Minimum of 30 credits earned. Offered every spring.*

KI 2140 Motor Behavior

This course provides an overview of motor development, motor learning, and motor control. Specific focus is placed on how the brain and nervous system control movement and how new movements are learned and improved. Development of fundamental movement skills as well as applications of motor control and development to teaching and coaching of movement activities will be explored. This course includes practical components to apply key concepts introduced to the learning, evaluation, and assessment of sport and movement skills. *Offered every year. (2 Credits)*

KI 2150 Wellness Concepts

This course enables the student to better understand, identify, analyze, and experience the role of wellness from the perspective of personal behaviors and those of a broader community or society. Various components of wellness will be explored and using self-assessments, reflections, and shared discussions, students will identify theoretical and applied knowledge of wellness related to physical activity, nutrition, and fitness and exercise. Students will examine and contrast the components of health related fitness and sport performance fitness.

Recommendations for positive health-supportive activities and behaviors as well as strategies for influencing others around these behaviors and consequences will provide students with opportunities to examine individual behaviors and goals. This content will also prepare the kinesiology major and those in other related majors with information and tools to engage in leading, facilitating, teaching, and promoting healthier behaviors in all aspects of wellness. Students will evaluate their personal movement/fitness based behaviors, and construct a personal action plan for improved wellness. *Offered every year.*

KI 2420 Women in Sport: Historical and Contemporary Issues

The course introduces students to the history of women in sport and explores the timeline of key events in this history as well as contemporary issues and events influencing the role of girls and women in sport. It will provide students with the opportunity to gain understanding and knowledge of the dramatic changes that have taken place in North America and around the world with regard to women in the sporting arena. In addition, students will have the opportunity to recognize that this “sporting arena” not only affects women and men with regard to competitive sport, but also impacts social, economic, and psychological arenas as well. Perceptions, attitudes, and the roles of women have been in constant change throughout history and in this class students will learn how “sport” has had a dramatic impact on this constant change. *Prerequisite: Minimum of 30 credits earned. Offered every other year.*

KI 2750 (SM 2750) Organization and Administration of Sport and Recreation

This sophomore-level course is designed to provide the student with an overview of theoretical and practical components of administration in various sport and recreation venues. Utilizing a course text, current research, class discussion, guest speakers, and numerous hands-on projects, the students will analyze organizations (including interscholastic and intercollegiate programs, conferences, and other sport groups) and methods and theories of administration and budgeting. Student projects include: budget development & presentations, games management for a New England College athletic contest, administration of an NEC Homecoming event, sponsoring an intramural event for Recreation Sports, planning and organizing a pep rally for NEC Athletics, and debates. *Prerequisite: SM 1510 or KI 1110. Offered every year.*

KI 3120 (SM 3120) Sport in the Global Society

This course explores the ways in which sport both reflects and shapes culture around the world. It examines the extent to which sport reinforces and/or resists dominant values in the United States and in other countries around the globe. In this course, students will examine the history of modern sport, as well as social theories used to analyze sport in its broadest context. Students will analyze the connections and challenges surrounding sport at various levels, including youth, interscholastic, intercollegiate, professional, and international. Specific sub topics will include the relationship of sport to violence, politics, economics, gender, race and ethnicity, deviance, and media relations. The overall goal is to assist students in a cultural and social analysis of sport, and to illustrate how sport and society both influence and challenge human conditions. It is the goal of the Kinesiology Department to offer this upper level and writing intensive course as a LAS 7 in the LAS curriculum, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum.

Prerequisite: Minimum of 60 credits earned. Offered every fall.

KI 3150 Fitness Programming and Assessment

This course addresses the interaction of basic foundation courses such as anatomy, physiology, biomechanics, wellness, and nutrition, in order to develop effective and developmentally appropriate exercise programs for various populations. The process of evaluating, creating, and implementing exercise programs will be the focus of this course, which will include both theoretical investigation, as well as experiential work in leading and assessing fitness activities and exercise programs. Students interested in personal training as a possible career path will benefit from this course. This course is particularly relevant for students in kinesiology, physical education, health science, and coaching *Prerequisites: BI*

2030, KI 1110, Minimum of 60 credits earned. Offered every year. (2 Credits)

KI 3180 Biomechanics

This course provides a combined theoretical and practical experience in the application of the mechanical principles of movement. Students explore and apply the mechanical principles of physics to human movement. Particular attention is given to how one develops efficiency in various movements and to the mechanical principles for instruction of physical motor skills. The focus is on the applied science as it relates to the teaching, coaching, and training of various physical skills and activities. Students will participate in the scientific analysis of movement. The course integrates athletic and health-fitness perspectives on movement training and enables students to critique and design appropriate movement skill progressions for sport or exercise. A thorough understanding and background in anatomy is essential for successful integration into this course content. *Prerequisite: BI 2030. Offered every spring.*

KI 3190 Adaptive Physical Activity

This course provides an understanding and application (in revised simulations) of the integration of individuals with varying disabilities, learning differences, and conditions in physical activities. Students will examine and analyze various mental and physical disabilities more often found in the general population, as well as those most commonly identified in children in school settings (grades K-12). Special focus is placed on the planning process, goal setting, and modification of activities in fitness, recreation, physical education, and adaptive competitive sports, to accommodate varying disabilities and allow for participation by all individuals. These outcomes are achieved by a combination of theoretical discussion and a series of practical experiences in a gymnasium or outdoor setting. *Prerequisite: KI1110 or SM1510. Offered every fall.*

KI 3510 World Medicine

This course examines the conceptual frameworks of major healing systems from around the world, some of which are ancient and some of which are contemporary. These systems include the following: Chinese Medicine, Ayurvedic Medicine, Greek Medicine, Homeopathy, Naturopathy, and Conventional Modern Medicine. We will explore the philosophies of these systems as they relate to the body, illness, disease, health and healing. *Prerequisite: Minimum of 60 credits earned. Offered every other year.*

KI 3610 (OE 3610/SM 3610) Theory of Outdoor Education

This course examines the theoretical basis of experiential and outdoor education and the educational, psychological, and historical underpinnings. Emphasis is given to each student's philosophical development of leadership and education. The philosophies of outdoor education programs and leaders are researched and discussed in this course. This course is considered to be a writing intensive course and students will work on researching and processing of foundations. Students will participate in one extensive group experience. Successful completion of this course prepares students to design and lead experiential education activities both indoors and out. *Prerequisites: OE 1110 or KI 1110 or SM 1510, Minimum of 30 credits earned.*

KI 3720 Coaching Education Seminar

Coaching certification is a crucial issue in today's sport education arena. This course will provide a comprehensive training for students interested in coaching from the youth to college levels. The content will focus on multiple aspects of coaching including physical training, sport psychology, risk management and legal liabilities, administrative roles within coaching, teaching technical and tactical skills, and ethics related to coaching. The required materials cover coaching competencies included in national certification coaching programs, such as the "American Sport

Education Program" (ASEP). *Prerequisite: Minimum of 30 credits earned. Offered every other fall.*

KI 3850 Field Experience in Kinesiology

This practical experience is designed to offer insight and experiential learning in a student's area of interest or to broaden a student's understanding and exposure to various settings related to kinesiology. Students actively participate and assist in determining the placement setting, which may include coaching, recreation and intramural programs, fitness center instruction or management, event management, physical activity instruction and leadership, athletic training, sports nutrition practices, or other related areas in sport, wellness, recreation, and/or physical activity. Students taking this course will engage in hands on experiences supervised by a professional in the specific area of expertise, will establish personal learning objectives for the experience, will reflect and self-assess on demonstrated skill development and the transferability of learned skills and concepts to other future experiences. Students will work closely with the advisor and/or field experience faculty supervisor to determine an appropriate experiential opportunity which is consistent with the student's goals and interests. It is strongly recommended that the kinesiology major enroll in the first field experience in the sophomore year. *Prerequisite: KI 1110, Minimum of 24 credits earned.. May be repeated for credit with varying site experiences. Variable Credits (1-4)*

KI 3990 Topics in Kinesiology

Examination of selected topics in kinesiology. *May be repeated for credit with different topics. Offered upon sufficient demand. Variable Credit (2-4)*

KI 4000 Senior Seminar in Kinesiology

This capstone course focuses the kinesiology student on the challenges and responsibilities of professional practice in the fields within Kinesiology. Interdisciplinary research,

ethics, leadership, current issues and controversies, market trends, and in depth exploration of career planning and skill development and implementation for transitioning from the student to the professional are major components. An extensive research project (including a paper and oral presentation) is the culminating outcome of this course. *Prerequisite: Minimum of 90 credits earned. Open to kinesiology majors only. Offered every spring.*

KI 4410 Exercise Physiology

Students explore the physiological principles related to the development of strength, flexibility and endurance and learn how to most efficiently condition the human body for physical activity. The course integrates athletic, occupational and health-fitness perspectives on training and enables students to critique and design training or exercise programs for varied populations. Students will participate in lab-based activities, designed to illustrate key concepts and provide practice in applying techniques, which integrate exercise physiology principles in simulated and variable movement activities. *Prerequisites: BI 2030, Minimum of 60 credits earned. Offered every fall.*

KI 4710 (SM 4710) Legal Issues in Sport and Recreation

This course will familiarize students with basic legal concepts and relevant legal issues pertaining to athletics, sports, physical education, outdoor education, recreation, and leisure activities. Through text and case law readings, lecture, and discussion the course will focus on negligence within activity itself and with equipment, facilities, supervision, and employees, with the ultimate objective of minimizing and managing legal risks within the industry. Additionally, diverse legal issues will be covered such as contracts, business structures, standards of practice, arbitration and mediation, criminal behavior, emergency care, products liability, and more. Class members also take a field trip to a large event (usually the Boston Marathon)

to identify the numerous legal issues involved at such an event. *Prerequisite: Minimum of 60 credits earned.*

KI 4810 Directed Study in Kinesiology

This is a course of study to be arranged between faculty and student in the field of Kinesiology. May be repeated for credit with varied topics. *Contract required. Variable Credits (1-4)*

KI 4830 Independent Study in Kinesiology

This study course allows for advanced, independent study of a selected topic arranged in collaboration with a faculty member. *Contract required. Variable Credits (1-4)*

KI 4910 Internship in Kinesiology

The internship is an opportunity for the kinesiology major to explore an in depth experience at a placement site on or off campus which is related to the discipline of kinesiology. An application is required and the student will present the internship proposal to kinesiology faculty prior to approval. *Prerequisites: KI 3850, Minimum of 60 credits earned. Contract required. Variable Credits (1-16)*

BI 1113 General Biology- Animal Systems

The study of the anatomy and physiology of animal systems in an evolutionary and functional context. This course covers the form and function and overview of animal systems (digestion gas exchange, circulation and reproductive systems. Laboratory work involves animal anatomy and dissection. *Offered every spring. (2 Credits)*

BI 1114 General Biology - Cellular Biology

The study of basic cell biology. Emphasis is on biological molecules, cell structure and function, cellular metabolism (including cellular respiration), and other related topics. Laboratory exercises focus on basic cell biology, cellular metabolism, and microscope techniques. *Offered every spring. (2 Credits)*



BI 2030 Human Anatomy & Physiology I

This is the first half of an intensive two-semester course designed to introduce students to the fundamentals of human anatomy and physiology. This course focuses on the chemical and cellular principles that are essential for the proper understanding of the basic physiological systems in humans. Topics covered include cellular structure and function, cell metabolism, tissue structure and function, musculoskeletal system, and nervous control systems. *Offered every fall.*
Prerequisite: BI 1113, BI 1114.



Legal Studies

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

LS 1110 U.S. Legal System

This course provides an introduction to the American Legal System, including its history, philosophy, and practices. Students will consider the structure and function of the legal system, several substantive areas of the law (e.g., torts and contract law), and the dynamic relationship between law and social policy.

Mandarin Chinese

Course Listings

All Undergraduate Courses are 4 Credits unless noted otherwise.

MCH 1110 Beginning Mandarin I

Emphasis is on oral practice and conversational Mandarin. This course will provide an introduction basic linguistic structure to develop a basic command of the language. Basic reading and writing will be introduced. Designed for those whose study of Mandarin Chinese has been interrupted for a significant amount of time and for those who have had only two years of high school Mandarin Chinese or no previous experience.

MCH 1120 Beginning Mandarin II

This class is a continuation of Beginning Mandarin Chinese I. Emphasis is on oral practice, review of basic linguistic structure. and reading and writing to develop an active command of the language.

Prerequisite: MCH 1120 or equivalent.

MCH 2110 Intermediate Mandarin I

Complete literary texts; review of language structure; and oral and written expression of ideas. Discussion and papers in Mandarin. Open to students who have passed both semesters of Beginning Mandarin or who have had three years or more of high school Mandarin.

Prerequisite: MCH 1120

MCH 2120 Intermediate Mandarin II

This class is a continuation of Intermediate Mandarin I. Students can expect to read literary texts; review of linguistic structure; oral and written expression of ideas. Class discussion in Mandarin.

Prerequisite: MCH2110

Mathematics

All Undergraduate Courses are 4 Credits unless noted otherwise.

MT 1001 Essential Mathematics 1

The focus of this course is on the basic operations and concepts in arithmetic involving integers, rational numbers, and decimals; ratios, proportions, and percent; and an introduction to variables. Applications of arithmetic, proportional reasoning, and problem solving will be integrated throughout the course. Topics will be presented in appropriate contexts rather than as isolated concepts. *Students may be required to take this course on the basis of their placement test scores. This course counts 2 credits towards graduation credit but does not satisfy the College's mathematics requirement. Offered every semester. (2redits)*

MT 1002 Essential Mathematics 2

This course will focus on basic pre-algebra topics such as: real numbers, variable, algebraic expressions, solving equations and inequalities in one variable, translating and solving applied problems, and exponents and scientific notation, simple polynomial expressions. Topics will be presented in appropriate contexts rather than as isolated concepts. This course is intended for students who need review of basic pre-algebra skills. *Students may be required to take this course on the basis of their placement test scores. This course counts 2 credits towards graduation credit but does not satisfy the College's mathematics requirement. Prerequisite: MT 1001 or adequate performance on the mathematics placement test. Offered every semester. (2credits)*

MT 1020 College Algebra

This course is designed for students who need additional preparation for MT 1510 (Pre-calculus). The course will focus on the application of algebra to real world problems including introductory algebra topics such as: factoring polynomials, solving quadratic equations, graphing linear, quadratic, and other polynomial functions, rational

functions, and solving systems of equations. Emphasis will be on conceptual understanding, learning in context, and solving real world problems using graphical, symbolic, and numeric representations.

MT 1100 Quantitative Reasoning

The goal of this course is to develop students' ability to think critically about quantitative statements and information. In this course, students will have opportunities to evaluate the strengths and weaknesses of numerical evidence and logical arguments, to apply mathematical methods in the context of real-world problems, and to study and employ strategies and methods for how to manipulate, understand, analyze, and interpret quantitative information. Students who do not need to take a higher level mathematics course should find this an interesting way of meeting the college-wide mathematics graduation requirement.

MT 1510 Precalculus

This course will focus on analysis and applications of algebraic and transcendental functions. Topics include: linear and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, and trigonometric functions, inequalities, graphical analysis, and an introduction to analytic geometry. Applications of these topics include: rates of change, optimization, logarithmic or exponential modeling, and trigonometric functions. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics placement test.*

MT 2110 Discrete Mathematics

This course is intended to give an introduction to the area of mathematics called —discrete mathematics. Discrete mathematics is that part of mathematics dealing with finite - but often large - sets of objects. Discrete mathematics is to be

contrasted with “continuous” mathematics, for example the classical theory of calculus. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, graph theory, combinatorics, recursion, recurrence relations, and number theory. *Prerequisites: C- or better in MT 2510. Offered as needed.*

MT 2120 Mathematical Modeling

An introduction to the mathematical techniques used to explore, model, and analyze phenomena in business, engineering, and the social, biological and earth sciences. Topics may include: probability theory, exponential growth and decay, stochastic modeling, regression and Markov models, optimization, periodic functions, rates of change, and graphical analyses. As an integral part of this course, students will also learn basic computer programming. Real data will be used to develop, implement and analyze models. *Prerequisite: C- or better in MT 1510.*

MT 2310 Statistics

This course is an introduction to statistical reasoning. The emphasis of the course is on the concepts of statistics rather than coverage of traditional statistical methods. Topics include: sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, single sample and two sample hypothesis tests for means and proportions, regression and correlation. Additional topics will be selected from: contingency table analysis, multiple regression, and/or ANOVA. Recommended for second-year students. *Prerequisite: C- or better in MT 1020 or adequate performance on the mathematics placement test.*

MT 2510 Calculus I

This is the first course in the study of the calculus of one variable. It covers the concepts of limit and derivative as well as applications of the derivative to curve sketching, optimization, linear approximation, and related rates. The course concludes with an introduction to integration.

Calculus I includes applications to real-world problems in physics, biology, chemistry, engineering, and economics. *Prerequisite: C- or better in MT 1510 or adequate performance on the mathematics placement test. Offered every year.*

MT 2520 Calculus II

This course is a continuation of the calculus series. The course will investigate concepts and applications of: differentiation and integration of exponential, logarithmic, trigonometric, hyperbolic functions and their inverses; techniques of integration and Computer Algebra Systems; L'Hôpital's rule; improper integrals; and infinite series. *Prerequisite: C- or better in MT 2510.*

MT 2610 Geometry

Advanced approach to fundamental properties of Euclidean and other geometries. Topics are selected from among projective geometry, finite geometries, convexity, transformational geometry, non-Euclidean geometry, and other areas of elementary geometry within the framework of modern mathematics. Required for mathematics/education majors. *Prerequisite: C- or better in MT 2110. Offered as needed.*

MT3530 Calculus III

This course covers the concepts and applications of: parametric equations, vector algebra; vector functions; curves and surfaces; partial derivatives; multiple, surface and line integrals. *Prerequisite: MT 2520.*

MT 3150 History of Mathematics

This course analyzes the development of various branches of mathematics (including number theory, geometry, probability, algebra, and analysis) from ancient times through calculus of 17th-century Europe. We will also address the influences of eastern and western cultures and their contributions to the development of mathematics. *Prerequisite: C- or better in MT 2510 Offered as needed.*

MT 3990 Topics in Mathematics

Different topics in mathematics at the introductory level. Topics may include: real and complex analysis, topology, number theory, dynamical systems, numerical analysis, etc. *May be repeated for credit on different topics. Prerequisite: varies by topic. Offered upon sufficient demand. Variable Credits (1-4)*

MT 4110 Linear Algebra

Basic concepts of linear algebra including: linear systems and matrices, determinants, eigenvalues and eigenvectors, vector spaces, subspaces, linear independence, basis, dimension, linear transformations, and diagonalization. Applications may include linear programming, the simplex method, graph theory, least squares approximations, and quadratic forms. *Prerequisite: C- or better in MT 2110. Offered as needed.*

MT 4120 Abstract Algebra

Presents basic concepts and techniques of group theory: axiomatic definition of groups, important classes of groups (abelian groups, cyclic groups, additive groups of residues, and permutation groups), quotient groups, and direct products. This course also introduces basic concepts of rings, such as ideals, integral domains, polynomial rings, and factor rings, the basic concepts of fields, and the

theory of extension fields. Emphasis will be placed on structural properties of groups, rings, and fields. *Prerequisite: C- or better in MT 2110. Offered as needed.*

MT4540 Differential Equations

First order differential equations, including existence and uniqueness theorems, separation of variables, and their applications, linear systems of differential equations, Laplace transforms and their use in solving linear systems. Applications include population models, ecological models, mechanical systems, forced oscillation, and resonance. Additional topics that will be covered may include dynamical systems and chaos, series, matrix, and numerical methods. *Prerequisite: C- or better in MT 3530. Offered as needed.*

MT4810 Directed Study in Mathematics

Course of study to be arranged between faculty and student in the field of mathematics. *May be repeated for credit. Variable credit (1-4), depending on contract.*

MT4830 Independent Study in Mathematics

Advanced, independent study of a specific topic arranged with a faculty member. *Variable credit (1-4), depending on contract*

Music

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

MU 1210 Music Appreciation

Students in this course will develop a fundamental knowledge of the basic elements of music (rhythm, melody, harmony, texture and form) and learn to apply them when listening to music. Insight will be gained as to why the music of different cultures and time periods sounds unique. The student will learn to identify music and instruments from various cultures and time periods and identify cultural influences in current music found throughout the world.

MU 1810 (WS 1810) American Women in Music

The subject of American women in music is a long-neglected one. All facets of women involved in music will be explored, from performers, conductors and composers to instrument makers and writers. Women's struggles to be recognized in the field of music, from Colonial times to the present, will be discussed.

MU 3050 Chorus

Instruction and performance in chorus. *May be repeated to an accumulated maximum of 8cr (1credit for each course).*

MU 3070 Private Instruction in Music

Private instruction in voice or instruments. *May be repeated to an accumulated maximum of 8cr (1credit for each course). Special fee.*

Outdoor Education

B.A. Degree in Outdoor Education

The Study of Outdoor Education

The program balances the theory of leadership and experiential learning with skills development and hands-on opportunities to lead. In doing so, this major prepares students for careers in outdoor education and to lead field trips and adventure trips within the leisure industry. The blending of experiences in science, business, sport and recreation management, and education is designed to enable students to find careers in a broad variety of fields. Some students may benefit from more science electives (i.e., Marine Biology) while others may benefit from more business electives (i.e., Principles of Marketing or Management Accounting). In consultation with their advisor, students might want to pursue a minor in Biology, Business, or Environmental Science.

Learning Outcomes

Students completing the Outdoor Education program should:

- Demonstrate a working application of a variety of leadership theories
- Demonstrate environmental stewardship and eco-literacy through sustainable and Leave No Trace practices
- Demonstrate technical and social-emotional applied to management in a variety of outdoor leadership settings
- Be able to communicate effectively both verbally and written
- Be able to lead individuals and groups effectively and accurately in a variety of settings
- Demonstrate judgment and decision-making skills by applying prior knowledge attained during previous experiences
- Experience failure in a safe and intentional environment and learn from

those mistakes in a manner which promotes sound judgment and skill development.

Requirements to Major in Outdoor Education

(55 Credits Total)

Required Education Core (19 Credits)

- ED 2110 - Professional Practice (2 Credits)
- ED 2170 - Intro to Special Education
- OE 3710 – Experiential Education or Curriculum Design
- ED 2130 -- Educational Psychology
- ED 1980 -- Teacher Portfolio (1 Credit)
- PS 3160 – Child Psychology

Required Outdoor Education Courses (36 Credits)

Take either:

- ES 1110 Environmental Science: a Global Concern

OR

- BI 1111 - General Biology – Biodiversity, Evolution, and Ecology **and**
- BI 1112 - General Biology – Genetics and Plant Biology

And Take:

- BI/ES 2070 New England Natural History
- OE 1110 – Introduction to Outdoor Education
- OE 2200 – Ropes Course Theory and Application
- OE 3610 – Theory of Outdoor Education
- OE 2430 – Wilderness First Responder
- OE 3870 – Outdoor Operations and Management
- OE 4610 – Capstone Experience: Leading Trips and Career Exploration
- Choose one from the following:
 - OE 4910 -Internship or
 - OE 4920 – Field Experience



- SM/KI 4710 – Legal Issues in Sports and Recreation
- Choose 4 of the skill-based courses between OE 1200 and OE1310

Requirements to Minor in Outdoor Education

Students interested in earning a minor in Outdoor Education will complete:

- OE 1100 - Introduction to Outdoor Education
- OE 2200 Ropes Course Theory and Application
- ED 2130 – Educational Psychology

Select one class from the following:

- OE/SM 3610 - Theory of Outdoor Education
- OE 3710 - Experiential Learning from Dewey to Outward Bound

Select one class from the following:

- OE 2430 - Wilderness First Responder
- SM/KI 4710 - Legal Issues in Sport and Recreation

Select 3 activity Courses (*1cr each*):

- Choose 3 of the skill-based courses numbered from OE 1200 to OE 1310, and including ES 1227.

Experiential Learning Component

New England College's Adventure Bound Programs for Educational and Leadership Opportunities

Adventure Bound programs (AB) are led primarily by students within the Outdoor Education (OE) field, however few non OE majors and minors participate. AB offers a wide variety of programs to faculty, staff, students, sports teams, and surrounding communities. The programs offered are team building on or off the Ropes course, snowshoeing, XC skiing, nature education, wilderness skills, connecting with nature, and similar. Students are expected to participate in one AB offered experience during the OE1110 course. In the upper level courses students are expected to lead/co-lead AB offered programs of their design.

All AB/OE programs are aligned with standards for AEE, WEA, and ACCT and the students of NEC are part of the process. NEC Outdoor Education students are encouraged to manage the AB operations and maintain connections and relationships with outside communities. Each year new programs are offered to develop awareness and meet the needs of our NEC community and members of the outside community.

Examples of trips and programs:

Indoor and Outdoor rock climbing, hiking, backpacking, ropes course experiences, xc skiing and snowshoeing, weekend camping trips, weekend ski trips, parent child overnight for grades 1-3, zip lining, aerial adventure park, back country skiing, week long adventure experiences, and more.

Outdoor Education Suggested Sequence of Courses			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	OE2430	Elective	OE3870
WR 1010	OE 1200-1300 (1 cr)	OE4910/20	LAS 2140
OE 2200 (3 Cr) taken with OE 1110 (3 cr)	ED 2130	BI/ES2070	LAS3110
OE1110 taken with 2200 (3 cr)	ES 1110 or BI 1111 and BI 1112	OE 1200-1300 (1 cr)	Elective
LAS 1110 (LAS1)	OE 1200-1300 (1 cr)	Elective	
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	OE3610	PS 3160	OE3710
ED 1980 (1 cr)	LAS 2110 (LAS 3)	OE3710	OE4610
ED 2110	OE 1200-1300 (1 cr)	OE4910 or OE 4920	OE1400s (2 cr)
Quantitative Literacy Requirement	ED 2170	SM/KI4710	Elective
OE 1200-1300 (1 cr)	LAS 2120 (LAS 4)		

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

OE 1110 Introduction to Outdoor Education

This course introduces students to the field of outdoor education through the focus on philosophical and theoretical foundation of leadership and team building through experiential education practices. This course will discuss a variety of issues related to outdoor education to include group dynamics, instructional practices, and programming through the use of the natural environment. This class also focuses on the personal leadership skills of the student and supports

the growth of new leadership skills through practice and feedback in a supportive manner. (3 Credits)

OE 1200-OE 1310 Skill Based courses

NEC offers a wide a variety of skills based courses annually. The courses are designed to provide an introduction to a discipline within the outdoor leadership industry. With a strong focus on the technical skills needed to successfully complete the task incorporation

of the judgment and decision-making required is emphasized.

OE 1200 courses

There are a variety of courses in the 1200 level that focus on the skills needed for warm weather technical skills. These courses require students to be physically engaged in the course goals and objectives, with their peers in the group, and understand the social-emotional and technical skills. During the courses students are expected to demonstrate judgment and decision-making skills based on the skills learned and accept constructive feedback from the instructor upon completion of the course. These courses will either meet multiple times a week, occur over a series of days, or occur over a weekend.

OE 1200 Topics – This course may offer different topics on technical skills in a variety of formats; presentation, hands-on application, demonstration, and so forth.
Variable Credit (1 -2)

OE 1215 Hiking the Whites/backpacking – Either backpacking through the White Mountains of New Hampshire over the course of 3-4 consecutive days or summiting 4-5 peaks over the course of 7 weeks. *(1 Credit)*

OE 1225 Trip Planning/Guiding – Understanding and demonstrating the efforts of implementing a trip as well as the methods of teaching the technical skills and guiding a group is the focus of this course. Not open to students who have taken. *(1 Credit)*

OE 1230 Meal and Menu Planning – Good meals and nutrition are important for any athlete, this course enables the students to explore a variety of meals through preparation for the backcountry. *(1 Credit)*

OE 1240 Rock Climbing – Basic rock climbing skills and wall management are covered in the course over 3 days in 7 weeks. *(1 Credit)*

OE 1245 Advanced Rock Climbing – beyond the anchor set-up for top roping, this course focus on the traditional placement of climbing gear, route selection, and leading techniques. *(1 Credit)*

OE 1260 Orienteering – The basics of map and compass land navigation is practiced and how to utilize a GPS beyond the basic capabilities for use in the backcountry. *(1 Credit)*

OE 1270 Canoeing/Kayaking – whether it be a river, lake, or ocean water travel with canoes and kayaks is exciting. Proper technique and safety skills are a main focus. *(1 Credit)*

OE 1280 Ropes Course facilitation – Beyond running ropes courses this course explores the variety of courses available to participants from challenge courses, to zip lining, to therapeutic and educational aerial adventures. *(1 Credit)*

OE 1295 Mountain Biking/touring – This course is designed to focus on either mountain biking technique or bike touring throughout New England and may include camping skills. *(1 Credit)*

OE 1300 courses
In the 1300 category of courses for Outdoor Education skills the winter and cold weather elements are explored. These courses focus on utilizing the cold weather to find adventure while learning the necessary judgment and decision-making skills to be safe in the elements. Students will have opportunities to test their new skills and receive constructive feedback from the instructor. Students will be expected to demonstrate their new skills while on the course.

OE 1300 Topics – This course may offer different topics on technical skills in a variety of formats; presentation, hands-on application,

demonstration, and so forth. *Variable Credit (1 -2)*

OE 1310 Winter Camping -
spending a weekend camping and participating in small hikes each day with an introduction to ways to keep warm during the day and night is the focus of this course. *(1 Credit)*

OE 1320 XC-Skiing/Snowshoeing -
A basic course of how to travel with and use X-C skis and snowshoes. This course will usually occur over the course of 7 weeks in the early spring semester. *(1 Credit)*

OE 1325 Winter Backpacking/mountaineering -
during a weekend students will explore the White Mountains of NH and learn technical skills needed in order to summit and return safely with mountaineering gear. *(1 Credit)*

OE 1340 Ice Climbing -
Spend time on the side of an ice cliff learning the skills to set up anchors and use ice tools to climb efficiently. *(1 Credit)*

OE 1350 Avalanche Awareness -
Travelling in the backcountry during winter is tricky. Being able to read the terrain and understand the snow and slide potential can have a direct impact on your experience. *(1 Credit)*

OE 1370 Backcountry Skiing/Snowboarding
Over the course of a few days or one weekend students will develop skills needed to seek terrain for backcountry skiing/Snowboarding. Skiers and snowboarders interested in this course should be able demonstrate level 3/intermediate skill level for sliding on snow. *(1 Credit)*

OE 1400 Wilderness First Aid/ Wilderness First Responder Recertification
This course is designed to provide students with a review or introduction to wilderness

medicine skills. *Prerequisite OE 1110 or SM 1510 or KI 1110 or OE 2430. (1 Credit)*

OE 2200 Ropes Course Theory and Application
This course will demonstrate a variety of safe team building and initiative activities using indoor and outdoor space, low ropes course elements, and high ropes course elements. The goal of this course is to identify a number of potential sequencing activities that may be used in order to apply team building techniques to k-12 grades, sports teams, clubs, professional groups, and so forth. This course is designed to apply the theories and leadership styles discussed in OE1110 Introduction to Outdoor Education in a practical setting and environment. Emphasis on policies and procedures for maintaining and managing a ropes course will also be included. Students will be asked to lead and participate in numerous activities in all ropes course settings while practicing leadership techniques and skills. Students will be expected to participate in climbing and rescue techniques during the High Ropes portion of this course and will also be expected to work with School Programs. A specific focus on universal elements is implemented to ensure students can work with the universal population to design and implement appropriate adaptations and modifications to support success for students with all abilities. *(3 Credits)*

OE 2430 Wilderness First Responder
This course is designed to provide students with the knowledge and skills needed to handle medical emergency situations found in remote locations. Students will develop an awareness of the responsibility they will have of people in their care and themselves. The ability to determine the appropriate treatment and care needed for a patient in a wilderness setting is tested through a final Mock Rescue. The course will place emphasis on preventative steps and decision making... This course utilizes the true intent of experiential education by providing experiences that build upon prior knowledge

until the concepts are adequately grasped. WRF Certification is granted by maintaining a grade of B or higher and demonstrating skills through the weekly practical simulation. This course is great for students who are OE majors or looking to develop wilderness medicine skills for recreating in the backcountry.

OE 3610 (KI/SM 3610) Theory of Outdoor Education

This course examines the theoretical basis of experiential and outdoor education and the educational, psychological, and historical underpinnings. Emphasis is given to each student's philosophical development of leadership and education. The philosophies of outdoor education programs and leaders are researched and discussed in this course. This course is considered to be a writing intensive course and students will work on researching and processing of foundations. Students will participate in one extensive group experience. Successful completion of this course prepares students to design and lead experiential education activities both indoors and out. *Prerequisite OE 1110 or SM 1510 or KI 1110. Minimum of 24 credits.*

OE3710 Experiential Learning: Dewey to Outward Bound

This course introduces students to the foundations of project-based, experiential learning in and out of classroom environments. Origins of experiential education including the work of theorists such as John Dewey, Kurt Hahn, and Paulo Freire and theories that sprouted the progressive movement in education, and experiential programs such as Outward Bound will be explored. Students will engage in active, outdoor learning with an emphasis on environmental education. Relationships between human beings, learning and the natural world are explored through organized learning activities and an expedition where students construct an integrated experiential project from start to finish. Students will become versed in developing lesson plans

that meet national and state education standards.

OE 3870 Outdoor Operations and Management

This course explores risk management and policies and procedures of running or working within the Outdoor Education and adventure fields. Students will learn how to assess risk, manage risk, interpret and develop policies, and write operating procedures for ropes courses, equipment use and adventure trips. This course prepares students for working in the field of outdoor education from the policies, procedures, and operations management perspective. Students participate in two group efforts that demonstrate experiential learning and social incorporation of technical skills understanding within the outdoor education/recreation field.

OE 4610 Capstone Experience: Leading Trips and Career Exploration

As the culminating course in Outdoor Education students will be expected to define their leadership skills through reflection, leadership opportunities, and site visitation. Students are expected to discover areas of their leadership that can be enhanced and developed through continuing education and portfolio development. This course will represent the pinnacle of the outdoor leadership student's degree completion. Students will prepare for employment by developing their resumes and practicing interview skills and etiquette. As a class the students will visit a variety of places that offer work in the outdoor leadership field. The course is driven by the skill and goals of the students in a collaborative effort to develop and enhance leadership opportunities.

OE 4910 Internship in Outdoor Education

The internship opportunities are designed to offer insight and experiential learning in an area of student's interest. Students should develop an opportunity with the Outdoor Education advisor. *Contract required and*

potential prerequisite may be required for certain sites. Variable Credit (1 – 16)

OE 4920 Practicum in Outdoor Education

The practicum opportunities are designed to offer insight and experiential learning in an area of student's interest. Students should develop an opportunity with the Outdoor Education advisor. *Contract required and potential prerequisite may be required for certain sites. Variable Credit (1 – 16)*

BI 2070 (ES 2070) New England Natural History

A field and laboratory course emphasizing the diversity of local organisms and their environments. We attempt to cover all major groups (animals, plants and fungi) of both terrestrial and aquatic habitats, in terms of basic structure, relationships, identification, and adaptations. *Offered odd falls. Prerequisite: BI 1111-1112 or ES 1110.*

ED 1980 Teaching Portfolio

This course is designed to introduce students to the process of creating an electronic portfolio to be used as a vehicle to display competency in relation to the State of New Hampshire certification standards. Students will review the state standards: general education, professional education, and their major standards and begin the process of understanding how those standards are connected to professional teaching. Students will use their portfolios throughout their career at NEC. *Offered every semester. (1 Credit)*

ED 2110 Professional Practices in Education and Practicum I

This course explores the American school system as influenced by contemporary and historical principles and philosophies. Current educational issues discussed include (a) the organization, structure, and funding of schools; (b) legal issues impacting students, teachers, and administrators; (c) the significance of education in our society; and (d) the social and political forces impacting our educational

system. Career opportunities and requirements of the teaching profession are also explored. Students are required to complete a Service Learning project practicum in a school setting as part of this course. *Offered every spring. (2 Credits)*

ED 2130 Educational Psychology

This course examines the practical implications of theories with emphasis on educational applications. Particular emphasis will be placed on theories of learning, growth and development, motivation, evaluation, and interpersonal relationships. An analysis of each topic will be made in relation to the teaching/learning process. Students will also be introduced to standardized testing methodologies and interpretations.

ED 2170 Introduction to Special Education

The primary goal of this course is to increase the pre-service teacher's awareness of and sensitivity to individuals with special needs. In addition, individuals enrolled in this course will (a) examine and become familiar with laws relating to special education, (b) examine the characteristics of various exceptionalities and how they are identified, (c) become familiar with the pre-referral, referral, and identification process, (d) become familiar with resources available to support learners, (e) become familiar with related service personnel and their roles, (f) understand the role of a paraprofessional, and (g) develop and understanding of how to effectively work as a team member with general education teachers and other members of the special education team. This course will also entail a practicum experience in a public school. *Prerequisite: Grade of B or better in ED 2110.*

PS 3160 Child Psychology

Everyone has been exposed to a "normal" child and a child who does not appear to fall into the "normal" category. This course takes an in-depth look at both normal and abnormal child development from conception through adolescence. We will examine milestones and implications of not meeting those milestones when anticipated. The

course will cover topics of physical, social, psychological, emotional, moral and cognitive development as well as family and educational structures. Disorders of childhood (biological as well as psychological), learning differences, social/cultural and socio-economic status will also be explored at length.

Philosophy

Course Listing

All undergraduate course listings are 4 credits unless noted otherwise.

PA 1910 Critical Thinking

This course serves as an introduction to logic. Elementary semantics, common fallacies in inference, the analysis of arguments, and the logic of induction and deduction are studied. The primary emphasis is on reasoning as it occurs in everyday contexts. Students will develop skills for identifying claims, premises, and conclusions, and explore ways in which logic can improve skills in reading, interpreting, analyzing issues, and essay writing. *Offered as needed.*

PA 2110 Introduction to Philosophy

An introduction to philosophical efforts to understand the reality in which we live, the possibility of knowledge and the nature of the self. Views from a selection of thinkers are considered. *Offered as needed.*

PA 2210 Philosophy of Art

This course is a comparative analysis of the major philosophical attempts to define art and distinguish it from non-art, ranging from the ancient to contemporary periods. Theories to be studied include mimesis, formalism, expression theory, and avant-garde. Philosophers covered include Plato, Aristotle, Leo Tolstoy, R.G. Collingwood, and Arthur Danto. Films such as *—Max||* and excursions to the NEC gallery will also be featured. Special emphasis will be placed on the controversial thesis that the age of art has come to an end. *Offered as Needed.*

PA 2230 Introduction to Symbolic Logic

This course serves as an introduction to deductive symbolic logic. Topics to be covered include traditional/Aristotelian logic, sentential and predicate logic, translation between natural language and symbols, argument forms, truth table analysis, and both direct and indirect proofs. Students will hone and refine their analytical and critical thinking skills by identifying premises and

conclusions of arguments and analyzing arguments for validity. Offered as needed.

PA 2310 (BU 2310) Business Ethics

This course examines the ethical aspects of individual and corporate decision making in business and provides resources for making ethical decisions within the context of managerial practice. Topics to be studied include the justification of free enterprise, the concepts of profit and private ownership, economic justice, the nature and moral responsibilities of corporations, consumers and advertising, affirmative action, and employee rights. Especially pertinent for those planning business careers, but designed for all interested students. *Offered as needed.*

PA 2320 (CJ 2320) Criminal Justice Ethics

Introduces basic ethical theories, emphasizing how ethical theory can be applied to contemporary problems in law enforcement, corrections and adjudication. Topics covered include criminal justice policy, and the ethics of law enforcement, court processes, and corrections. The course also considers issues such as police corruption and brutality, race, class and gender disparities, capital punishment, gun control, drug policy, pornography, gambling, and other current issues in criminal justice. Especially pertinent for those planning careers in criminal justice professions, but designed for all interested students.

PA 2410 (ES 2410) Environmental Ethics

Students consider intrinsic relationships of humans to their physical and biological surroundings and reflect on the issues of meaning, attitudes and value. Topics include the historical roots of the ecological crisis, conflicting views on ecological problems, ethical problems in the environment and cooperation with nature. Offered every other spring.

PA 2710 (WS 2710) Philosophy of the Irrational

In antiquity, Socrates tells us, "some of our greatest blessings come to us by way of madness." What is the relationship between the irrational and the madness of love, of creativity, or of religious ecstasy? Has madness/irrationality been associated with one sex more than the other? This course will explore the meaning of madness in the context of the development of reason in the western philosophical tradition. In addition to philosophy and women's & gender studies, this course will be of benefit to students of psychology, education and the arts. *Offered as needed.*

PA 2810 Philosophy of Science

An examination of the methods and historical development of the sciences generally, as well as a treatment of philosophical issues that arise in particular sciences. What justifies the view that science is the most objective source of human knowledge? What makes a scientific theory true? To what extent does scientific knowledge depend on history, political perspective, or gender, and what influence do values have on science? Especially pertinent to science majors, but designed for all interested students. Extensive scientific background not required. *Offered as needed.*

PA 3050 Ancient Philosophy

A survey of the origins of Western philosophy in Ancient Greece, beginning with the pre-Socratics, and moving through Plato and Aristotle, with special emphasis on Aristotle's "Metaphysics." Topics include form, substance, and the nature of God. *Offered as needed.*

PA 3110 Religion & Philosophy

As far back as Plato and Aristotle, philosophical questions about the nature and existence of God/the Divine and what we can know of it have been vigorously debated. Are there good reasons to believe in that which cannot be empirically known to exist? This course explores the tangled and rich history

of the relationship between reason and faith. Offered as needed.

PA 3150 (WS 3150) Medieval/Renaissance Philosophy

A survey of philosophical and theological writings by men and women that traces the shift from the medieval to renaissance thought. Questions around the significance of the body, the role of gender, the meaning of creation and our place within it, will be explored by engaging with the extraordinarily rich literature of the medieval period.

PA 3250 Modern Philosophy

A close, critical study of the thought of major philosophers during the 17th through 19th centuries, in the areas of epistemology, metaphysics, and philosophy of mind. Philosophers studied may include Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant, and Hegel. *Offered as needed.*

PA 3350 Contemporary Philosophy

A critical study of the major trends in 20th and 21st century philosophy, which may include analytic philosophy, process philosophy, existentialism, hermeneutics, and deconstruction. Philosophers studied may include Wittgenstein, Bergson, Whitehead, Heidegger, Sartre, Gadamer, Merleau-Ponty, and Derrida. *Offered as needed.*

PA 3510 Existential Philosophy

An introduction to the themes and methods of the existential tradition of philosophy. The philosophical writings of the most important existentialist thinkers, including Kierkegaard, Nietzsche, Heidegger, Sartre, de Beauvoir, and Camus will be examined. Topics to be discussed include individuality, freedom and choice, bad faith and authentic existence, anxiety, and the meaning of death. *Offered as needed.*

PA 4010 Moral Philosophy

Advanced study of the concepts and judgments of value, including treatment of the notions of good and bad, right and wrong, and theories of moral obligation. Classic and

contemporary readings will be engaged to explore contrasting views on the proper role of rules and virtues in morality, the relation of rules to the exercise of morality, moral psychology, and the connection of morality to reason. *Offered as needed.*

PA/WS 4110 Feminist Philosophies

This course seeks to pull together the myriad of course experiences a student will have had in women's studies. Focusing on major trends in feminist theory and incorporating global perspectives, students will engage in an intensive reading of feminist philosophers, exploring both traditional and cross-cultural ideas on the nature and/or construction of sexual difference and its relationship to morality, rationality, knowledge, science, politics, etc. *Offered as needed.*

PA 4210 Knowledge of the Sacred

This course focuses on how belief in what William James calls "the reality of the unseen" can be used to organize and understand human experience. Particular attention will be paid to the concept of the sacred text: what it is and how it can function to bring us knowledge of the Divine. *Offered as needed.*

PA 4510 Advanced Readings in Philosophy

Close study of philosophical theme, issue, period or major figure. May be repeated for credit with different topics or texts.

PA 4810 Directed Studies in Philosophy

On those occasions when a student's goal is to pursue further studies in philosophy a faculty member may determine, or a student may request, a more in depth exploration of a philosopher or time period. In these cases, which would be more the exception than the rule, the philosophy department would consider an independent or directed study with a student to be conducted during the semester, when it is understood that compensation would not apply. These would not be used to fulfill required credits. In other words, the faculty member would be under no obligation to provide the course but could do so if s/he felt the need sufficient and his/her schedule allowed. *Variable Credits (1-4)*

PA 4830 Independent Study in Philosophy

Topic to be determined by arrangement with departmental faculty. Contract required. May be repeated for credit. *Variable credit (1-4).*

PA 4910 Philosophy Internship

An internship related to the subjects emphasized in the philosophy curriculum. Contract required. *Variable credit (1-15).*

Physical Education

The following PE 1000-level activity courses consist of practical participation and theoretical learning in individual and team physical activities with emphasis on the enjoyment of leisure-time activities. One (1) credit is granted for each course and each of these courses meets for one-half of the semester (7 weeks). With the exception of Kinesiology majors, students may take a maximum of six (6) of these courses for credit toward graduation. Not repeatable for credit.

PE 1530 Hiking

This course will include instruction in the basics of hiking. Students will be instructed in hiking techniques and safety and will participate in hikes. This is a recreational class open to all students. It does not meet fulfill the requirement for movement instruction skills classes for KI or PE majors. *Prerequisites and Notes: None. (1 Credit)*

PE 1550 Ultimate Frisbee

This course will include instruction of the basic techniques, rules and skills needed to play ultimate frisbee. By the conclusion of the class students will be able to participate in ultimate frisbee as a lifetime activity. This is a recreational class open to all students. It does not meet fulfill the requirement for movement instruction skills classes for KI or PE majors. *Equipment is provided. (1 Credit)*

PE 1610 Strength Training

This course introduces students to the development of muscular strength and endurance through a progressive resistance program. Students work to increase their strength using weights and/or other resistance devices. *(1 Credit)*

PE 1620 Gymnastics

An introduction to the basic skills, teaching progressions and safety issues pertaining mainly to tumbling. A basic understanding of other apparatus vaulting, bars, mini-trampoline may also be introduced. The course will also focus on understanding the relationship between physical skill components of strength and flexibility in evaluating skill readiness, and will prepare the physical education major with teaching

progressions for gymnastics taught in the public school setting. *No background in gymnastics is necessary. (1 credit)*

PE 1630 Fitness for Life

This course is a practical introduction to common fitness activities that can be performed by individuals with varying levels of fitness and physical characteristics throughout their lives. Students may be involved in walking, hiking, cycling, strength development, cooperative games and other low-to-moderate intensity fitness activities. **Note:** *Fitness for Life is intended for the relatively sedentary person who wants to learn and become more motivated in physical activity. (1 Credit)*

PE 1640 Physical Conditioning

This is a conditioning course intended for students who are already moderately active and who want to increase their levels of cardio-respiratory and musculo-skeletal fitness. Moderate to high-intensity training methods such as walking/jogging, interval, circuit, fartlek training, plyometrics, Pilates, and resistance training are typically offered. *(1 Credit)*

PE 1650 Aerobics

This is a conditioning course utilizing various levels (low to high impact) of cardiovascular exercises as a means toward developing an improved level of physical fitness. *(1 Credit)*

PE 1660 Tae Kwon Do Level I

Tae kwon do (meaning the way of hand and foot) had its beginnings in Korea and now is practiced in 157 countries around the world. Students participating in this course will

learn and practice basic blocks, punches, kicks, patterned forms, sparring techniques, self-control, Korean terminology, as well as the customs and courtesies. *(1Credit)*

PE 1670 Cardio-Kickboxing

One of the most popular group exercise workouts in the country. Training principles are derived from the Martial Arts, Aerobics and Boxing. These varied disciplines combine to form a comprehensive workout that is safe, effective and fun. Students will learn proper execution of the techniques. *Offered upon sufficient demand. (1Credit)*

PE 1680 Yoga

This course is designed to offer the student with the techniques and philosophies associated with yoga. Different types of yoga may be taught, based on the instructor training and certifications. The student will actively participate in the postures and positions of basic yoga, and will also gain knowledge in the theories and philosophies associated with the specific form of yoga performed. *(1Credit)*

PE 1690 Self-Defense

This course teaches physical skills as well as using critical thinking skills. The focus of this course is to identify threat recognition, threat analysis and threat management. The student will learn tactics to stay safe in various environments and tools that can be used effectively to increase personal safety. Skills to be learned and practiced include: defenses, blocking and falling techniques, all specifically designed to recognize, avoid, or provide for safe removal from a threatening environment. No previous self-defense or martial art skills required. *(1Credit)*

PE 1710 Golf

This course will include instruction of the basic rules, techniques and skills needed to play golf at any level. Students will also be able to identify the mental, social, and physical benefits of participation in playing golf as a lifetime sport. No previous experience playing golf is required. *(1cr)*

PE 1720 Racquet Sports

This course will include instruction of the basic rules, techniques and skills needed to play the various racquet sports (typically badminton or tennis) at any level. Students will also be able to identify the mental, social, and physical benefits of participation in the activity as a lifetime sport. No previous background in the sport is required. *(1Credit)*

PE 1740 Fundamentals of Rhythm

This is a participatory course. All students will learn various types of dance and rhythmical movement, how to incorporate manipulatives with music and movement, and different methods of teaching rhythmic expression. The course is designed to provide students with an understanding of how to teach a progressive unit in rhythms to students of any age. *(1Credit)*

PE 1760 Beginner Skating

This course is a practical introduction to the basic techniques involved in ice skating: balance, edging, turning, skating forward and backward, and developing a more powerful stroke. Basic techniques common to both figure and power (hockey) skating comprise the majority of the course. This course is intended for beginners. *A pair of figure or hockey skates is required. (1Credit)*

PE 1770 Basic Massage Techniques

Students will learn the basic techniques of massage and will participate in practicing massage techniques. Some stress reduction and gentle movement may also be included in this course. *(1Credit)*

PE 1780 Advanced Massage Techniques

A continuation of Basic Massage Techniques. *Prerequisite: PE 1770 or permission of instructor. (1Credit)*

PE 1790 Movement for Relaxation and Revitalization

A course in gentle bodywork, breathing exercises and meditation practices intended to open the vital energy pathways, tone and

balance the major organs and glands and the nervous system, improve spinal alignment and flexibility, and enhance mental, emotional and spiritual clarity and balance. Movement forms practiced in the course may include yoga, sotai, qigong, and tai chi. *Course may be repeated for credit with a different instructor and/or topic. (1Credit)*

PE 1810 Volleyball

This course will include instruction of the basic rules, techniques and skills needed to play volleyball at any level. Students will also be able to identify the mental, social, and physical benefits of participation in volleyball as a lifetime sport. No previous volleyball skills are necessary. *(1Credit)*

PE 1820 Softball

This course will include instruction of the basic rules, techniques and skills needed to play softball at any level. Students will also be able to identify the mental, social, and physical benefits of participation in softball as a lifetime sport. *(1Credit)*

PE 1830 Soccer

This course will include instruction of the basic rules, techniques and skills needed to play soccer at any level. Students will also be able to identify the mental, social, and physical benefits of participation in soccer as a lifetime sport. No previous soccer skills are necessary. *(1Credit)*

PE 1840 Basketball

This course will include instruction of the basic rules, techniques and skills needed to play basketball at any level. Students will also be able to identify the mental, social, and physical benefits of participation in basketball as a lifetime sport. No previous basketball skills are necessary. *(1Credit)*

PE 1850 Pilates

Pilates will give students and introduction into the movement, skills and benefits of Pilates. Students will learn and engage in the foundations of Pilates, which will include the history, philosophy and current methods of

the activity. Students will physically participate in the class as they learn the proper technique of Pilates. This includes proper breath control, creating resistance within their own body and implementing proper movement methods related to Pilates. There will be opportunities for students to work in small and large groups to lead group activities as well. Is it required that students participate in the physical activities and attend class prepared. This includes wearing loose-fitting clothing and no shoes during the class. *(1 Credit)*

PE 1860 Lacrosse

This course will include instruction of the basic rules, techniques and skills needed to play women's or men's lacrosse at any level. Students will also be able to identify the mental, social, and physical benefits of participation in lacrosse as a lifetime sport. No previous lacrosse skills are necessary. *(1Credit)*

PE 1870 Floor Hockey

This course will cover the basic fundamentals of floor hockey such as stick handling, passing, shooting, etc, as well as more advanced concepts such as face-offs, goal tending, offensive and defensive tactics. The rules of the game and team aspects associated with floor hockey will also be taught. The emphasis will be on learning how to play floor hockey, practicing the various skills, and having fun. *(1Credit)*

PE 1880 Flag Football

This one credit course is designed to teach the basics fundamentals, rules and skills of flag football. Students will receive instruction in the rules of play, skills and strategies required to experience team play in the sport of flag football. *(1Credit)*

PE 1885 Field Hockey

This course will include instruction of the basic rules, techniques and skills needed to play field hockey at any level. Students will also be able to identify the mental, social, and physical benefits of participation in field



hockey as a lifetime sport. No previous field hockey skills are necessary. *(1Credit)*

PE 1890 Broomball

This course will include instruction of the basic techniques, rules, and skills needed to play broomball. By the conclusion of the class students will be able to participate in broomball as a lifetime activity. This is a recreational class open to all students. It does not fulfill the requirement for movement instruction skills classes for KI or PE majors. Equipment is provided. *(1 Credit)*

PE 1990 Topics in Movement Skills

Varied topics in Movement Skills. *May be repeated with different topics for credit. (1Credit)*

Physics

Course Listings

All undergraduate courses are 4 credits unless otherwise noted.

PH 2110 (ES 2110) Introduction to Planetary Science

Starting with the formation of stars and solar systems this course investigates the underlying concepts and theories of planetary science. The course's objective is to understand the principle forces that drive geological, atmospheric and hydrological processes and their influence on the development of life. A structured approach develops a comparative planetology for examining planets both within and outside our solar system.

PH 2210 General Physics I

An introduction to mechanics and the behavior of solids and fluids using algebra. Topics will include kinematics, forces, energy, torque, pressure, and dynamics of an ideal fluid. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. Prerequisite: MT 1510

PH 2220 General Physics II

A continuation of PH 2210. Topics include optics, thermal physics, electricity and magnetism, waves (especially sound, and light), and nuclear physics. Laboratory work emphasizes data collection, analysis, and interpretation. Prerequisite: PH 2210.

PH 2310 Calculus-based Physics I

An introduction to mechanics (including kinematics, forces, energy, and torque), fluids, and oscillations and waves, using calculus. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. Prerequisite: MT 2510.

PH 2320 Calculus-based Physics II

A continuation of PH 2310. Topics include thermodynamics, optics, electricity, and magnetism. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. Prerequisite: PH 2310 and MT 2520.

Political Science

B.A. Degree in Political Science

The Study of Political Science

The Department of Political Science at New England College provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop awareness of the moral and ethical implications of political action as well as understanding of political institutions and processes from diverse perspectives. The study of political science emphasizes critical thinking in preparing students for roles as engaged citizens of their community, country, and the world. Our goal is to develop a citizen scholar who understands the challenges and opportunities around them and are in a position to make a difference.

The department maintains a strong commitment to the development of students' writing abilities. Most courses in the department require one or more papers. The senior level seminars require a major paper based on significant independent student research. In addition, each political science major, under the guidance of a faculty member, writes and publicly defends a senior thesis or completes a substantive capstone project.

Learning Outcomes

Students completing the Political Science Program should have:

- Knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.
- An ability to demonstrate the basic research skills necessary to write a paper in the discipline of political science.
- An ability to demonstrate critical thinking skills and formulate and defend a thesis.
- Knowledge of the content of at least two of the following subfields within political

science: American Government, Comparative Politics, International Relations, Constitutional Law, and/or Public Policy.

- An understanding of the basic values of American civic culture.
- A basic knowledge of the political institutions and processes of the government of the United States.
- Knowledge of the dynamics of politics and power at work in the modern world.
- An understanding of the major issues affecting international relations.

Requirements to Major in Political Science

40 Credits

Core Courses (20 credits)

Choose one of these two

- PO 1110 - U.S. Politics
- HS 1130 Evolution of American Democracy

Choose one of these two:

- PO 1510 - International Politics
- HS 1115 Western Civilization

Take each of the following

- PO/HS 2040 - Research Methods (2cr)
PO/HS 4910 – Internship (4 cr)*
- PO/HS 4930 – Senior Thesis I (2cr)
PO/HS 4940 – Senior Thesis II (2cr)
- PO/HS 4950 Senior Thesis III (2 cr)

Choose 20 credits from the following:

- PO 2110 – State and Local Government and Politics
- PO 2910 – Public Policy Analysis
- PO 3110 – The Presidency and the Executive Branch
- PO 3120 – Congress and the Legislative Process
- PO 3210 - Global Issues
- CJ 1140 – US Legal Systems
- PO 3140 – Campaigns and Elections
- PO 3450 – US Foreign Policy

- PO 3580 – International Security
- PO/CJ 3910 – Terrorism
- PO 3990 – Topics in Political Science
- PO 4110 – Regional Politics
- PO 4310 – Constitutional Law
- PO 4810 – Directed Study in Political Science
- PO 4820 – Individually Designed Learning Plan

Requirements to Minor in Political Science

Choose one of these two

- PO 1110 - U.S. Politics
- HS 1130 Evolution of American Democracy

Choose one of these two:

- PO 1510 - International Politics
 - HS 1115 Western Civilization
- *AND Take 16 credits from course with a designation PO 2000 or above.*

All elective courses in History are applicable in the Political Science major with the understanding that to proceed in the field, the preponderance of courses should be in the major field. So, a student wishing to enroll in a graduate program in Political Science should show more Political Science courses in the major. *An internship of 4-12 credits is required for the History or Political Science major. All of those credits will count toward the 120 required for the BA, however only 4 credits will apply toward the 24 elective credits in the major.

Signature Immersion Experience

Each major will complete a senior capstone project in their senior year. This project will be conducted over the course of three 2-credit courses (Thesis I, Thesis II and Thesis III) and will begin in Spring of the Junior year.

Each student is asked to undertake an independent learning experience where they will immerse themselves in research and writing on a specific topic of their choosing. Faculty works with the student on topic selection and making sure they meet deliverable milestones and provide support through faculty and library staff. The student completes a writing intensive project which can be the traditional thesis or a project designed in consultation with a member of the political science faculty.

The student constructs a committee (with representatives across departments) that advises through the process. Additionally, the senior capstone seminar class involves significant feedback from fellow students. At the end of process the student does a “defense” which includes a public presentation with comments and feedback from the faculty on the committee.

<i>Political Science Suggested Course Sequence</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
PO 1110 or HS 1130	PO 2040	PO Elective	PO 4940 Thesis II
LAS 1000	PO Elective	LAS 2130 (LAS 5)	PO Elective
LAS 1110 (LAS 1)	LAS 2110 (LAS 3)	Elective	LAS 3110 (LAS 7)
WR 1010	Elective	Elective	Elective
Spring	Spring	Spring	Spring
PO 1510 or HS 1120	LAS 2120	PO Elective	PO 4950 Thesis III
LAS 1120 (Las 2)	PO Elective	PO Elective	PO Elective
Quantitative Literacy Requirement	Elective	PO 4930 Thesis I	Elective
Elective	Elective	LAS 2140 (LAS 6)	Elective

Course Descriptions

All undergraduate courses are 4 credits unless noted

PO 1110 U.S. Politics

Democracy in the U.S. is evaluated through analyses of the major institutions, processes, and policies of the national government. Power, inequality, political culture, social movements, the Constitution, elections, the role of the media, and the parts played by the President, the bureaucracy, the Congress, and the courts are all considered.

PO 1510 International Politics

The international political system and the forces affecting it are evaluated, with emphasis on the role of the nation-state. This course introduces the components of national power: political, economic, social, geographic, and population; and analyses of the aims, purposes, and objectives underlying the foreign policies of the states and the tools, techniques, and strategies used in the promotion of these goals in the international arena.

PO 2040 (HS 2040) Research Methods

This course will be taken by all political science majors in the fall semester of their sophomore year. This class will provide an overview of researching in political science. Students will learn about the scientific method, using the library to do research, citation and bibliography styles, and how to write a book review, an outline, then a literature review. This course will provide all political science students the tools to do research in their upper division political science classes. (2 Credits)

PO 2110 State and Local Government and Politics

The organization, structure, and functions of state governments and of municipal, county, town, and other local governments of the United States is examined.

PO 2910 Public Policy Analysis

This course provides an analytical survey of policy formulation and implementation in the United States, together with an examination of the impact of policy upon individuals and

groups in American society. Students will examine current public policy issues.

PO 3110 The Presidency and the Executive Branch

A study of how we select the president; of presidential powers and limitations; the role the chief executive should play in a democracy; and of relations between the presidency and the departments and agencies of the executive branch.

PO 3120 Congress and the Legislative Process

This course examines the role Congress plays in the government of the United States. How do members of Congress get elected? What work do they do in office, and how do they organize themselves to do it? What role do political parties play? How well or how poorly does Congress represent the will of the people?

PO 3140 Campaigns and Elections

This course examines the election process. Students will manage a hypothetical campaign from its inception to a mock election day. The course will focus on relevant electoral issues such as candidates, the media, campaign finance, party politics, and voter turnout.

PO 3210 Global Issues

This course will look at the major issues facing the countries of the world today. The issues that will be discussed in detail will include globalization, development, human rights, the environment, weapons proliferation, terrorism, WMD, sweatshops and ethnic conflict. In addition, specific, current examples from every region in the world will be used to understand these issues much better.

PO 3450 U.S. Foreign Policy

This course provides student with an opportunity to analyze American foreign policy from the perspectives of both domestic American politics and international relations. Policy with reference to the Soviet Union, the

Third World, political and military allies, nuclear and conventional weapons, international organizations and human rights are considered.

PO 3580 International Security

This course examines international security in a broad context. Beginning with notions of national security and domestic sources of foreign policy, it will expand to include analysis of timely security issues such as the proliferation of weapons of mass destruction, ballistic missile defense, arms control and disarmament, arms sales, and the military industrial complex.

PO 3910 (CJ 3910) Terrorism

This course is designed to introduce students to the study of terrorism and its challenges for national security. Students will explore numerous features of the subject including, but not limited to, definitional dilemmas, the origins and evolution of terrorism, tactical and targeting innovation, the psychology and characteristics of terrorist actors, including women, case studies (e.g. Palestine, Sri Lanka, Colombia, Ireland, North America), and counter-terrorism strategies. Both international and domestic terrorist actors will be explored.

PO 3990 Topics in Political Science

Special topics in the study of political science at the advanced level.

PO 4110 Regional Politics

This course will introduce students to the historical development of government and politics in a specified geographical region. The course will consider such topics as colonialism, nationalism, international economics, and international security. Using the comparative approach, the governments of the major states of the region will be discussed as well.

PO 4310 (CJ 4310) Constitutional Law

This course is designed to study the Constitution of the United States, including the history of the document, the

incorporation of the Bill of Rights, judicial methods and theories of interpretation.
Prerequisite: PO 1110 or CJ 1110 and minimum of 30 credits.

PO 4810 Directed Study in Politics

Course of study to be arranged between faculty and student in the field of Political Science. *Contract required. Variable credit. (1-4)*

PO 4820 (HS 4820) Individually Designed Learning Plan

Confronted with the many problems facing our world, a student (or group of students) may undertake (in cooperation with a faculty mentor) an advanced project involving formulation of a research plan involving numerous sources on and off campus designed to lay out in detail the history and nature of the problem and one or more potential solutions, based on extensive evidence. Public presentation of the project and its outcome is expected. *Contract required. Variable credit (2-16)*

PO 4830 Independent Study in Politics

Course of study to be arranged between faculty and student in the field of Political Science. *Contract required. Variable credit.(1-4)*

PO 4910 (HS 4910)

Internship/Experiential Learning

An internship program in state, local, national or international government, when available, may be taken by qualified students on a semester, year, or summer basis. *Approval of the faculty is required. Contract required. Variable credit (1 – 16).*

PO 4930 (HS4930) Senior Thesis I

The senior thesis is the summation of the political science major's career at NEC. The thesis is a work of original scholarship which demonstrates clearly the student's grasp of a topic, mature understanding of it, and the ability to clearly and emphatically express

that understanding and grasp to others. The senior thesis will normally conclude in the senior spring. This seminar will begin the thesis project. Topic selection, research, bibliography and outline are intended results. This course is required of all political science majors, and is offered spring or summer. *(2 Credits)*

PO 4940 (HS4940) Senior Thesis II

The process continues with another seminar. In this term students will begin to write the thesis. A significant draft is expected. This course is required of all history majors and is offered every fall term. *Prerequisite PO 4930 (HS4930). (2 Credits)*

PO 4950 (HS 4950) Senior Thesis III

The process culminates in the senior spring with a significant piece of original written work and a public defense. In extremely rare cases, another form of capstone project may be substituted with advisor's permission. *Prerequisite PO 4940 (HS 4940). (2 Credits)*

Pre-Engineering Studies
See Engineering

Psychology

B.A. Degree in Psychology

The Study of Psychology

Psychology emphasizes the fundamental importance of understanding human behavior and thought. It is a wide-ranging discipline, encompassing diverse fields of study. It is also, by its history and nature, an activist, applied discipline. Students focus on such diverse topics as human development, prejudice, aggression, abnormal psychology, health, and social interaction, not solely to acquire knowledge, but also with the intent of using this knowledge to better their community and their world.

At New England College, it is the goal of the faculty to merge practical skills with theoretical content and critical thinking abilities. One aim of the program is to prepare students for continued study at the graduate level. Another goal is to prepare students for careers in counseling and human services, business, education, community health, and political and social service. In combination with other programs of study (e.g., art, international business, communication, drama, environmental science, women's studies, philosophy), a psychology major provides students with a variety of career options upon graduation. In all courses, students are challenged to move beyond their common sense and personal history and to acquire an understanding of how questions about human functioning are answered via the scientific method of systematic investigation and hypothesis testing. Moreover, the faculty make psychology meaningful and relevant to students so that what they learn can be applied to real life skills such as parenting, interpersonal relationships, health, conflict resolution, motivational and emotional difficulties, and personal development.

As one of the social sciences, psychology relates well to programs in business, economics, education, communication,

political science, and sociology. As a health science, psychology is concerned with individual and collective well-being and, therefore, encourages important connections to medicine, law and environmental studies. Additionally, psychology is becoming more attentive to cross-cultural and international issues. The Psychology Department is part of the Natural and Social Sciences Division.

Faculty members in psychology have a wide range of research interests, including such areas as health, prosocial behavior, human sexuality, violence, attachment theories and environmental influences on childhood learning abilities and behaviors, life-span developmental issues, clinical psychology, and contemplative approaches to psychology, multicultural and cross-cultural considerations, and community mental health. The members of the psychology faculty work closely with students and are committed to assisting students in their efforts to realize their individual educational goals.

Two concentrations are offered in psychology: general psychology and human services.

Learning Outcomes

Students completing the Psychology Program should possess the following:

- Knowledge Base of Psychology - Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Research Methods in Psychology - Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Critical Thinking Skills in Psychology - Respect and use critical and creative thinking, skeptical inquiry, and, when

possible, the scientific approach to solve problems related to behavior and mental processes.

- Application of Psychology - Understand and apply psychological principles to personal, social, and organizational issues.
- Values in Psychology - Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- Information and Technological Literacy - Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communication Skills - Communicate effectively in a variety of formats.
- Multicultural Awareness - Recognize, understand, and respect the complexity of multicultural communities.
- Personal Development - Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Career Planning and Development - Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

Requirements to Major in Psychology (40+ Credits)

Students must complete the Core Courses and one of the Concentrations described below. A student may not earn more than two "C-" grades within the requirements of the major.

Psychology Core Courses (32+Credits)

- PS 1110 - Introduction to Psychology
- PS 2110 - Writing and Research in Psychology
- PS 2310 - Statistics for the Social Sciences or MT 2310 – Statistics
- PS 2160 -- Lifespan Development
- PS 2050 – Social Psychology
- PS 3210 – Abnormal Psychology
- PS 4200 – Research Methods

- PS 4000 – Issues of Professional Practice, Capstone
- PS 4910 – Internships (*variable credit 1-16*)

Psychology Concentrations

Students must complete one of the following concentrations:

General Psychology Concentration

Required: at least 16 credits of Psychology courses to be composed of:

- **12** credits from any PS designated course, **except** that only 4 credits may be a PS 2990 or 3990.
- **4 Credits from a 4000 level class from the list of applied and engaged elective courses.** (Students must have taken the necessary prerequisites).

Human Services Concentration

Required Courses for this concentration:

- PS 3310 – Culture and the Practice of Social Sciences
- PS 3160 – Child Psychology
- PS 3750 Non-Profit Organizations and Community Mental Health
- PS 4320 – Fundamentals of Counseling and Therapy

Psychology Minor (24 Credits)

- PS 1110 – Introduction to Psychology
- Four additional courses totaling 20 credits, two of which must be 3000+ level.

Experiential Learning Component

Most courses contain engaging demonstrations, field trips, and in-class guest presentations. Many classes also include service-learning components. All students are required to complete a novel research study. Qualified students are also encouraged to further pursue in-depth exploration of areas of personal interest, to present research at regional and national conferences and to collaborate with faculty on manuscripts and other aspects of research. Numerous practica opportunities are available and internship are required.

<i>Psychology General Concentration Suggested Course Sequence</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
WR 1010	LAS 2110	PS4220: Research Methods	LAS 3110
LAS 1110	PS2110 W & R in Psych	LAS 2140	Internship
PS1110: Intro to Psychology	PS 2050/LAS 2120 Social Psychology	4000-level Experiential Course	Elective 4
LAS 1000: Bridges	Elective 2	Send 'Intent to Graduate' to Registrar	
LAS 1120 Or Elective	Elective 3	PS3210 Abnormal Psychology	Elective
		Practicum	
Spring	Spring	Spring	Spring
PS1110: Intro to Psychology OR LAS 1120	MT1100	PS4000: Issues of Prof Practice	Internship
PS2110 W & R in Psych	LAS 2130	4000-level Experiential Course	Complete any remaining req's
PS2160	PS2310	Graduate School Research and/or Job shadowing	Elective
Elective	Practicum	PS4200 Research Methods	Elective
	Elective		

<i>Psychology Human Services Concentration Suggested Course Sequence</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
WR 1010	LAS 2110 (LAS 3)	PS4220: Research Methods	LAS3110 (LAS 7)
LAS 1100 (LAS 1)	PS2110 or Elective	LAS 2140 (LAS 6)	Internship
PS1110 Intro to Psychology	PS2050,/LAS 2120 Social Psychology	PS3210 Abnormal Psychology	Elective
LAS 1000	Elective	Practicum (1-3 credits)	Elective
LAS 1120 (LAS 2)		Elective	Elective
Spring	Spring	Spring	Spring
PS1110 Intro to Psychology Or Elective	LAS 2130 (LAS 5)	PS4000: Issues of Prof Practice	Second Internship if Accepted
PS2110 W & R in Psych Or Elective	PS 2310	PS3750: Non-profit Organizations and Community Mental Health	Elective
PS2160 Lifespan Development	PS3160: Child Psychology	PS4320: Fundamentals of Counseling & Therapy	Elective
<i>Elective</i>	Elective	PS3310 Culture & Practice	Elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

PS 1110 Introduction to Psychology

An introduction into the study of Psychology from the biological basis of brain development and functions, history and theories that helped to bring the science to where it is now. It includes aspects of human development, cognition, perception, memory, learning, social behavior, abnormal behaviors and treatments. This course will give you a taste of why people are how they are and get you started into investigating more about the science of Psychology.

PS 2050 Social Psychology

An examination of the way the individual's behavior is affected by the behavior of others. Areas covered include aggression, conformity, attitude formation, methods of persuasion, altruism, environmental effects on behavior, prejudice and discrimination, and interpersonal attraction. *Offered every other fall.*

PS 2110 Writing & Research in Psychology

Building on the specific content from 'Introduction to Psychology' this course presents various ways psychologists approach this uniquely human science. This course takes a long historical view of the development of psychological types of thinking. It also discusses how social scientists engage in research with special attention to the scientific method. Students will learn to think critically about psychology research and culturally situate many of the attitudes and assumptions of psychology.

PS 2120 WEB U

In this course we view many videos from YouTube and other internet sites, including a number of talks from the TED series. The first videos stress important concepts about community, personal responsibility, and the critical place that art and beauty play in society. Later videos stress how education can succeed or fail to enlighten and move us, and how the ways in which we tend to our own health and those around us can shape our communities. Students also choose videos for the entire class to view, and all students write brief reaction papers on each of the videos seen.

PS 2130 (ED 2130) Educational Psychology

This course examines the practical implications of contemporary theories with emphasis on educational applications. Particular emphasis will be placed on theories of learning, growth and development, motivation, evaluation, and interpersonal relationships. An analysis of each topic will be made in relation to the teaching/learning process. Students will also be introduced to standardized testing methodologies and interpretations.

PS 2160 Life-Span Development

Humans all begin in the same manner and develop in a similar pattern physically, cognitively, and emotionally when all the elements are perfect. In this course we look at that development from conception through

the end of life in a quick overview of what it takes to become the people we know or want to be. We look at the aspects of life that make things work properly as well as the things that could cause life to go in a different direction. This course includes theories of physical, psychological development, learning, social and environmental factors that influence the growth of a people throughout their live times. *Not open for students who have taken PS 2140 and PS2150.*

PS 2210 Human Sexuality

This course is a comprehensive overview of the many dimensions of human sexuality. Topics include love and intimacy, gender, sexual arousal and response, sexually-transmitted diseases, sexual expression, sexual coercion, commercial sex, sexual orientation, sexual problems and solutions, conception, pregnancy, and birth control. Students should gain the knowledge necessary to make informed, responsible decisions regarding their own sexuality and sexual behavior. This course contains explicit sexual material.

PS 2230 (KI 2130/SM 2230) Psychology of Sport and Movement

This course explores the influence of psychological skills on sport/movement performance as well as the reciprocal influence of participation on the individual. The general areas examined include motivation, confidence, stress/arousal/anxiety, attention, personality, anxiety, coping, social influences, and psychobiological aspects. *Prerequisites: None, but not recommended for first year students. Offered every spring.*

PS 2310 Statistics for the Social Sciences

The focus of the course is on the application of statistics to answer questions in social science. Students will be introduced to the theoretical aspects of probability, sampling, and hypothesis testing and taught to utilize statistical software for social science research. Topics include data file creation, data entry, descriptive statistics, basic

inferential statistics, pictorial representation of data, and the interpretation of statistical analysis. Students will learn when to use the various statistics (including r , t , F , and χ^2), how to interpret them, and how to write up an APA-style results section.

PS 2910 Practicum

Practica are opportunities for psychology majors to learn more about a particular profession through job shadowing, volunteering, or through particular hands-on projects. The student must show maturity and responsibility and be approved by the majority of the psychology faculty. The student is expected to work on-site and to fulfill academic requirements of the internship (research, written assignments, seminar attendance, etc.). *Contract required. Variable Credits (1-3)*

PS 3110 (CJ 3110) Juvenile Delinquency & Youth at Risk

What makes an at-risk-child become a juvenile delinquent versus a solid citizen? This class looks at developmental, environmental, social and physical/health issues that impact the life of children and influence the direction in which their lives may go. We will discuss relevant political issues, resiliency, education, and medical practices. We will look deeply into the corrections and social services agencies to analyze what is being done as well as what should be or should not be done to change things. The course will challenge your beliefs, ignite your curiosity, and with any luck at all, get you motivated to make a change in someone's life.

PS 3160 Child Psychology

Everyone has been exposed to a "normal" child and a child who does not appear to fall into the "normal" category. This course takes an in-depth look at both normal and abnormal child development from conception through adolescence. We will examine milestones and implications of not meeting those milestones when anticipated. The course will cover topics of physical, social,

psychological, emotional, moral and cognitive development as well as family and educational structures. Disorders of childhood (biological as well as psychological), learning differences, social/cultural and socio-economic status will also be explored at length.

PS 3170 (CJ3170) Forensic Psychology

The goal of this course is to acquaint the student with the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior. Homicide will be presented, not as a unitary event, but as a complex behavior, with different phenomenology, psychopathology, and dynamics. The course focuses on a number of case studies that illustrate the complex psychological issues involved in domestic violence, hate crimes, sexual homicide, and the role of mental illness in crime. In addition, the course covers the relationship of psychology to the practice of law and justice, and the role a forensic psychologist plays within the criminal justice arena. Concepts of personality assessment, expert testimony, and profiling of various offenders are discussed. *Prerequisite: Any 2000-level CJ or PS course.*

PS 3210 Abnormal Psychology

This course focuses on the causes, symptoms, definition, and treatments of psychological disorders. Emphasis is on the more serious forms of psychopathology. The complexities involved in judging normalcy (i.e. the forensic vs. clinical model); the correlation between delinquency and mental illness, deinstitutionalization, and the rights of the mentally ill are also studied.

PS 3310 Culture and the Practice of Psychology

This course is an effort to critique the practice of psychotherapy, counseling, psychology research, and applied psychology through the lens of culture. From this critique, students will be given tools to develop sensibilities reflecting a commitment to grow in their understanding of diversity. Concepts such as

race, ethnicity, gender, sex, sexual orientation, age, religion, mental and physical abilities, socio-economics, profession, spirituality, and a host of other ideas will serve as touchstones for discussion and learning. Students will learn to think critically about themselves, their learning process, asking questions and research, and the prospects for making change in this world as well as examine assumptions that underpin the professions and practices of psychology. This course will branch into a myriad of other topics and fields to illustrate its points. Students will participate in active discussions and learn to work the ideas from the course into personal learning.

PS 3650 Theories of Personality

In this course, contemporary theories of personality (as they relate to personality structure, development, and community) and the dynamics of behavior are examined in depth. A major writing project is required.

PS 3750 Non-Profit Organizations & Community Mental Health

In addition to speakers coming to class to discuss their experiences in the field, these classes typically visit local sites where students will be able to see the day-to-day workings of a variety of non-profit and community mental health agencies.

PS 3910 (SO 3910) Aging and Society

This course examines a broad range of issues related to aging and to the role of elders in our society. Topics covered include: attitudes towards aging, theoretical perspectives on aging, physical and psychological issues of aging, elder services and political and social impacts of aging. Guest speakers, class projects, discussions and lectures are geared toward providing the student with both a theoretical and practical introduction to the field of aging. *Prerequisite: Life-Span Development*

PS 4000 Issues in Professional Practice: Psychology

This capstone course prepares students for the challenges and responsibilities of professional practice and study in the field of Psychology. Discussion of ethics in research and practice, consideration of current controversies in the fields and exploration of future trends and opportunities within the discipline are included.

PS 4110 (CJ 4110) Aggression Prevention

In this course we will briefly examine theories which focus on the causes of and methods to reduce aggression and violence, and then discuss recent trends in violence. We will travel to a number of different facilities (which usually include the Youth Development Center in Manchester, NH, State Prisons in Goffstown, Concord, and Laconia, and other similar sites). Guest speakers will discuss their own experiences with victimization, and/or with attempts to reduce violence within their agencies. *Prerequisite: One CJ or PS course at 2000 level or above.*

PS 4220 Research Methods

This seminar course involves an examination of the various research strategies used by psychologists and other social scientists. The advantages and disadvantages of each methodology are analyzed. Control, experimental and alternative designs, context, and standards for ethical research are discussed. A research project constitutes a major feature of the course. Students generate, conduct, write up, and present an original APA style research study. *Prerequisites: PS 1110 or SO 1110, PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall.*

PS 4250 Health Psychology

Health psychology examines how psychological factors contribute to the prevention of illness, the treatment of illness, the recovery from illness, and the maintenance of good health. Based on the assumption that "treating only the physical

body is not enough," psychologists are playing an ever-expanding role in improving health habits, increasing the effectiveness of medical care and delivery, and facilitating recovery. *Prerequisites: PS 2000-level and PS 3000-level course. Offered every other spring.*

PS/WS 4310 Psychology of Women

This course examines theories and research concerning the psychology of women. The course will explore the way that biological, cultural and psychosocial issues affect the psychological development of women. It will include topics such as feminism, gender development, gender biases, and gender comparisons. It will also explore contemporary women's issues related to work, love, sexuality, mental and physical health, and violence. The course is open to students of all genders. *Prerequisites: PS 1110. It is generally offered every other year.*

PS 4320 (SW 4320) Fundamentals of Counseling and Therapy

This course involves an in-depth examination of the various approaches to the process of counseling and psychotherapy applied to a variety of life conflicts. Included are the accepted theoretical approaches to counseling and therapy as well as the specific skills of communication, listening and empathy.

PS 4500 Social Advocacy and Action Social advocacy is about developing an informed position on a public issue and actively working to build support for this position among others who are opposed to it or unclear about where they stand. The advocate not only believes in a position, but makes a concerted public effort to insure that it prevails over competing perspectives when funds are allocated, policies are established,

or other actions taken. In this course we will explore various forms of individual and collective advocacy used to advance a certain position on a social issue and ask: Why, and under what conditions, have some been effective and others not? What makes for an effective advocate? *(Not open to students who have taken SO 4500)*

PS 4910 Internships

Internships are available to psychology majors who wish to develop a clearer understanding of a specific profession and develop skills needed to work in the human services field. The student must exhibit strong emotional maturity, a strong sense of responsibility and be approved by the majority of the psychology faculty. The student is expected to work on-site for a semester and to fulfill academic requirements of the internship (research, written assignments, seminar attendance, etc.). *Contract required. Variable Credits (1-16).*

PS 4920 Practicum in Psychology

The practicum is designed to provide the student with an experiential learning experience in an area within psychology, based on interest and availability. The practicum can be completed either on-or-off campus. *Contract required. Variable credit (1-16).*

PS 4930 Internship and Field Experience Class

During the Fall and Spring Semesters this class is paired with PS 4910 and PS 4920, so that students who are in an internship will also be in this class.. This format will allow for multiple students to benefit from each other's Internship and field experiences in a weekly meeting with a faculty leader. *(May be repeated . (1 Credit).*

Sociology

Course Listings

***All undergraduate courses are 4 credits unless otherwise noted.*

SO 1110 – Introduction to Sociology

This course introduces students to the dynamic and varied discipline of sociology. It provides an overview of major concepts, perspectives, and methods used in sociological inquiry. Students are encouraged to look at society and its institutions in new ways, and to identify and challenge social injustice.

SO2220 – Global Social Problems

This course explores pressing global problems like poverty, war, discrimination against women, human trafficking, political repression, human rights violations, refugee resettlement, terrorism, and global warming, deforestation and other environmental challenges. Readings, films and guest speakers from or working in solidarity with the people of countries around the world will help students understand these problems, learn about some of the many organizations and agencies that are working on them, and gain insight into the diverse job opportunities there are in international development, human rights advocacy, conflict mediation, and related fields. *Not open to students who have taken SO3040.*

SO 2040 – U.S. Social Problems

The U.S. faces many challenging social problems, including economic insecurity and poverty, family and school violence, spiraling health care costs, racial and religious intolerance/discrimination, environmental degradation, substance abuse and addiction, homelessness, and so on. In this course, students will learn about the causes and human consequences of these and other problems through readings, films, guest speakers, web-based research and visits to various community sites. Equally important, the class will explore public and private initiatives that are attempting to address these problems. Students will be encouraged

to reflect on some of the ways they can help ameliorate the problems that they care about the most.

SO2550 – Social Issues Through Film

In this course we will examine important social and human rights issues and controversies as they are expressed in film. Poverty, war, genocide, racism, hate crime, and human slavery will be among the topics explored. In the case of each film, we will ask questions like: What specific social issues/problems are touched upon? To what extent does the film provide useful and credible insights about a social issue/problem? Does the film advocate a position on an issue, and if so, how persuasive is it? Is this film effective in raising awareness about, or moving people to action on, the issue/problem in question? What are the filmmaker's intentions in creating this film? Students will reflect on these and other questions in class discussions, through web-based research, and in short papers.

SO/CO 2850 Social Media

In this course we will explore the development and uses of social media as well as some of the social issues / controversies (e.g., cyber-bullying, privacy rights, impact on interpersonal skills) that have emerged with this rapidly evolving form of communication. In addition, students will have opportunities to build upon their knowledge of the many social media platforms and tools now available, and learn how they can be applied in their professional lives – non-profit fundraising, journalism, social advocacy, and so on.

SO 3060 Social Inequality

The unequal distribution of wealth and power in the U.S. and in the world - its causes and consequences - will be examined in this course. This is essentially a study of political

and economic power and powerlessness. Specific topics to be discussed include poverty, hunger, homelessness, welfare, class conflict, racism, and sexism.

SO 3100 Health and Society

This course examines many important health and illness topics relevant to the people of the United States and the world, such as HIV/AIDS, world hunger, infant mortality, life expectancy, illness prevention, the medical community, inequality and its relationship to health, environmental factors related to health, and more. Very much included in this course will be a look at the U.S. health care system, the recent health care reform debate and an examination of other health care systems in the world.

SO 4500 (PS 4500) Social Advocacy and Action

Social advocacy is about developing an informed position on a public issue and actively working to build support for this position among others who are opposed to it or unclear about where they stand. The advocate not only believes in a position, but makes a concerted public effort to insure that it prevails over competing perspectives when funds are allocated, policies are established, or other actions taken. In this course we will explore various forms of individual and collective advocacy used to advance a certain position on a social issue and ask: Why, and under what conditions, have some been effective and others not? What makes for an effective advocate? Students will be given many opportunities to grapple with these questions and, through various hands-on assignments and projects, help cultivate their own social advocacy skills – skills that are useful, if not indispensable – in many settings.

Social Work Minor

Minor in Social Work

The Social Work minor prepares students to work and contribute to an increasingly complex world. Student engage in community, internships and field practica in service and advocacy with a variety of organizations (like Lutheran Social Services, the Sierra Club, the Rape and Domestic Violence Crisis Center, NARAL- NH, the Concord Day Resource Center, NH Peace Action, NH Citizens Alliance, American Friends Service Committee, DCYF, the Bradford School, NH Red Cross, Farmsteads of New Hampshire, and Families in Transition).

Learning Outcomes

Student minoring in social work will the ability to:

- apply a sociological perspective to work they do with people and professionals.
- demonstrate a broad knowledge of US and global social problems and the public and private initiatives aimed at addressing them.
- critically assess the accuracy, validity and credibility of information on U.S. and global social issues.
- clearly articulate the personal and professional strengths (attributes, skills, knowledge) they bring to the job market, and describe several (at least 3) specific employment options that they can pursue, given their background in sociology and their personal values and interests.
- advocate clearly and professionally in their communication.

Required Courses (20 Credits)

- SW 1110 Introduction to Social Work
- PS Fundamentals of Counseling and Therapy
- PS 3750 Non-profit Organizations and Community Mental Health

- PS Social Advocacy and Action

And 2 of the following:

- SO 2040 US Social Problems
- SO 2220 Global Social Problems
- PO 2110 State and Local Government and Politics

SW 1110 Introduction to Social Work

This course affords students the opportunity to develop an understanding of the social work profession. The many facets of social work – theory, methods, and fields of practice – will be examined.

SO 2040 – U.S. Social Problems

The U.S. faces many challenging social problems, including economic insecurity and poverty, family and school violence, spiraling health care costs, racial and religious intolerance/discrimination, environmental degradation, substance abuse and addiction, homelessness, and so on. In this course, students will learn about the causes and human consequences of these and other problems through readings, films, guest speakers, web-based research and visits to various community sites. Equally important, the class will explore public and private initiatives that are attempting to address these problems. Students will be encouraged to reflect on some of the ways they can help ameliorate the problems that they care about the most.

SW 4000 Social Work Methods and Practicum

This course is the foundation for the study of the methods employed by social workers to assist individuals, families, groups, communities, and society at large. Students will learn the values, theoretical perspectives, and skills utilized in the practice of social work on the micro level (individuals, groups, organizations) and macro level (communities and society). This course is also an

opportunity to receive practical experience in a social work setting. Students will be required to complete 70 hours of fieldwork in an approved professional social work setting.

Spanish

All undergraduate courses are 4 credits unless otherwise noted.

SP 1110 Beginning Spanish I

Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. Designed for those whose study of Spanish has been interrupted for a significant amount of time and for those who have had only two years of high school Spanish or no previous experience.

SP 1120 Beginning Spanish II

This class is a continuation of Beginning Spanish I. Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. *Prerequisite: SP 1110 or equivalent.*

SP 2110 Intermediate Spanish I

Complete literary texts; review of language structure; and oral and written expression of ideas. Discussion and papers in Spanish. Open to students who have passed both semesters of Beginning Spanish or who have had three years or more of high school Spanish. *Prerequisite: SP 1120 or equivalent.*

SP 2120 Intermediate Spanish II

This class is a continuation of Intermediate Spanish I. Students can expect to read complete literary texts; review of linguistic structure; oral and written expression of ideas. Discussion and papers in Spanish. *Prerequisite: SP 2110 or equivalent.*

Sport and Recreation Management

B.A. Degree in Sport and Recreation Management

The Study of Sport and Recreation Management

The Program prepares students for careers in managing organizations in the sport, recreation, and leisure industries. By developing professional knowledge and skills, as well as critical thinking skills, our students are prepared for significant career flexibility. The blending of business and kinesiology courses is designed to prepare students to work in a broad array of management positions (in both non-profits and for-profits). At New England College, the discipline covers the study of management theories, leadership, financial management, marketing and sponsorships, the sociology of sport, recreation facilities management, legal issues and risk management, and professionalism in the industry. In consultation with the faculty advisor, students will further select courses within the major and across disciplines to satisfy personal interests and strengths.

Experiential Learning in Sport and Recreation Management

Students have many opportunities to engage in a vast array of experiential learning. The Sport and Recreation Management major has experiential learning components in every course. (Also, the major requires an internship or a practicum experience that is designed for and contracted with each student.) Experiential learning based on theoretical and substantive knowledge allows our students to engage fully in the discipline. The major is designed with intentional experiences that the professor must guide and lead the students into and through, using a variety of pedagogical principles and practices. As professors facilitate the activities, the students use the concepts, techniques, and requisite social skills toward the expected goals and outcomes—to achieve success... and sometimes failure, from which we guide into a learning experience. The

experiential component of the Program engages the students to learn and accept responsibility for their educational goals, to seek learning, and become personally and socially responsible professionals.

Learning Outcomes

Students completing the Sport and Recreation Management program should be able to:

- Identify and analyze the socio-cultural dimensions related to sport & recreation
- Demonstrate knowledge of management & leadership theories
- Develop an understanding of ethics perspectives and theories and demonstrate competencies in applying ethical decision-making strategies
- Demonstrate knowledge and apply marketing-related concepts & theories
- Develop skills to demonstrate the application of essential budgeting & financial techniques and principles
- Demonstrate working knowledge of legal issues specific to the industry
- Analyze sport using relevant economic theories
- Examine and analyze issues related to governance in varying sport organizations and among governing bodies which influence the sport industry
- Undertake field experience in Sport and Recreation Management (internship and/or practicum)
- Write persuasively
- Use qualitative and quantitative data for decision making
- Exhibit strong oral and interpersonal communication skills
- Read critically
- Think critically and independently

Requirements to Major in Sport and Recreation Management
(44 Credits)

Core Requirements

- SM 1510 – Introduction to Sport and Recreation Management
- AC/BU 2220 – Management Accounting
- KI 2010 – First Aid/CPR/AED (1 credit)
- BU 2510 – Principles of Marketing
- SM 2750 – Organization and Administration of Sport and Recreation
- SM 3120 – Sport in the Global Society
- SM 3540 – Sport Marketing
- SM 3710 – Recreation Facilities Management
- SM 3720 – Event Management (2 Credits)
- SM 3730 – Sport Finance
- SM 4710 – Legal Issues in Sport and Recreation
- SM 4950 – Senior Seminar in Sport and Recreation Management
- Choose either:
 - SM 4920 – Practicum in Sport and Recreation Management (Variable credits 1-4) **OR**
 - SM 4910 – Internship in Sport and Recreation Management (Variable credits 1-16)

Required Electives

One Course from the following Electives.

(Sport and Recreation Management majors should consult with their faculty academic advisor to select the course depending on individual career goals and interests)

- SM 2310 – Psychology of Sport and Movement
- KI 2020 – CPR for the Professional Rescuer
- SM 3550 – Sport and Adventure Tourism
- SM 3610 – Theory of Outdoor Leadership
- SM 3990 – Topics in Sport and Recreation Management (Variable Credit 1-4); repeatable in different topics

- SM 4810 – Directed Study in Sport and Recreation Management (Variable Credit 1-4)
- SM 4830 – Independent Study in Sport and Recreation Management (Variable Credit 1-4)
- SM 4910 – Internship in Sport and Recreation Management (Variable Credit 1-16)

Requirements to Minor in Sport and Recreation Management (28 Credits)

- SM 1510 – Introduction to Sport and Recreation Management
- SM 2750 – Organization and Administration of Sport and Recreation Management
- Plus 20 credits from the following: (See suggested *Recommended Course Groupings* below to assist in selecting appropriate courses.)
 - AC/BU 2220 – Management Accounting
 - BU 2510 – Principles of Marketing
 - KI 2010 – First Aid/CPR/AED (1cr)
 - KI 2150 – Wellness Concepts
 - KI 3190 – Adaptive Physical Activity
 - KI 3720 – Coaching Education Seminar
 - KI/SM2310/PS 2230 – Psychology of Sport and Movement
 - KI/OE/SM 3610 – Theory of Outdoor Leadership
 - SM 3120 – Sport in the Global Society
 - SM 3540 – Sport Marketing
 - SM 3550 – Sport and Adventure Tourism
 - SM 3710 – Recreation Facilities Management
 - SM 3720 – Event Management (2cr)
 - SM 3730 – Sport Finance
 - SM 3990 – Topics in Sport and Recreation Management
 - SM 4710 – Legal Issues in Sport and Recreation
 - SM 4910 – Internship in Sport and Recreation Management (Variable credit)

- SM 4920 – Practicum in Sport and Recreation Management (*Variable credit*)

Recommended Course Groupings:

Emphasis on Sport Marketing

- AC/BU 2220 – Management Accounting
- BU 2510 – Principles of Marketing
- SM 3540 – Sport Marketing
- SM 3550 – Sport and Adventure Tourism
- SM 3720 – Event Management (2cr)

Emphasis on Coaching

- KI 2150 – Wellness Concepts

- KI 3720 – Coaching Education Seminar
- SM/KI2130/PS 2230 – Psychology of Sport and Movement
- SM 4710 – Legal Issues in Sport and Recreation

Emphasis on Facility Management

- BU 2220 – Management Accounting
- BU 2510 – Principles of Marketing
- SM 3720 – Event Management (2 cr)
- SM 3710 – Recreation Facilities Management
- SM 4710 – Legal Issues in Sport and Recreation

<i>Sport and Recreation Management Suggested Course Sequence</i>			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
LAS 1000	SM2750	SM3540	SM 3710
WR 1010	Quantitative Literacy Requirement	SM3120	LAS 2140 (LAS 6)
LAS 1110 (LAS 1)	LAS 2110 (LAS 3)	SM3720	SM4920 or SM4910
SM1510 or Elective	BU2510	Elective	Elective
Spring	Spring	Spring	Spring
LAS 1120 (LAS 2)	Elective	SM4710	SM4950
SM 1510 or Elective	AC/BU 2220	KI2010	SM 3730
Elective	Elective	LAS 2130 (LAS 5)	Elective
Elective	LAS 2120 (LAS 4)	Elective	SM4920 or SM4910
		LAS Elective	

A practicum (SM4920) or internship (SM4910) is required for the major. Students are encouraged to discuss their options with an SRM faculty member during the sophomore year; internships are available during the junior and senior years, as well as in the summer terms between junior and senior years.

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

SM 1510 (KI 1510) Introduction to Sport and Recreation Management

This introductory-level course is an overview of the theoretical disciplines and professions

in sport and recreation management. Using lecture and discussion following a course text, students also will engage in in-class and out-of-class projects covering the diverse areas of the non-profit and for-profit sport industries. The course will survey: the history of modern U.S. sport; introduction to management, supervision, and leadership theories; legal

aspects of sport and recreation including negligence, contracts, and risk management; sport in society; recreation facilities management; the NCAA and collegiate administration; marketing and services; accounting and budgeting; sport psychology; and more. *(Students majoring in Sport and Recreation Management should take this course during the first year.) Offered every semester.*

SM 2130 (PS 2230/KI 2130) Psychology of Sport and Movement

This course explores the influence of psychological skills on sport/movement performance as well as the reciprocal influence of participation on the individual. The general areas examined include motivation, confidence, stress/arousal/anxiety, attention, personality, anxiety, coping, social influences, and psychobiological aspects. *Prerequisites: 30 credits. Offered every spring.*

SM 2750 (KI 2750) Organization and Administration of Sport & Recreation

This sophomore-level course is designed to provide the student with an overview of theoretical and practical components of administration in various sport and recreation venues. Utilizing a course text, current research, class discussion, guest speakers, and numerous hands-on projects, the students will analyze organizations (including interscholastic and intercollegiate programs, conferences, and other sport groups) and methods and theories of administration and budgeting. Student projects include: budget development & presentations, games management for a New England College athletic contest, administration of an NEC Homecoming event, sponsoring an intramural event for Rec. Sports, planning and organizing a pep rally for NEC Athletics, and debates. *Prerequisite: SM 1510 or KI 1110. Offered every year.*

SM 3120 (KI 3120) Sport in the Global Society

This course explores the ways in which sport both reflects and shapes culture around the world. It examines the extent to which sport reinforces and/or resists dominant values in the United States and in other countries around the globe. In this course, students will examine the history of modern sport, as well as social theories used to analyze sport in its broadest context. Students will analyze the connections and challenges surrounding sport at various levels, including youth, interscholastic, intercollegiate, professional, and international. Specific sub topics will include the relationship of sport to violence; politics; economics; gender, race and ethnicity; deviance; and media relations. The overall goal is to assist students in a cultural and social analysis of sport, and to illustrate how sport and society both influence and challenge human conditions. This upper-level and writing intensive course is offered as an LAS 7 in the LAS curriculum, meeting both the outcomes of the departments of Sport & Recreation Management and Kinesiology, as well as those of the LAS. *Prerequisite: 60 credits. Offered every year.*

SM 3540 (BU 3540) Sport Marketing

This course will examine the role of marketing, services, and sponsorship in sport, recreation, and leisure services. Focusing on the various structures within the sports industry, students will study tactical uses of a marketing mix, for both for-profit and non-profit entities. Using a text, lecture, discussion, and projects, the class will examine marketing needs from a range of perspectives including large multi-sport corporations to small recreation programs. Additionally, students will engage in a hands-on marketing project, the specifics determined by the needs of the selected entity. *Prerequisite: BU 2510 Offered every fall.*

SM 3550 Sport and Adventure Tourism

This course introduces the student to one segment of sport, recreation, and leisure that

accounts for more than a billion dollars annually in the sport/recreation/leisure industries. In particular, this course is designed for sport & recreation majors, business majors, or kinesiology majors interested in exploring this exciting industry segment. Various areas within sport tourism will be analyzed including economics, society and culture, marketing, sport competition, event management, risk management and liability, and eco-tourism and the environment, as well as an historical overview of sport tourism. *Prerequisites: SM/KI 1510 and 30 credits.*

SM 3610 (KI/OE 3610) Theory of Outdoor Education

This course examines the theoretical basis of experiential and outdoor education and the educational, psychological, and historical underpinnings. Emphasis is given to each student's philosophical development of leadership and education. The philosophies of outdoor education programs and leaders are researched and discussed in this course. This course is considered to be a writing intensive course and students will work on researching and processing of foundations. Students will participate in one extensive group experience. Successful completion of this course prepares students to design and lead experiential education activities both indoors and out. *Prerequisites: OE 1110 or SM 1510 or KI 1110. Minimum of 30 credits.*

SM 3710 (BU 3710) Recreation Facilities Management

This course is designed to prepare students to plan, design, and manage sport and recreation facilities. The class members tour numerous facilities on field trips to large and small, for-profit and non-profit facilities including prep schools, colleges/universities, YMCAs, ice arenas, summer camps, private fitness facilities, municipal facilities and playgrounds, and specialized venues (such as curling and rock climbing). Students will study and discuss client needs and the theories involved in planning, constructing,

and managing facilities. Throughout the course, consideration is given to the ADA (*Americans with Disabilities Act*) guidelines, and "green" environmentally-sound construction practices and materials incorporating LEED Certification (*Leadership in Energy and Environmental Design*) standards. Throughout the semester, each student will make several presentations based on research of facility needs, construction, and equipment and furnishings. The course will culminate with the presentation of a group project which will reflect a foundation and expanse of knowledge in the field. *Prerequisites: SM/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall.*

SM 3720 Event Management

Event management is a form of marketing promotion activity where the organization and its brand are linked to a themed activity that the target audience experiences. The class members will create, market, and sponsor an activity for an off-campus or on-campus event; the event will be reviewed from the initial idea, to the development of a plan, to the execution and evaluation of the activity. Students also will learn to use fundraising techniques, manage volunteers, and write press releases. *Prerequisites: BU 2510 & 60 credits, or permission of instructor. Offered every year. (2 Credits)*

SM 3730 Sport Finance

This course provides an analysis of financial concepts and theories and their application in the professional, intercollegiate, and commercial sport industries. Topics include revenues and expenses of professional, intercollegiate, non-profit community and for-profit sport industries. The course will examine the drivers of these revenues and expenses, budgeting methods, economic impact, fundraising, ownership in sport, and public and private funding for non-profit sport programs. *Prerequisite: BU 2220.*

SM 3990 Topics in Sport and Recreation Management

A changing selection of courses designed to offer a variety of enrichment studies in Sport and Recreation Management. Recent topics courses offered have included: *Risk Management Strategies; Advanced Coaching Seminar: Management & Leadership; Sport Literature; The "Greening" of Sport; The Ancient Olympics*. Since topics change, the course may be repeated for credit for different topics. *Variable Credit (1-4)*

SM 4710 (KI 4710) Legal Issues in Sport and Recreation

This course will familiarize students with basic legal concepts and relevant legal issues pertaining to athletics, sports, physical education, outdoor education, recreation, and leisure activities. Through text and case law readings, lecture, and discussion the course will focus on negligence within activity itself and with equipment, facilities, supervision, and employees, with the ultimate objective of minimizing and managing legal risks within the industry. Additionally, diverse legal issues will be covered such as contracts, business structures, standards of practice, arbitration and mediation, criminal behavior, emergency care, products liability, and more. Class members also take a field trip to a large event (usually the Boston Marathon) to identify the numerous legal issues involved at such an event. *Prerequisite: 60 credits. Offered every year.*

SM 4810 Directed Study in Sport and Recreation Management

This is a course of study to be arranged between faculty and student in the field of Sport and Recreation Management. *Contract required. May be repeated for credit for different topics. Variable Credit (1-4)*

SM 4830 Independent Study in Sport and Recreation Management

This study allows for advanced, independent study of a selected topic arranged with a faculty member. *Contract required. Variable Credit (1-4)*

SM 4910 Internship in Sport and Recreation Management

Qualified students apply knowledge and theories gained in class in their internship setting. Students may work with cooperating employers on either a full- or part-time basis to achieve predefined objectives that have been developed and accepted by the student, the employer, and a faculty supervisor. The student's internship is developed under the guidance of a Sport and Recreation Management faculty member. *With permission of faculty member. Contract required. Variable credit (1-16).*

SM 4920 Practicum in Sport and Recreation Management

This practical experience is designed to offer insight and experiential learning in a student's area of interest, or to broaden a student's understanding and exposure to various settings related to sport and recreation management. Students actively participate and assist in determining the placement setting, which may include: management of recreation and intramural programs, coaching, fitness center programming & management, facility management, event management, or numerous other related areas. Students taking this course will engage in hands-on experiences supervised by a professional in the specific area of expertise, will establish personal learning objectives for the experience, will reflect and self-assess on demonstrated skill development and the transferability of learned skills and concepts to future experiences. Students will work closely with the advisor and/or field experience faculty supervisor to determine an appropriate experiential opportunity which is consistent with the student's goals and interests. It is strongly recommended that the sport and recreation management major enroll in the first field experience in the sophomore year. *Prerequisites: SM1510, and permission of faculty supervisor. May be repeated for credit with varying site experiences. Variable credit (1-4)*

SM 4950 Senior Seminar in Sport and Recreation Management: Issues in Professional Practice

Senior Seminar serves as the capstone course for the major. The course will bring together all previous coursework in preparing students for a career in the profession. Issues in professional practice will be covered through a variety of assignments: essays and discussion, a daily review of “current events” topics pertinent to the profession, a major research paper and presentation to the College community, and a group project and in-class evaluation (recently ranging from leading on-campus projects, to participating as a focus group for Danforth Library’s on-line products). Additionally, the Seminar will engage students in the various job search techniques: all students will write a resume, a list of references, and several letters of application; students will locate job sources, develop interview skills and engage in mock interviews, and practice professional preparation and presentation. *Prerequisite: 90 credits.*

BU 2220 (AC 2220) Management Accounting

This course shows students how to generate information needed to help managers achieve goals and objectives. Students determine prices for products and services, decide whether or not to acquire equipment, prepare budgets, compare actual performance to budgets, decide what information is relevant to decisions, allocate costs to various activities in the organization, and generate information in support of managerial decisions. Students receive instruction in a computer spreadsheet program and use spreadsheets to facilitate decision making. *Offered every year.*

BU 2510 Principles of Marketing

This introductory-level marketing course exposes students to a broad range of marketing functions and theories. Students will develop competency in the methods used for planning, implementing, and analyzing marketing strategies. Emphasis is placed on an understanding of the consumer decision-making process and how the marketing mix is created to meet the wants and needs of consumers. *Offered every semester.*

KI 2010 First Aid/CPR/AED

This activity-based course combines procedures for basic first aid and cardiopulmonary resuscitation skills. Topics include: prevention, treatment, and recognition of injuries, open and closed wounds, burns, musculoskeletal injuries, and sudden illness; skills and procedures for cardiovascular and respiratory emergencies; and proper notification in the Emergency Management System (EMS). The use of an AED will be introduced. Practical hands-on work is required as part of the course, as well as both written and practical exams. Students may choose to seek American Red Cross (ARC) certification in Basic First Aid and/or Adult, Child, and Infant CPR upon successful completion of all course requirements meeting minimum ARC standards. (This external certification includes a cost to be paid by the student.) *Offered every semester. (1 Credit)*

Theatre

B.A. Degree in Theatre

The Study of Theatre

The major in theatre is designed to provide students with a solid foundation in the craft and art of theatre through both theoretical and practical principles. The philosophy of the Theatre Department stresses the relationship between a liberal arts education and possible career paths in the theatre or further studies in graduate programs. The fall and spring Mainstage Theatre productions are linked to the College's curriculum, providing a learning laboratory in which students have the opportunity to explore educational themes while producing high caliber theatre performances. During the summer, The Open Door Theatre offers students the opportunity for a six-week professional theatre immersion experience. Working as interns with the resident professional company, 3rd year students take master classes as well as perform technical crew work for that summer's production.

Learning Outcomes

Students completing the Theatre program should be able to:

- Apply the basic analytical, physical, and vocal techniques utilized in the process of acting.
- Apply the basic terminology and craft skills utilized by the stage technician (scenery, costumes, lighting).
- Describe the analytical and visual principles of theatrical design.
- Apply the basic analytical, staging, blocking, organizational and communication techniques utilized in the process of directing.
- Write creatively and critically for the theatre.
- Analyze, interpret, and evaluate their own and others' work in the theatre.
- Describe theatre in relation to history and culture.
- Critically read and interpret theoretical and dramatic texts.

- Apply the collaborative and creative process through which a script is transformed into a theatrical production.

Requirements to Major in Theatre

(46 Credits)

Theatre Core Courses

(4 credits unless otherwise indicated)

- TH 1310 - Scenery Construction (2cr)
- TH 1320 - Stage Lighting (2cr)
- TH 1211 - Acting One (*for Majors and Minors*) (2cr)
- TH 1220 - Production Management (2cr)
- TH 2210 - Character Development (2cr)
- TH 2520 - Speech for the Performer (2cr)
- TH 2230- Movement for the Performer
- TH 2430- Survey of Western Drama
- TH 2440 - Production Analysis
- TH 3420 - Play Analysis
- TH 3240 - Directing
- TH 3320 - The Design Process (2cr)
- TH/EN 3950 - Shakespeare
- TH 4210 - Advanced Acting (2cr) OR TH 4220 - Advanced Technical Seminar (2cr)
- TH 4920 - Summer Professional Immersion Experience (6cr)

Requirements to Minor in Theatre

- TH 1310 - Scenery Construction (2cr)
- TH 1320 - Stage Lighting (2cr)
- TH 1211 - Acting One (*for Majors and Minors*) (2cr)
- TH 1220 - Production Management (2cr)
- TH 3420 - Play Analysis
- Choose one of the following:
 - TH 2230 - Movement for the Performer
 - TH 3240 - Directing
- Choose one of the following:
 - TH 2430 - Survey of Western Drama

- TH/EN 3950 – Shakespeare
- Choose one of the following:
 - TH 2210 - Character Development (2cr)
 - TH 3320 - The Design Process (2cr)

Experiential Learning Component

Theatre by its very nature is experiential. Critical to developing the skills necessary to pursue a career in the theatre students must engage not simply in theoretical classroom exercises but in practical production experiences. To that end, students will actively participate in some fashion in all mainstage productions (4 each year) by the theatre department (as actors, stage managers, crew or front of house staff). In addition students are provided additional production experiences with the student run Carriage Theatre Ensemble, which produces

two or more works every year. CTE also provides students the opportunity to direct and design in addition to other acting and crew assignments.

After the spring of their junior year (upon completion of 60 credits), students will participate in a summer immersion experience with The Open Door Theatre, our resident professional summer theatre company. In addition to master classes, students will participate in rehearsals and perform technical crew assignments for the company’s production. Students will also produce their own showcase, which will be critiqued and evaluated by members of The Open Door Company. This experience will give students their first truly professional experience outside of the theatre department.

Theatre Program Suggested Course Sequence:			
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:			
Suggested Sequence of Courses:			
First Year	Second Year	Third Year	4th Year
Fall	Fall	Fall	Fall
TH1310	TH2230	TH3420	LAS 3110 (LAS 7)
TH1320	TH2210	LAS 2130 (LAS 5)	TH 3950/LAS 2140*
LAS 1000	TH2520	TH 3950/LAS 2140 *	TH2440*
LAS 1110 (LAS 1)	TH2440*	TH2440 *	Elective
WR 1010	Elective	Elective	Elective
Spring	Spring	Spring	Spring
TH1211	TH2430	TH3240	TH4210
TH1220	Quantitative Literacy Requirement	TH3320	TH4220
LAS 1120 (LAS 2)	LAS 2120 (LAS 4)	LAS Elective	Elective
Elective	Elective	Summer TH4920	Elective

* **Notes on suggested course sequence:** TH2440 can be taken in 2nd, 3rd or 4th year and is offered every fall. TH3950 can be taken in either 3rd or 4th year – however it is only offered every other fall.

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

TH 1210 Acting Fundamentals (for non-majors)

An introduction to the use and development of the fundamental tools of the actor through lectures, discussions, critical analysis, and practice, with an emphasis on acting exercises, improvisation, monologues and scene study. *Not Open to students who have taken TH 1211. Offered every fall.*

TH 1211 Acting One – For Majors and Minors

This course is designed for the student who has a background in Acting. Emphasis is placed on taking this student deeper into the realm of playing which is at the heart of all acting. Students will participate in acting exercises, improvisation, monologues and scene study. *Offered during the first seven weeks of every spring. (2 Credits)*

TH 1220 Production Management

Designed to provide students with a basic understanding of the process of theatrical production from conception to execution and evaluation. Particular emphasis is placed on the hierarchy and careers of the theatre, the process of designers, directors and actors and more detailed experience with the elements of stage management. *Offered during the second seven weeks of every spring. (2 Credits)*

TH 1310 Seminar in Technical Theatre: Scenery

A concentrated course on the planning, methodology and construction of scenery for the theatre. Specific areas of study will include reading and interpreting shop drawings, basic woodworking tool use, and fundamental techniques of scenery construction. Practical application through crew work on departmental productions is stressed and required. *Offered during the first seven weeks of every fall. (2 Credits)*

TH 1320 Seminar in Technical Theatre: Stage Lighting

A concentrated course on modern stage lighting principles and practice. Specific areas of study include electrical theory and safety, stage lighting instruments, and distribution control. Practical application through crew work on departmental productions is stressed and required. *Offered during the second seven weeks of every fall. (2 Credits)*

TH 2010 Theatre Lab

Members of this class will become involved in a main stage or student-directed production in a significant acting, directing or technical role. *Prerequisites: Permission of instructor required. This course requires an average of three (1 credit) to twelve (4 credits) hours per week of production participation. May be repeated for credit. Offered every semester. Variable Credits (1-4)*

TH 2210 Character Development

An acting course that emphasizes character development through role and scene analysis. Particular emphasis is placed on the scoring of the role using a variety of exercises and journal work. *Prerequisites: TH 1210 or TH 1211. Offered the first seven weeks every fall. (2 Credits)*

TH 2230 Movement for the Performer

A theatrically-oriented dance course for the performer. This course explores alternative movement forms through the use of music, masks, properties and furniture. Students participate in exercises and develop presentations in an effort to experience varying and innovative techniques through which the performer can communicate. *Offered every fall.*

TH 2430 Survey of Western Drama

A text-centered investigation of drama, the physical theatre, and modes of production from the ancient Greeks to the 21st century. *Offered every spring.*

TH 2440 Production Analysis

Designed to provide students with a richer

understanding of the process of theatrical production from conception to execution and analysis. This course focuses on the Theatre Department Mainstage production. Through readings, discussions, and lecture, students will examine the text of the play itself as well as other plays by that particular author. We will also examine the historical, theoretical and social context surrounding the text. Particular emphasis will be on creating connections between the production and the textual and historical material. For example: A production of *Mother Courage and Her Children* would result in a course that focuses on that play, other representative plays by Bertolt Brecht and his theories on Epic Theatre. *Offered every fall. May be repeated for credit.*

TH 2520 Speech for the Performer

A concentrated course that continues the work of Character Development with particular emphasis on speech and voice work. The fundamentals of voice work including relaxation, alignment, breath awareness, and the strengthening of resonance and tone will be explored. Students will apply voice work to various classical and contemporary texts. *Offered the second seven weeks of every fall. (2 Credits)*

TH 3240 Directing

The goal of this course is to develop and discover an understanding of the responsibilities, resources and process of the theatrical artist known as the director through lecture, discussion and class exercise. This hands-on creative approach will explore the journey of the director from casting to production through exercises and scene work. *Offered every spring.*

TH 3320 The Design Process

An exploration of the process of theatrical production design (scenery, lighting, and costumes). Specific areas of study include design history, theory, and script analysis. *Offered the first seven weeks of every spring. (2 Credits)*

TH 3420 Play Analysis

An in-depth examination of script analysis utilizing plays representative of a variety of genres and time periods. We will utilize a detailed process of evaluating a plays structure and content through the examination of triggers and heaps, stasis and intrusion, obstacle and conflict, forwards, character, images, and themes. *Offered every fall.*

TH 3610 Seminar in Playwriting

An introduction to playwriting, where students explore the fundamentals of character, action, conflict and structure through writing exercises. Students continuously revise their work, hear it aloud, and critique the work of their peers. Though the work consists primarily of writing, students also analyze the dramatic structure of both new and classic plays. *Prerequisites: Permission of instructor required. Offered upon sufficient demand.*

TH 3950 (En3950) Shakespeare

Studies in the tragedies, comedies, history, and problem plays of William Shakespeare from the perspectives of both literature and theatre, with an emphasis on the performance of the literary work. *Offered every other fall.*

TH 3990 Topics in Theatre

A changing selection of courses designed to offer a variety of subjects in theatre. This course may be repeated for credit for different topics. Topics to be determined by the theatre faculty. *Prerequisite: Permission of instructor required. Offered upon sufficient demand. Variable Credits (2-4)*

TH 4210 Advanced Acting

Focused studies of a range of acting forms and techniques. Courses may include: Oral Interpretation of Literature, Acting for Film and Video and Period Styles. *Prerequisite: TH 3210. Offered every spring. May be repeated for credit with different topics. (2 Credits)*

TH 4220 Advanced Technical Seminar

Focused studies of a range of technical topics. Courses may include: Advanced Stage Lighting, Computer Aided Drafting for the Theatre. *Prerequisite: TH 1310 and TH 1320. Offered every spring. May be repeated for credit with different topics. (2 Credits)*

TH 4810 Directed Study in Theatre

Course of study to be arranged between faculty and student in the field of Theatre. *Prerequisites and Notes: Permission of instructor required. Contract required. May be repeated for credit. Variable Credits (1-4)*

TH 4830 Independent Study in Theatre

This course involves study in an area of theatre done independently by a student under supervision of a faculty sponsor. *Prerequisites: Permission of instructor required. Contract required. Variable Credits (1-4)*

TH 4910 Internship in Theatre

The student serves as a theatre intern with an appropriate theatre company. Potential interns must meet the college wide internship requirements and must be approved by the theatre faculty. *Prerequisites: Permission of instructor and contract required. Variable Credits (1-16)*

TH 4920 Summer Professional Immersion Experience

Students will be fully involved in all aspects of a production of the Open Door Theatre. Students will work alongside and with a professional company and culminating course work will result in an acting showcase or technical portfolio to be critiqued by company members. *Offered every summer. 6 Credits.*

Women's & Gender Studies Minor

Minor in Women's and Gender Studies

New England College offers a Minor as well as the opportunity for an Individually Designed Major in Women's & Gender Studies.

About Women's & Gender Studies

Women's & Gender Studies is an interdisciplinary academic field which explores issues of power, gender identity, and hierarchy, based on sexual difference. Drawing upon a variety of traditional disciplines, such as philosophy, psychology, sociology, literature and the arts, Women's & Gender studies offers students an opportunity to learn how women and men of various racial, ethnic, economic and sexual identities are affected by the construction of gender and theories of sexual difference.

Because women's and feminist scholarship has so dramatically altered our way of thinking about and understanding the world, students in this discipline perform a cross-disciplinary germination of ideas that complements and informs every academic field and profession, making it an ideal minor or double major. Combining theory and practice, Women's & Gender Studies allows students to explore cultural, political, and historical contexts for understanding sex and gender in light of social justice and human rights concerns.

The following outcomes are indicative of successful completion of a minor or individually designed major in Women & Gender Studies. Students will be able to,

- Demonstrate an understanding of the categories of sex, gender, race, and class as they apply to the social construction of reality;
- Demonstrate through written and verbal communications a familiarity with the language and terminology of the discipline;

- Articulate relationship between categories of sex, gender and issues of social justice;
- Explain shifting definitions of sex and gender;
- Demonstrate familiarity with women's contributions to culture, history, politics, etc.
- Demonstrate familiarity with key periods in the historical and political struggle for women's and gender equality;
- Apply critical feminist analysis to knowledge across the disciplines.

Requirements for an Individually Designed Major in Women's & Gender Studies

Interested students may develop a course of study built around the Women's & Gender Studies theme by drawing from appropriate courses from the various disciplines at New England College. Following the publication "Guidelines for Submitting an Individually Designed Major (IDM) Proposal" students will work with the Women's & Gender Studies Coordinator to design the major. The completed proposal will be presented to the Academic Standards Committee for their approval before mid-term of the first semester of the junior year. First year students are not eligible to submit IDM's.

Requirements to Minor in Women's & Gender Studies (20 credits)

One course from each of the following three categories:

- Representations of Women and Gender
- Theoretical Perspectives
- History and Social Change

Plus

- Two Upper Level Women's and Gender Studies Electives

Course Selection within the Three Required Categories:

Students can select from a number of possible courses within each of the three required categories of study. Possible courses within each category would include:

REPRESENTATIONS OF WOMEN & GENDER

- CO 1240/AR 1240 - Learning to Look: Contemporary Art and Media
- CO 3320 – Advertising: History and Criticism
- WS/EN 2070 - Comparative Mythology
- WS/PA 2710 – Philosophy of the Irrational
- WS 3990 Topics Courses in Women & Gender Studies

THEORETICAL PERSPECTIVES

- WS/PA 2710 - Philosophy of the Irrational
- WS/PA 2810 - Philosophy of Science
- WS/PA 3150 - Medieval Philosophy
- WS/PA 4010 - Moral Philosophy
- WS/PA 4110 - Feminist Philosophies
- WS/PS 2210 – Human Sexuality
- WS/PS 4310 - Psychology of Women

The following courses may count for credit in Women & Gender Studies:

- PS Theories of Personality
- PS Writing and Research in the Discipline
- PS Culture and Practice of Psychology

HISTORY AND/OR SOCIAL CHANGE

- WS/PA 3150 - Medieval Philosophy *(with approval)*
- WS/SO 3060 – Social Inequality
- WS 4830 - Independent Study *(This can include working with organizations for social change in this area or those addressing social problems related to women's/gender issues, e.g., domestic and/or sexual violence.)*

Working with the course instructor and the Women & Gender Studies Coordinator, the following courses may count for credit in Women & Gender Studies: *

- HS 1110 Western Civilization
- HS 1130 Evolution of American Democracy
- HS 1150 World Civilization
- HS 2990 From Acorn to Oak
- HS 3010 Conversations in Early America 1485-1783
- HS 3030 Revolutionary Republic 1783-1809
- HS 3080 Major Problems in Modern America
- HS 3410 Seminar in European History
- HS 3420 Seminar in Global History
- PO 4110 Regional Politics

Awareness/Action Project

Students minoring in Women's & Gender Studies will be required to engage in an Awareness/Action Project to complete the minor. This may be done in one of two ways:

1. Each course offering in the Women's & Gender Studies Program outlines an experiential/immersion component. When appropriate women and gender studies students may focus that activity on issues relevant to the minor.

2. In consultation with the Women's & Gender Studies Coordinator and appropriate W&GS faculty, students can choose to do an independent Awareness/Action project. Possibilities for these projects may include:

- presentation of research open to the community, including presenting at Spotlight on Students;
- presentation of women's contributions to history and culture during Women's History Month;
- internships or community service with organizations committed to working for gender equality or dealing with issues

- of domestic/sexual violence locally, nationally, globally;
- organizing community round table discussions relevant to the course of study in minor;
- working with student organizations such as SOUP or Women's Global Network to raise visibility and awareness of their goals, and assist in organizing community events.
- working with appropriate campus groups and programs to address enhancing campus climate in relation to sex and gender.

Suggested sequence of courses for Integrated Studies in Women & Gender Studies			
1 st year	2 nd year	3 rd year	4 th year
Fall	Fall	Fall	Fall
1000-2000 level designated/approved WS course.	2000-3000 level designated/approved WS courses.	Recommended: 3000 level and above designated/approved WS courses.	3000-4000 level designated/approved WS courses Recommended: PA 4110 Feminist Philosophies
Spring	Spring	Spring	Spring
1000-2000 level designated/approved WS courses.	2000-3000 level designated/approved WS courses.	3000 level and above designated/approved WS courses.	3000-4000 level designated/approved WS courses Recommended: PA 4110 Feminist Philosophies

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

CO1240 (AR 1240) Learning to Look: Contemporary Art and Media

Through the exploration of significant artistic and cultural developments from the late 20th century, students will be introduced to the vocabulary, texts, audiences and technologies of visual art and new media and their interpretations. The intersection of media and fine art in will be emphasized and examined through the study of pertinent issues in contemporary society, with special focus on the natural and civic environment. Students will develop the skills of formal, critical and contextual analysis that are

crucial for those interested in a career in the arts, communication and/or media. Trips to

museums and galleries, visits with local artists and hands-on activities will familiarize students with the practices of the disciplines and their place in the world today.

CO 3320 Advertising: History and Criticism

This course explores corporate advertising history and product case studies. Students consider the ways in which advertising developed—and continues to develop—in relation to global consumerism and mass media technologies and in response to social criticism. Students learn to deconstruct advertising images and copy and construct their own ads, spoof ads, and public service announcements.

EN 2070 (WS 2070) Comparative Mythology

This course is an in depth study of the importance of creation myths, myths of destruction and re-birth, myths of the quest of the hero, the theft of fire, the importance of the goddess in earlier times (matriarchal cultures) and her eventual abduction in favor of male gods or a single god (patriarchal cultures) in later myths, all of which seem to occur in almost all cultures. Diverse people seem to dream, create, invent and explain the world using similar archetypes. We will examine the implications of this phenomenon. What does this say about us? Our present? In addition, and on a more practical level, this course will help students decipher works of art and literary texts by identifying sometimes obscure references, understanding the structure of storytelling, finally realizing that myth making and archetypes are still part of how we make meaning. Modern examples too will be given both from art and literature, but also film and even psychology.

This course is cross-listed with Women's Studies and is a requirement for all three programs in the department. Offered every fall semester. (LAS 6 and WS requirement)

HS 1110 Western Civilization

An introductory survey of European history from ancient time to the recent past, the themes of this course include the development of civilizations, the classical age of Greece & Rome, the Middle Ages, and the development of Europe during the Renaissance, the Reformation, Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution, Industrialization, Romanticism, Nationalism, Imperialism, and global conflicts.

HS 3450 Europe Since World War I

Through a mix of readings, discussions and lectures this course will explore the political, social, military and cultural factors that contributed to the changes that occurred in European society during the 20th century.

Topics will include the rise and fall of Communism, World War II and the Holocaust, the Cold War and the emergence of international terrorism.

PA 2810 Philosophy of Science

An examination of the methods and historical development of the sciences generally, as well as a treatment of philosophical issues that arise in particular sciences. What justifies the view that science is the most objective source of human knowledge? What makes a scientific theory true? To what extent does scientific knowledge depend on history, political perspective, or gender, and what influence do values have on science? Especially pertinent to science majors, but designed for all interested students. Extensive scientific background not required. *Offered as needed.*

PA 3150 (WS 3150) Medieval/Renaissance Philosophy

A survey of philosophical and theological writings by men and women that traces the shift from the medieval to renaissance thought. Questions around the significance of the body, the role of gender, the meaning of creation and our place within it, will be explored by engaging with the extraordinarily rich literature of the medieval period.

PA 4010 Moral Philosophy

Advanced study of the concepts and judgments of value, including treatment of the notions of good and bad, right and wrong, and theories of moral obligation. Classic and contemporary readings will be engaged to explore contrasting views on the proper role of rules and virtues in morality, the relation of rules to the exercise of morality, moral psychology, an PA 4110 (WS 4110) Feminist Philosophies and the connection of morality to reason. *Offered as needed.*

PA 4110 (WS 4110) Feminist Philosophies

This course seeks to pull together the myriad of course experiences a student will have had in women's studies. Focusing on major trends in feminist theory and incorporating global perspectives, students will engage in an

intensive reading of feminist philosophers, exploring both traditional and cross-cultural ideas on the nature and/or construction of sexual difference and its relationship to morality, rationality, knowledge, science, politics, etc. Offered as needed.

PA 2710 (WS 2710) Philosophy of the Irrational

In antiquity, Socrates tells us, "some of our greatest blessings come to us by way of madness." What is the relationship between the irrational and the madness of love, of creativity, or of religious ecstasy? Has madness/irrationality been associated with one sex more than the other? This course will explore the meaning of madness in the context of the development of reason in the western philosophical tradition. In addition to philosophy and women's studies, this course will be of benefit to students of psychology, education and the arts. *Offered as needed.*

PS 2110 Writing & Research in Psychology

Building on the specific content from 'Introduction to Psychology' this course presents various ways psychologists approach this uniquely human science. This course takes a long historical view of the development of psychological types of thinking. It also discusses how social scientists engage in research with special attention to the scientific method. Students will learn to think critically about psychology research and culturally situate many of the attitudes and assumptions of psychology.

PS 2210 Human Sexuality

This course is a comprehensive overview of the many dimensions of human sexuality. Topics include love and intimacy, gender, sexual arousal and response, sexually-transmitted diseases, sexual expression, sexual coercion, commercial sex, sexual orientation, sexual problems and solutions, conception, pregnancy, and birth control. Students should gain the knowledge necessary to make informed, responsible decisions regarding their own sexuality and

sexual behavior. This course contains explicit sexual material.

PS 3310 Culture and the Practice of Psychology

This course is an effort to critique the practice of psychotherapy, counseling, psychology research, and applied psychology through the lens of culture. From this critique, students will be given tools to develop sensibilities reflecting a commitment to grow in their understanding of diversity. Concepts such as race, ethnicity, gender, sex, sexual orientation, age, religion, mental and physical abilities, socio-economics, profession, spirituality, and a host of other ideas will serve as touchstones for discussion and learning. Students will learn to think critically about themselves, their learning process, asking questions and research, and the prospects for making change in this world as well as examine assumptions that underpin the professions and practices of psychology. This course will branch into a myriad of other topics and fields to illustrate its points. Students will participate in active discussions and learn to work the ideas from the course into personal learning.

PS 3650 Theories of Personality

In this course, contemporary theories of personality (as they relate to personality structure, development, and community) and the dynamics of behavior are examined in depth. A major writing project is required.

PS/WS 4310 Psychology of Women

This course examines theories and research concerning the psychology of women. The course will explore the way that biological, cultural and psychosocial issues affect the psychological development of women. It will include topics such as feminism, gender development, gender biases, and gender comparisons. It will also explore contemporary women's issues related to work, love, sexuality, mental and physical health, and violence. The course is open to students of all genders. *Prerequisites: PS 1110. It is generally offered every other year.*

PO 4110 Regional Politics

This course will introduce students to the historical development of government and politics in a specified geographical region. The course will consider such topics as colonialism, nationalism, international economics, and international security. Using the comparative approach, the governments of the major states of the region will be discussed as well.

WS 3060 (SO 3060) Social Inequality

The unequal distribution of wealth and power in the U.S. and in the world - its causes and consequences - will be examined in this course. This is essentially a study of political and economic power and powerlessness. Specific topics to be discussed include poverty, hunger, homelessness, welfare, class conflict, racism, and sexism.

WS 3990 Topics Courses in Women & Gender Studies

A changing selection of courses designed to offer a variety of subjects in theatre. This course may be repeated for credit for different topics. Topics to be determined by the Woman's Study faculty. *Prerequisite: Permission of instructor required. Offered upon sufficient demand. Variable Credits (2-4)*

ASSOCIATE DEGREES

Graduation Requirements

To graduate with an Associate Degree from New England College, a student must fulfill the following requirements:

- Completion of a minimum of 60 credits with passing grades.
- Achievement of a cumulative grade point average of at least 2.0 and a grade point average in the Associate Degree (defined as the discipline requirements for an Associate Degree) of at least 2.0.
- Completion of LAS 1000 Bridges to Learning Seminar
- Satisfactory completion of all requirements in the associate degree.
- Earn at least 30 credits at New England College, to include a minimum of eight required credits for the Associate Degree.
- Fulfillment of the graduation requirements is the student's responsibility. Only the Registrar (or designee) is authorized to issue official summaries of progress. To avoid unpleasant surprises, it is imperative that students check their fulfillment of requirements with the registrar's office upon earning 42 credits.
- Students who have earned a minimum of 56 credits by the end of the spring semester will be allowed to participate in commencement if they have a GPA, both cumulative and within the associate degree, of 2.00 or higher and have no more than two courses left to complete.

Business Administration

A.A. in Degree in Business Administration

About the Associate Degree in Business Administration

Business administration is designed to provide each student with an overview of the foundations of management. With purposeful combination of basic management tools and elements from the liberal arts, students will be better prepared for entry level positions.

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule to meet individual interests and goals.

Requirements for the Associate Degree in Business Administration:

- WR 1010 Composition
- LAS 1110 On Being Human

Twelve credits from the following list:

Note: Courses which are being used to fulfill discipline-specific requirements cannot count in the additional 12-credit requirement.

- LAS 1120
- LAS 2110
- LAS 2120
- LAS 2130

- LAS 2140
- LAS 3110
- MT 1020 or greater

4 credits from one of the following courses:

- BU 2110 - Quantitative Methods in Business
- BU/AC 2210 - Financial Accounting
- BU/AC 2220 - Management Accounting
- EC 2110 - Principles of Macroeconomics
- EC 2120 - Principles of Microeconomics

Twenty additional credits taken from the following disciplines:

- Accounting
- Business
- Economics

General electives to complete 60-credit requirement.

<i>Associate Degree in Business Suggested Course Sequence</i>	
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year. Below is a suggested course sequence for the major:	
First Year	Second Year
Fall	Fall
LAS 1000	LAS/MT 1020+ Course
WR 1010	Discipline-specific course
LAS 1110	Discipline-specific course
Discipline-specific course	Elective
Spring	Spring
LAS/MT 1020+ Course	LAS/MT 1020+ Course
discipline-specific course	discipline-specific course
discipline-specific course	discipline-specific course
Elective	Elective

Engineering

A.S. Degree in Pre-Engineering

About Pre-Engineering Studies

Engineering is arguably the field that best embodies both the natural and civic environments. It is grounded in the study of the natural world, specifically the physical and chemical principles that guide how the world operates. Unlike in pure science, however, engineering is focused on how those principles are applied within civic environments. How can physical ideas be best used to build transportation systems, where “best” is determined by the needs of a particular community? How can chemical principles be used to create a technique that addresses the challenges facing a company or community? How are the goals defined by science (for instance mechanical stability or thermodynamic efficiency) met within the constraints provided by civil society (such as cost efficiency or resource allocation)?

This pre-engineering program is designed to have students take introductory classes for 2 or 3 years and then transfer to an engineering school to complete their BS in engineering. The courses listed below are required by almost all engineering majors at any engineering school.

Learning Outcomes

Students completing the Pre-Engineering Studies Associate’s Degree should be able to demonstrate:

- Proficiency applying fundamental physical principles to solve real-world problems.
- Proficiency in calculus as applied to real-world problems
- Competency in skills (writing, mathematics, economics) necessary for success as an engineering major.

Requirements to Major in Pre-Engineering Studies (32 credits)

- MT 2510 – Calculus I

- MT 2520 – Calculus II
- MT 3530 – Calculus III
- CH 2110 – General Chemistry I
- CH 2120 – General Chemistry II
- PH 2310 – Calculus-based Physics I
- PH 2320 – Calculus-based Physics II
- EC 2120 – Microeconomics

Each student’s progress will be regularly reviewed. Students who do not complete MT 1510 (Pre-calculus) and CH 2110 (General Chemistry I) with grades better than a “C” during their first semester will be informed that they may have difficulty transferring to an engineering school after two years. Midterm grades for MT 2510 (Calculus I) and CH 2120 (General Chemistry II) in the spring semester will be used to make a final recommendation to the students as to whether they should continue in the program. This assessment is early enough that students can switch to another major for the start of their second year.

Significant Experiential Learning Opportunity

The program requires students to learn about at least two different engineering careers from experiences they have in the wider world. This could be done by interviewing engineers, visiting engineering firms, or speaking with faculty at an engineering school. To document and share their experiences, students will be required to write a paper and make an oral presentation to science and mathematics faculty and the other pre-engineering majors. Presentations will be made at a yearly “Engineering Experiences Colloquium”. This experience will not carry any academic credit.

<i>Pre-Engineering Studies Suggested Course Sequence</i>	
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:	
First Year	Second Year
Fall	Fall
LAS 1000	LAS 2110
WT 1000	MT 2520
LAS 1110	PH 2310
MT 1510 (if necessary)	Elective
CH 2110CH 2110CH 2110	
Spring	Spring
LAS 1120	LAS 2140
EC 2120	MT 3530
MT 2510	PH 2310
CH 2120	Elective

relationships, business behavior, and consumer behavior regarding production, exchange, pricing, and distribution of goods

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted.

CH 2110 General Chemistry I

Fundamental concepts and principles for an understanding of chemical phenomena are discussed. Topics include atomic and molecular structure, periodic properties of elements, stoichiometry, gas laws, thermochemistry and chemical bonding. Laboratory work consists of experiments which are largely quantitative. *Prerequisite: MT 1510*

CH 2120 General Chemistry II

This course is a continuation of CH 2110 – General Chemistry I. Topics covered include intermolecular forces and physical properties of solutions, chemical kinetics, chemical equilibrium, and acid-base and solubility equilibria. *Prerequisite: CH2110.*

EC 2120 Introduction to Microeconomics

A study of the basic tools of economic analysis and principles necessary to understand and appreciate economic

and services amongst various economic agents under free market constraints. Special emphasis will be placed on the areas of supply and demand, market mechanism and equilibrium, marginal analysis, theory of firm, market failure, and applications of microeconomics theory.

MT2510 Calculus I

This is the first course in the study of the calculus of one variable. It covers the concepts of limit and derivative as well as applications of the derivative to curve sketching, optimization, linear approximation, and related rates. The course concludes with an introduction to integration. Calculus I includes applications to real-world problems in physics, biology, chemistry, engineering, and economics. *Prerequisite: C- or better in MT 1510 or adequate performance on the mathematics placement test. Offered every year.*

MT2520 Calculus II

This course is a continuation of the calculus series. The course will investigate concepts and applications of: differentiation and

integration of exponential, logarithmic, trigonometric, hyperbolic functions and their inverses; techniques of integration and Computer Algebra Systems; L'Hôpital's rule; improper integrals; and infinite series. *Prerequisite: C- or better in MT 2510.*

MT2530 Calculus III

This course covers the concepts and applications of: parametric equations, vector algebra; vector functions; curves and surfaces; partial derivatives; multiple, surface and line integrals. *Prerequisite: MT 2520.*

PH 2310 Calculus-based Physics I

An introduction to mechanics (including kinematics, forces, energy, and torque), fluids, and oscillations and waves, using calculus. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. *Prerequisite: MT 2510.*

PH 2320 Calculus-based Physics II

A continuation of PH 2310. Topics include thermodynamics, optics, electricity, and magnetism. Laboratories provide the opportunity to explore these concepts through hands-on experimentation. *Prerequisite: PH 2310 and MT 2520.*

Humanities

A.A. Degree in Humanities

About the Associate Degree in Humanities

The humanities are focused on the human experience exploring the record of our lives through the traces we leave: literature, art, theater, communications, philosophy, and history. Combined, the record of human experience enriches our relationships with every other person, living or dead. Regardless of your life path, an Associate Degree in Humanities provides you with the basis for a life well lived.

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule to meet individual interests and goals.

Requirements for the Associate Degree in the Humanities.

- WR 1010 Composition
- LAS 1110 On Being Human

Twelve Credits, provided that these twelve credits do not also count for discipline specific requirements associated with this associate degree, to taken from the following list:

- LAS 1120
- LAS 2110
- LAS 2120
- LAS 2130
- LAS 2140
- LAS 215
- LAS 3110
- MT 1020 or greater

24 additional credits selected from the following disciplines:

- Art
- Communication Studies
- Creative Writing/English
- History
- Humanities
- Modern Languages (e.g. French, Italian, Spanish)
- Philosophy
- Theatre

General electives to complete 60-credit requirement.

<i>Associate Degree in Humanities Suggested Course Sequence</i>	
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:	
First Year	Second Year
Fall	Fall
LAS 1000	LAS/MT 1020+ Course
WR 1010	discipline-specific course
LAS 1110	discipline-specific course
discipline-specific course	Elective
Spring	Spring
LAS/MT 1020+ Course	LAS/MT 1020+ Course
discipline-specific course	discipline-specific course
discipline-specific course	discipline-specific course
Elective	Elective

Natural Sciences

A.A. Degree in Natural Sciences

About the Associate Degree in Natural Sciences

Through a study of the natural sciences, students better understand the scientific process. The breadth of courses that are offered under this associates degree allows for exploration of a variety of scientific fields. Students may choose course work that leads to increased understanding of the natural world and how better learn how people interact with the natural world.

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule to meet individual interests and goals.

Requirements for the Associate Degree in Natural Science

- WR 1010 Composition
- LAS 1110 On Being Human

Twelve Credits, provided that these twelve credits do not also count for disciple specific requirements, to taken from the following list:

- LAS 1120
- LAS 2110
- LAS 2120
- LAS 2130
- LAS 2140
- LAS 3110
- MT 1020 or greater

24 additional credits, selected from the following disciplines:

- Biology
- Chemistry
- Environmental Science
- Engineering
- Mathematics
- Physics

Associate Degree in Natural Science Suggested Course Sequence

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:

First Year		Second Year	
Fall		Fall	
LAS 1000		LAS/MT 1020+ Course	
WR 1010		discipline-specific course	
LAS 1110		discipline-specific course	
discipline-specific course		Elective	
Spring		Spring	
LAS/MT 1020+ Course		LAS/MT 1020+ Course	
discipline-specific course		discipline-specific course	
discipline-specific course		discipline-specific course	
Elective		Elective	

Social Sciences

A.A. Degree in Social Sciences

About Associate Degree in Social Sciences

An Associate Degree in the Social Sciences is designed to facilitate a multi disciplinary understanding of human interaction in society. Central to all of the disciplines listed in this degree is the notion of interpersonal as well as group relations; as a result students seeking the Associate Degree in Social Sciences will be better prepared to think about social change. Depending on the specific course of study used to complete this degree, students may be prepared for entry level positions or continued study.

Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule to meet individual interests and goals.

Requirements for the Associate Degree in Social Science

- WR 1010 Composition
- LAS 1110 On Being Human

Twelve Credits, provided that these twelve credits do not also count for discipline specific requirements, to taken from the following list:

- LAS 1120
- LAS 2110
- LAS 2120
- LAS 2130
- LAS 2140
- LAS 3110
- MT 1020 or greater

24 additional credits, selected from the following disciplines:

- Business Administration
- Criminal Justice
- Economics
- Education
- Kinesiology
- Political Science
- Psychology
- Outdoor Education
- Sociology

<i>Associate Degree in Social Science Suggested Course Sequence</i>	
Each student is strongly encouraged to meet with his/her advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major:	
First Year	Second Year
Fall	Fall
LAS 1000	LAS/MT 1020+ Course
WR 1010	discipline-specific course
LAS 1110	discipline-specific course
discipline-specific course	Elective
Spring	Spring
LAS/MT 1020+ Course	LAS/MT 1020+ Course
discipline-specific course	discipline-specific course
discipline-specific course	discipline-specific course
Elective	Elective



THE SCHOOL OF GRADUATE and PROFESSIONAL STUDIES (SGPS)

Commitment

The purpose of the New England College School of Graduate and Professional Studies is to remove obstacles to educational advancement and open new pathways leading to professional development and personal enrichment.

Graduate Programs

Graduate Programs listing

Program	Degree
Accounting Concentration in Forensic Accounting	Master of Science
Business Administration Concentrations in: Digital and Social Media Health Informatics Healthcare Management Nonprofit Management Project Management Sports and Recreation Management Strategic Leadership	Master of Business Administration
Creative Writing Concentrations in: Fiction Poetry	Master of Fine Arts
Education: Concentrations in K-12 Leadership Higher Education Administration	Doctor of Education
Education: Concentrations in Curriculum and Instruction Literacy and Language Arts School Climate Leadership Special Education School Principal Teacher Certification (Elementary K-8, Life Sciences 7-12, English 5- 12, Mathematics 7-12, Social Studies 5- 12, Theatre K-12, Physical Ed K-12, or General Special Ed K-12	Master of Education Certificate of Advanced Graduate Study (CAGS)
Education: Higher Education Administration	Master of Science



Program	Degree
Education: School Superintendent	Certificate of Advanced Graduate Study (CAGS)
Human Services	Master of Science
Management: Concentrations in Banking and Finance Healthcare Administration Marketing Management Nonprofit Management Operations Management Project Management Real Estate Management Strategic Leadership Sustainability	Master of Science
Mental Health Counseling	Master of Science
Professional Writing	Master of Arts
Public Policy	Master of Arts

Application Procedures

New England College’s School of Graduate and Professional Studies follows a rolling admissions policy. The admissions committee for each degree program reviews applications when they are completed. Applicants are encouraged to use the graduate online application, found on the New England College website.

All graduate programs require a minimum undergraduate grade point average of 2.75 on a 4.0 scale, or a demonstrated ability (typically a combination of academic and professional achievement) to succeed in a rigorous graduate program.

Applicants who do not hold an earned degree or meet all criteria generally required for admission on the date of the application may be enrolled, but not admitted, at the discretion of the admissions committee for each degree program. The admission decision will specify the conditions for admission to a School for Graduate and Professional Studies degree program. Such enrollments, including non-applicants who elect to take courses, are typically restricted to a maximum of nine credits.

To apply for admission, the following information is required:

- Completed application form accompanied by a \$35 application fee, payable to New England College. The application form is available at www.nec.edu.
- A current resume and a personal statement describing the student’s professional goals. These requirements can be waived for specific circumstances, typically endorsement by an organization that has signed a memorandum of agreement with the School of Graduate and Professional Studies.
- Letter of recommendation, either professional or academic, attesting to the student’s ability and potential;
- Official transcripts from the institution that awarded the applicant the bachelor’s degree.
- For those seeking teacher certification, transcripts from all institution(s) from which the student earned credit are required.
- The admissions committee may require other transcripts from individual applicants and will inform those



applicants of that requirement during the admissions process.

- For the Master of Fine Arts in Creative Writing: Poetry program, a typewritten manuscript of 10 pages of recent poetry is required, as well as a brief autobiographical essay that cites the applicant's literary influences, includes a self-assessment of writing in terms of strengths and weaknesses, critically evaluates the applicant's work, and clearly describes the personal goals associated with the MFA program.
- For the Master of Science in Accounting, candidates need to complete pre-requisite undergraduate-level courses in Quantitative Methods, Financial Accounting, and Management Accounting before the start of the Master's program.
- For the Doctoral Program in Education program:
 - Master's degree required with a minimum GPA of 3.0.
- At least 3-5 years professional experience in the field • of education or higher education.
- Admission is selective with a limit of 10-12 students in each concentration.
- No standardized tests required.
- Review of applications begins December 1st and will continue until April 1st. Applications received after April 1st will be considered if space is available in the cohort. Interview with the Program Director or a member of the program faculty is required.

International applicants to the Master's programs must have the equivalent to a U.S. Bachelor's degree. All international students are required to use a credentialing organization such as WES.org, ECE, or ACCRO. In addition, students for whom English is not the first language require a TOEFL score of 550 (pbt), 213 (cvt), 80 (ibt) or IELTS 6.5.

Send all application materials to:

New England College
The School of Graduate and Professional
Studies Admissions

98 Bridge Street

Henniker, New Hampshire 03242

Fax: (603)428-3155

graduateadmission@nec.edu

Policy on reapplying to SGPS programs

Applications to programs in the School of Graduate and Professional Studies are saved for one year. Individuals may reapply to the program within this period, by filling out a new application form with a note indicating that it is a reapplication, paying a new application fee and submitting the following materials:

Personal statement: one document that responds to the following question: What activities have you been carrying out since you previously applied to our programs, and what impact have these activities had on the clarification of your goals? Include any steps you have taken to enhance your preparation for admission to the School of Graduate and Professional Studies at New England College. Make sure to explain what specific elements in this reapplication will contribute to your successful acceptance that were not in place the first time you applied.

Recommendation letter: (optional) one additional letter of recommendation. Candidates may forward the electronic evaluation form to the recommender or send them a hard copy, which the evaluator should then complete and mail directly to the NEC graduate admissions office.

Transcript: If you have completed any new coursework since your original application, an official transcript from the appropriate college or university. Applicants who wish to reapply after one year will be considered a new applicant and need to submit all application materials accordingly.

Transfer of Credits

For graduate degree programs, up to eight credits will be awarded for graduate courses taken at other regionally accredited institutions of higher education provided that the final 30 credits of any degree are earned at New England College. The completed course(s) must have a grade of “B” or better, and must be analogous to the NEC graduate course requirement for which credit is requested. Those applying to a program who wish to get more than eight transfer credits approved should submit a request in writing to the Program Director.

Doctorate of Education Transfer Credit Policy Beginning July 1, 2014 students entering the New England College Doctorate of Education program may transfer in up to four 4-credit courses, pending approval by the program director and Dean of the School of Graduate and Professional Studies. Transferred courses must be doctoral level courses and must directly align with courses offered in the doctoral curriculum. Students transferring in courses must still enroll and fully participate in all 15 courses in the doctoral curriculum. However, they will not be charged for the courses in the doctoral curriculum that are met by transferred courses.

Students receiving their Certificate of Advanced Graduate Studies (CAGS) from NEC will be able to transfer courses in to meet four EdD courses. However, all students transferring in credits will need to take the full schedule of courses in the EdD program along with their cohort, but they will not be charged for the courses for which they can transfer in credits from their CAGS degree.

The courses that can be transferred include:
ED 7003: Educational Leadership and Critical Issues can transfer in for
ED 8020 Critical Issues in the Future of Education (Year I, Summer II)
ED 5130: The Psychology of Learning Communities can transfer in for
ED 8030: Seminar in Futuristic Organizational Theory (Year 1: Fall II)

ED 6140: Dynamics of Education Reform and Systems Change can transfer in for
ED 8070: Seminar in Reforming Education Practices (Year 2: Spring I)
ED 5260: Research Practica I and II can transfer in for
ED 8060: Dissertation Seminar I (Year 2: Summer II)

Transfer Policies

Transfer credit will be awarded only for course work completed at regionally accredited institutions of higher education or the equivalent in other countries. New England College awards credit only; grades and other academic honors from other institutions are not recorded on a student’s academic record, with the exception of courses taken through New Hampshire College and University Council (NHCUC) schools after a student has matriculated at New England College.

The evaluator reviews each course on an individual basis by comparing catalog course descriptions and reviewing any other appropriate documents. A course equivalent will be assigned to each course granted transfer credit and the evaluator will indicate if that credit will apply to general education requirements. If the student has indicated a major, the evaluator will indicate if that credit will apply to degree requirements. Transfer credits are awarded on a credit-by-credit basis only. For example, a four-credit course elsewhere will be granted four credits at New England College even if the equivalent course has a three-credit base here. Students transferring from institutions on the quarter-hour system will be granted .67 semester hours per quarter hour. Not all credits granted will necessarily be applicable to degree requirements. If previous course work is deemed to have no applicability to a degree program, or if no comparable course at New England College can be identified, and yet the course work is deemed comparable to college-level work, then unassigned elective credit may be granted.

Evaluation for transfer credit will be made at the time of a student's admission to New England College. Transcript credit awards are contingent upon official admission into the graduate or professional studies program. Students who have attended other institutions of higher education must include official transcripts from all previous institutions in their application, regardless of whether or not they wish to be granted credit for that work. Course work in progress at the time of application will be evaluated on a tentative basis and credit awarded pending receipt of an official transcript.

Courses taken at other institutions after a student is enrolled at New England College must be cleared in advance through the Graduate Student Services office. Students must complete the Course Approval Form and submit it to the Student Services Office, which coordinates with the respective academic director for approval prior to enrolling in a course at another institution. Students who do not receive prior approval will need to petition the Dean for acceptance of the transfer credit and are not guaranteed approval.

Students who repeat courses at New England College for which they have already received transfer credit will lose that transfer credit.

Students transferring from institutions where course work is graded by non-traditional mechanisms will be asked to request that the institution provide letter equivalents or written evaluations from individual instructors.

All transfer credits are tentative until substantiated by official transcripts or documents provided by the original educational institution.

Tuition and Financial Aid Policies **Tuition**

Tuition for students in the School for Graduate and Professional Studies is assessed on a per-credit basis and is set by the Board

of Trustees. Current tuition is listed on the NEC website

<http://www.nec.edu/admission/financial-aid/graduate-sfs/cost-of-attendance/>.

All payments and or questions regarding student bills should be addressed to:

New England College Student Financial Services

98 Bridge Street

Henniker, NH 03242-3500

Telephone: 603.428.2226

FAX: 603.428.2266

[*sfs_gps@nec.edu*](mailto:sfs_gps@nec.edu)

Financial Aid

Entering students should apply for financial assistance when applying for admission. Aid offers are made only after a student is accepted for admission and the Office of Student Financial Services has received all required forms. Students who are U.S. citizens or resident aliens may apply for financial aid by submitting a Free Application for Federal Student Assistance (FAFSA). The processing of financial aid applications and awards is a complex and lengthy procedure; therefore, applicants are encouraged to apply at least two months prior to the anticipated enrollment date.

NEC also offers graduate assistantships for qualified graduate students. These positions offer students unparalleled leadership opportunities in the NEC community. The positions are competitive, and are based on prior academic record and practical experience. Assistantships are compensated through a scholarship credited to current tuition. Current assistantships include opportunities in Undergraduate Admissions, The Center for Civic Engagement, Project Pericles, International Programs, Information Technology, NEC Athletics (hockey, lacrosse, and soccer), and the NEC Office of Public Information.

In general, most financial aid programs available to graduate students are those offered through the Federal government, such

as the Federal Stafford Loan (see Financial Aid section in the Undergraduate Catalog for a full description of this program as it relates to graduate students and BSHCA students). There are no automatic renewals of financial assistance and all returning students receive updated application materials. A student must reapply for financial aid each academic year.

Financial aid awards are credited directly to student accounts upon registration each semester. All required forms must have been received and verified by this time. Stafford Loan checks require the student's signature prior to being credited or disbursed. If a student's account with the College is paid in full, the student may receive a cash disbursement to cover other educational costs such as books and supplies.

Refund Procedure: If a student officially withdraws during a term, a portion of any refund calculated under the College's withdrawal policy will be returned to federal, state, and College programs. Details of this pro-rated policy are available from Student Financial Services. For complete information and application forms, contact:

**New England College
Student Financial Services**
98 Bridge Street
Henniker, NH 03242-3500
Telephone: 603.428.2226
FAX: 603.428.2266
sfs_gps@nec.edu

Graduate Degree Programs Graduation Requirements

New England College confers degrees at the annual May commencement ceremony as well as on January 31, July 15, September 15 and December 31. To be considered for degree candidacy, the student must submit an Intent to Graduate Form by December 1 of the year preceding degree completion. Failure to submit this form could delay official degree awarding until the college's next official conferral date.

All graduation requirements must be met within six years of entering the program. Petitions for extension must be submitted in writing to the Dean of the School of Graduate and Professional Studies.

Program requirements vary. It is the student's responsibility to consult the graduate catalog to ensure successful completion of program requirements. Questions about graduate degree requirements should be addressed to Student Support Services (studentservices_gps@nec.edu or 603.428.2258).

Graduation Requirements for the Certificate of Advanced Graduate Study (CAGS)

CAGS programs provide professional development for educators beyond the master's degree level.

CAGS candidates must complete all degree requirements, as outlined in the individual program descriptions, including successfully earning a minimum of thirty six to forty graduate credits. All candidates must earn a final grade of B- or better in each required course and attain a minimum 3.00 cumulative grade point average on all graduate credit earned at New England College, based on a 4.00 scale.

Course credits used by the student to fulfill requirements for a previous graduate degree may not be used by the student to fulfill the requirements for any other graduate degree at New England College.

Graduation Requirements for Master Degrees Program requirements vary

It is the student's responsibility to consult the graduate catalog to ensure successful completion of program requirements. Questions about graduate degree requirements should be addressed to Student Support Services:

(studentservices_gps@nec.edu or 603.428.2258).

Master degree candidates must complete all degree requirements, as outlined in the individual program descriptions, including successfully earning a minimum of thirty to sixty graduate credits. All candidates must earn a final grade of B- or better in each required course and attain a minimum 3.00 cumulative grade point average on all graduate credit earned at New England College, based on a 4.00 scale.

Course credits used by the student to fulfill requirements for a master's degree may not be used by the student to fulfill the requirements for any other graduate degree at New England College.

Graduation Requirements for Doctor in Education Program

Completion of the courses in the Ed.D. course map (see Course Descriptions)
 Faculty approved dissertation proposal
 Faculty approved comprehensive project
 Faculty approved dissertation

Academic Policies

GRADING POLICIES: GRADUATE PROGRAMS

Grading System: Letter grades and numerical point values are assigned as listed in table and described below:

* **ADW** (Administrative Withdrawal): This grade is submitted when a student attended the course infrequently prior to the last date to withdraw, failed to comply with the required procedure for withdrawal, and did not attend at all subsequent to the last date to withdraw. This grade is noted on permanent record, but not calculated in grade point average.

****ADI**: Administrative Incomplete. This grade is submitted only in extraordinary circumstances when the instructor of record did not or could not turn in grades. A grade of ADI will be converted to a letter grade by the

instructor of record as soon as conditions permit. When extreme circumstances, such as the death of a faculty member, make it impossible for him or her to convert the ADI, the Provost will make the conversion in consultation with the affected students and appropriate faculty.

Letter Grade	Meaning	Quality Points Per Credit
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+	Unsatisfactory	2.3
C		2.0
C-		1.7
D		1.0
D-		0.7
F	Failure	0
I	Incomplete	none
P	Passing (B or higher)	none
NR	Below passing	none
AU	Audit	none
ADW*	Administrative Withdrawal	none
ADI**	Administrative	
	Incomplete	none
W	Withdrawal	none
WD	Withdrew from School	none

Calculation of Grade Point Average

To compute a student's cumulative grade point average (GPA), numerical values are assigned to each letter grade as indicated above. Grades of I, P, NR, AU, ADI, W, and WD are not used in grade point calculations. The sum of the grade points received is divided by the number of credits completed, resulting in the student's cumulative grade point average (GPA).

Final Grades

The decision of an instructor to award a grade is presumed to be final. Grades become a part of the student's permanent record. Under ordinary circumstances, no one else within the College has the right to change an instructor's grades.

A Student who believes that he/she has been graded inaccurately or wrongly must immediately bring this to the attention of his/her instructor. Should disagreement with the instructor ensue, the student may appeal the grade to the appropriate Associate Dean. The student must present the appeal in writing. The Associate Dean will review the information, consult with relevant parties, and make a determination. A student's advisor may serve as an advocate during this process. As a last resort, the student may appeal the decision to the Dean of Graduate and Professional Studies.

Pass/No Record Option

The Pass/No Record option is not permitted in the student's major program except for internships, when permitted by the program. In the MFA program, a "P" is only awarded for performance that would merit a "B" grade or better.

Academic Standards

Each student is expected to make satisfactory progress toward meeting degree requirements. Instructors are asked to identify all who are having difficulty in their classes no later than halfway through the semester. Students having difficulties in meeting academic performance standards

should meet with the Program Director, and in some cases with the Associate Dean of the Division where the program resides, to discuss potential plans of action.

Due to the rigorous nature of graduate and professional studies, students are expected to maintain a high academic grade point average (GPA).

As a general rule, students are required to maintain a minimum cumulative GPA of 3.0, or s/he will be placed on academic probation. The Registrar's office will inform the student of his/her probationary status. The student must maintain a GPA in the two terms following receipt of the letter that will ensure a cumulative GPA of 3.0 or above. If it becomes apparent that the standard cannot be met (for instance, if the student receives a grade below a "B" during the probation period), the student will be subject to dismissal on account of a cumulative academic performance below the 3.0 GPA required for graduation. The Registrar's office will remove a student from academic probation only if the student's academic record has improved to the extent that it is reasonable to expect that the student will be able to maintain a cumulative GPA of 3.0 or above for the remainder of the program.

Final course grades of C+ or below will not meet graduate degree requirements. Students will need to repeat any course in which they received a grade C+ or below.

An "F" in a graduate course is indicative of a serious academic deficiency that requires an immediate ruling by the Dean of the School for Graduate and Professional Studies, regardless of prior standing in the degree program. All grades remain on the student's permanent record, but only the highest grade is used in computation of the grade point average.

Suspended students who wish to reenter the College may contact the Dean of the School for Graduate and Professional Studies for

readmission after they have complied with the conditions of their suspension. Students who are readmitted following suspension are expected to achieve a minimum GPA of 3.0 for the duration of their program. Failure to do this will result in suspension from the College.

Notification

Students placed on probation, suspended, or dismissed shall be notified in writing by the Registrar's office.

Appeals

Students who have been placed on probation or who are suspended may appeal their status to the Associate Dean of the Division where the program resides. Appeal requests must be submitted in writing, together with any evidence in support of such appeal, within 30 days. A final appeal may be submitted to the Dean of Graduate and Professional Studies, whose decision will be final.

Financial Aid and Satisfactory Academic Progress

All graduate students who receive financial assistance must maintain a minimum G.P.A. as established by the student's specific program.

In the event that a student fails to meet these standards as established by New England College, the student will be placed on financial aid probation. A student in this category may receive financial aid during one probationary semester, providing he or she meets academic conditions required to maintain eligibility.

When a student fails to meet the academic conditions of financial aid probation, he or she is considered to be making "unsatisfactory progress" and is placed on financial aid suspension during which all financial aid is terminated. A student will be reconsidered for financial aid only when enough credits have been completed to make up any credits short of satisfactory progress

and/or the student has met any other conditions associated with the suspension.

Accessing Transcripts and Grades

Final grades and unofficial transcripts are available to students through the college's MYNEC web services. Students are entitled to examine and make copies of any graded examinations and papers not handed back in class. Official transcript requests must be submitted in writing to the Registrar's Office.

NEC Academic Integrity Policy: Graduate Programs

The New England College community embraces an Academic Honor Principle. It consists of honesty, trust, and integrity. Honesty is being true to oneself and others, engendering a culture of trust. Trust builds mutual respect, fostering a disposition of responsibility and civility. Integrity denotes inner strength of character: doing what is right and avoiding what is wrong. Students, Faculty, and Staff accept these values as fundamental guides to our actions, decisions, and behavior.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following infractions:

Plagiarism: Using other people's ideas, research, opinions, or words and taking credit for it as if it is your own work instead of copied. It is failing to cite quoted and/or paraphrased words or ideas from another person's work other than the common knowledge or original thinking prepared for the course. Submitting an assignment or sections of an assignment that someone else has written – without giving proper credit - is plagiarism. This includes work from other students, a purchased paper, and text from the internet. The following list describes different ways of plagiarizing. Any of these activities is academically dishonest:

1. Direct copy and paste from a source, without citation



2. Including cited sources in your paper, but not including sufficient information or correct formatting.
3. Copying pieces of a source.
4. Copying a source and then changing some of the words.
5. Using pieces of many different sources to put together a new whole.
6. Submitting a paper – or parts of a paper – that you have submitted for another course.
7. Uses more writing from other sources than from the author, even though it is cited.

Misrepresentation: having someone else do coursework, assignments, papers, quizzes and tests.

Facilitation of Academic Dishonesty:

Helping someone else cheat. Examples include: supplying questions and/or answers to a quiz or examination, allowing someone to copy your homework, doing homework together without the instructor's permission, seeking input from others during a take-home or open book test.

Cheating: Deliberate deceptive behavior to avoid work and learning. Examples include:

1. Communicating with others during an exam or quiz
2. Copying all or part of homework or another's quiz, exam, or written work
3. Using notes when you are directed not to by the professor, using electronic equipment to look up answers you don't know
4. Making up data for research
5. Stealing quizzes or exams prior to their administration
6. Altering or attempting to alter college records
7. Offering a bribe to college personnel in exchange for special treatment or favors.

Because academic dishonesty violates academic integrity, it cannot be condoned at NEC.

Penalties for Academic Dishonesty

A student who incurs in academic dishonesty will receive a failing grade on the work in which the dishonesty occurred or may, if in the instructor's opinion the work is of major significance in the total course, receive a failing grade in the course. Instances of academic dishonesty must be reported to the Registrar's office. If a second report of cheating or plagiarism occurs, the student will be subject to expulsion.

Procedures for Assigning Penalties

In order to protect the interests of the College community, including those of students and instructors, the following procedure shall be followed in cases of cheating and/or plagiarism. If an instructor is convinced an event of academic dishonesty has occurred, the instructor shall inform the student immediately before taking any other action. The student shall be given the opportunity to discuss the matter with the instructor. As a result of the discussion with the student, the instructor shall either dismiss the matter or, if the instructor remains convinced of academic dishonesty, s/he assign the student a failing grade for the work and/or the course, and report the matter to the Program Director and the Associate Dean where the program resides. Instances of cheating or plagiarism must be reported to the Registrar's office.

Violations and Sanctions in cases of Academic Dishonesty

Graduate students are responsible for being aware of and complying with academic integrity policies, and must conduct themselves accordingly. Sanctions for Academic Dishonesty will depend on the seriousness of the offense and may range from the receipt of:

- An "F" grade on the subject paper, report, etc.
- An "F" in the course in which credit may be earned.
- Academic Dismissal.

If a graduate student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved.

Notification to the graduate student of a failing grade and the option of appeal concerning the alleged academic dishonesty and academic dismissal remains with the Program Director and/or the Associate Dean of the Division where the program resides.

The student's ability to proceed within an academic program while an appeal is in process will be determined by the individual Program Director and Associate Dean.

Appeals Procedure

The student may appeal the instructor's action through the following procedure: Within 10 class days of receiving notice of the failing grade in the assignment or course, the student must submit a written request for a hearing to the Director of the program in which the student is enrolled. The request will contain a statement of the basis for appeal as well as any supporting evidence. The instructor will receive a copy of the student's appeal. The Program Director will consult with the student and with the faculty member, and will try to reach a decision acceptable to both. If this is not possible, the Program Director will refer the case to the appropriate Associate Division Dean, who may in turn raise the matter to the Graduate and Professional Studies Council.

The Graduate and Professional Studies Council shall hear and decide, in accordance with procedures it may adopt, academic dishonesty appeals referred to it by the Dean of the School of Graduate and Professional Studies. Both the student and the faculty member involved may present witnesses and be represented by advocates at the hearing. If the Council finds in the student's favor, it will recommend that the instructor reconsider the failing grade. If the instructor does not accept the recommendation, the case will be forwarded to the Dean of the School of

Graduate and Professional Studies for a final decision.

Adding, Dropping, and Withdrawal from Courses

Students may add or drop courses prior to the first day of the term. Dropped courses are not recorded on a student's academic record. A student may drop a course for any reason prior to the first day of the term (all terms begin on Mondays) without penalty.

Withdrawals are permitted until the last day of the fifth week of class and are noted on the student's academic record with the designation of "W." Students are financially responsible for all courses with a "W" grade. Exception to this policy is by petition, only with the approval of the instructor, the Dean of the School of Graduate and Professional Studies, and the Program Director. Enrolled students who withdraw must do so in writing, stating the reason for withdrawal. The refund of tuition is based on the week the student withdraws and notifies the Graduate and Professional Studies Office (both must be accomplished). The withdrawal policy is as follows:

Before 1st Day of class	100%
As of First Day of	REFUND
1st wk of class	80%
2nd wk of class	50%
3rd wk of class	No Refund

No adjustments to account balances will be made nor withdrawal disputes considered after 30 days from the end of the term during which the student withdrew.

For weekend seminar courses, cancellations must be received by the Thursday before the first class date, or the student will be responsible for payment of the entire course tuition. Attending any portion of a weekend course will incur the same responsibility for tuition payment.

Administrative Withdrawal Policy

Nonattendance (understood in the online environment as lack of participation in the discussion boards, and failure to submit the required assignments) does not constitute a withdrawal, nor does stopping payment on a check for registration fees constitute a request for refund; it is the student's responsibility to add or drop classes—not the instructor's.

Policy

If a student misses two or more consecutive weeks of class during the term, or if the student has missed enough assignments that the instructor believes s/he cannot meet the goals of the course within the remaining timeframe, s/he may be subject to administrative withdrawal. In the absence of extenuating circumstances and 48 hours after the student has been notified, the administrative withdrawal will take place and the student will be removed from the class. This Administrative Withdrawal Policy will be implemented in all graduate level courses subject to the following provisions:

- The Student Services staff will carry out a good faith effort to contact the student and advise him or her of the situation and the consequences of an administrative withdrawal;
- The instructor will attempt to contact the student and issue a warning prior to the decision of administrative withdrawal;
- The administrative withdrawal must be approved by the program director, upon recommendation from the instructor and/or the student services staff. If the instructor does not initiate the administrative withdrawal process, s/he must be fully informed by the Student Services staff so that s/he can contact the student (via email) and issue the warning;
- The Administrative Withdrawal Policy must be included in the course syllabus. Students must be informed that administrative withdrawal may have an impact on their Financial Aid awards and status in the program;

- The Student Services office must have sufficient documentation of student notification prior to the administrative withdrawal. This documentation, together with the instructor's warning, will become part of the student's file at NEC;
- Administrative withdrawal will take place after the fee refund period. Students who are administratively withdrawn from the course will not be eligible for a tuition refund;
- For the purpose of withdrawals, term weeks start on Mondays and end on Sundays;
- No withdrawals are permitted during the last week of the term.

Audited Courses

Students wishing to audit a course may do so by contacting the Graduate and Professional Studies Office. Permission of the instructor is required. The workload and attendance policy in the course is to be determined by the instructor and should reflect expectations of both the instructor and the student. No credit is granted for an audited course. A grade of "AU" will not be entered on the student's permanent record unless a student satisfactorily completes the attendance and workload requirements of the course. Students will be charged one-half the current tuition rate for that course. All students will be charged any course-related fees. After the end of the add/drop period, a student may not convert an audited course back to the letter grading system.

Directed Study Contract

A directed study is an academic tutorial course that allows a student to do an in-depth study with a faculty member in an area of mutual interest. Students will meet weekly (face-to-face or online) with the faculty member.

Guidelines for Directed Study

- The Dean of the School of Graduate & Professional Studies reserves the right to deny requests for directed study option.



- Directed Study courses may not duplicate courses scheduled within a 12 month period, unless approved by the Dean.
- Directed Study courses may not be for more than 4 (four) credits.
- Students may present for graduation no more than a total of 12 (twelve) credits for Directed Study.

Eligibility and Registration

- Directed Study courses **MUST** be approved by the Dean of the School of Graduate & Professional Studies Office prior to initiating contract.
- Student must have a minimum cumulative GPA of 3.0.
- Student must have no record of cheating or plagiarism in prior course work.
- Student must have a faculty sponsor for the Directed Study.
- Student must coordinate the completion of the Directed Study Contract form and obtain all necessary signatures.
- The Directed Study Contract (complete with course syllabus and necessary signatures) must be submitted, in legible form, to the Office of Graduate & Professional Studies no later than the two weeks prior to the term start date.

Incomplete Grades

To request an Incomplete (“I”), the student must first approach his/her instructor. If the instructor agrees to grant the Incomplete, s/he must inform the SGPS Dean and the Associate Director of Students Services of this decision. Please note that an Incomplete is given only in exceptional circumstances beyond the student’s control (e.g., illness, unexpected delay in receiving materials for which the student is not responsible, etc.). Incompletes will only be approved for students who have already completed at least 50% of the required coursework. A student has 30 calendar days from the last day of the term to complete any grade of Incomplete. Unless the instructor notifies the Dean’s Office that another grade has been issued,

grades of incomplete are automatically converted to grades of “IF” or “F.”

Students requiring an extension to complete the work in a course that has been graded Incomplete must submit a request to the SGPS Dean. The Dean will consult with the student’s instructor for additional information regarding the matter. This policy is also applicable to students not registered in the term following the Incomplete. Extensions will be granted only for extenuating circumstances. When the coursework for an Incomplete is sub-mitted and the grade is changed, the new grade will be applied immediately to the student’s standing with regard to academic honors, warning, probation, etc.

Exceptions to Academic Policy

Exceptions to the College’s academic policies may be requested only by petition, and must be approved by the Dean of the School of Graduate and Professional Studies.

Class Attendance Policy

Students are expected to attend and participate in all dimensions of every course. A student’s grade in a course may include attendance as well as online participation, and these policies and grading procedures will be stated clearly, in writing, by the instructor in the course syllabus before the end of the add/drop period. Students are personally responsible for the material missed as a result of absence from class. Attendance policies may vary from instructor to instructor, and some courses may involve specified grade reductions for missed classes or missed online participation. It is the responsibility of each student to understand fully the attendance policies and procedures for every course in which the student is enrolled.

New England College respects student absences from classes due to religious observances. In such cases, students are expected to notify their instructors prior to



the anticipated absence. Making up missed assignments is the student's responsibility.

Withdrawals and Leaves of Absence

A student who wishes to withdraw from the College during the academic year must notify the Office of Graduate Student Services in writing.

Students are automatically granted a leave of absence for a period of one year if they are in good academic standing. All other students must apply for readmission should they wish to return to the College.

The normal limitation for a leave of absence from the College is one year. Students whose absence exceeds this limitation may be required to file for formal readmission to the College, in which case they would reenter under the major and graduation requirements in effect at the time of their readmission. Students who withdraw during a semester may be required to apply for readmission before returning the following semester.

GRADUATE PROGRAMS

Master of Arts in Professional Writing

Program Overview

The New England College Master of Arts (MA) in Professional Writing is an accelerated 12-month online program for aspiring writers and editors. This 36-credit program provides students with individualized instruction that enhances writing and publication skills, enables students to develop a comprehensive professional portfolio of work, and prepares students to write in both new and traditional media. Program course-work integrates theoretical, practical and creative foundations with professional practice skill development. Each course asks students to apply their knowledge and writing skills to cutting-edge communication challenges. Students also gain an understanding of the various jobs in the field.

Learning Outcomes

Graduates of the Master of Arts in Professional Writing program will be able to:

- Assess the theoretical principles that underlie rhetorical choices and decisions made in professional writing;
- Develop and expand writing skills that are demanded in a variety of professional settings;
- Build an awareness of audience, markets, and current standards of publishing professionalism;
- Develop practical strategies for purposeful, effective communications that fit specific circumstances and client needs;
- Write for publication and distribution in real professional contexts;
- Work within a community of professional writers in an online format;
- Produce a capstone project that develops a grasp of research methodology and

critical thinking skills essential to the field.

Required Courses for Master of Arts in Professional Writing

Program Courses (5 credits each):

PW 5400--Writing for Media and Public Relations

PW: 5590 Special Topics (spring I: Creative Non-fiction)

PW5500: New Media

PW5020: Editing and Publishing

PW5990: Special Topics (summer II: Digital Ethics)

PW5600: Business and Technical Communication

PW6950: Capstone Portfolio course (1-credit each term)

Course Descriptions

PW5020: Editing and Publishing

The course is designed to introduce students to the field of professional publishing and editing. Students will be exposed to industry standards and gain competency specifically geared towards individual career goals. Specific topics include: digital publishing, editing in the professions, independent publishing, and publishing industry trends and protocol.

PW 5400 Writing for the Media and Public Relations

This course focuses on understanding the basic concepts, skills, and practices of writing for the media and public relations.

Communication protocols that involve the media and specific writing tasks such as writing for television, print, and radio are covered. Specific writing assignments may

include articles, press releases, and scripts, media kits, personality profiles, speeches, and writing for public relation campaigns and media conferences.

PW 5500 The New Media

This course will introduce students to critical concepts and practical skills related to writing for those new media that have developed out of the use of digital computers, such as writing for the internet (online publications, blogs, email, chat, social networks, text messaging, etc.) and computer games. Image manipulation, software developments, desktop publishing tools, and instructional design concepts will also be covered in relation to actual professional writing tasks and opportunities.

PW 5600 Business and Technical Communication

The course is designed to cover the purposes and styles of business and technical writing and to offer students a variety of focused writing exercises structured around scenarios or actual work situations. Within the course students will learn how to write a wide assortment of business and technical documents ethically such as letters, memorandums, reports, proposals, cover letters, resumes, questionnaires, brochures, technical reports, FAQs, presentations, and/or manuals and technical documents that require technical explanations.

PW 5990 Special Topics in Professional Writing

Topics for this course will vary from term to term. Special topics of particular interest to professional writers will be explored within the context of student generated writing assignments.

PW 6950 Portfolios in Professional Writing

All students maintain a digital Working Portfolio throughout the course of the Professional Writing Program. In this course students will conceptualize, arrange, and realize their Working Portfolio into a final

Academic Portfolio, as well as into a quality online Professional (Marketing) Portfolio targeted at a specific employer or professional writing specialty. Student portfolios will include writing from an assortment of genres and should demonstrate versatility as well as depth.

PW 6950 (1-4) Capstone in Professional Writing

The culminating project for the Master of Arts in Professional Writing program will be the completion of a Master's thesis or Capstone project. This will be an original document that involves research based upon methodologies learned in the Research Methods course and may take a variety of forms such as a major research paper that contributes to the scholarship within the field of Professional Writing, or an experiential writing project on a subject that reflects audience-centered design principles in any relevant form (websites, blogs, trade articles, etc.). Students may focus their Capstone on a specific rhetorical issue related to the discipline of Professional Writing, or the project itself may be reflective of other interests as long as the project demonstrates the student's ability to carry out independent research, reflect upon that research, and articulate new knowledge through skills learned throughout the Professional Writing program. The process of working on the Capstone is broken into four one-credit sequences. Capstone projects must be approved by the MA in Professional Writing Program Director, must demonstrate excellence in writing, and must display mastery of skills learned throughout the MA in Professional Writing program. *This course is taken as a Pass/Fail course.*

Master of Arts in Public Policy

Program Overview

The NEC Master of Arts in Public Policy program prepares students for opportunities in both the public and private sector for positions in and out of government, public policy and advocacy groups or in any industry that an in-depth knowledge of the policy process is desired. Graduates of the MAPP program are also well prepared for doctoral work. The program concentrates on the intersection between abstract policy and real world politics. Students will gain an understanding of the intellectual foundations for key public policy discussions and how the outcomes affect and change the political process. Students will gain analytical and advocacy skills and will be prepared for advancing in the public, private, and non-profit sectors. Our graduates are prepared for the role of the scholar practitioner

The public policy program integrates the student's professional experience, small group dialogue, and on-your-own-time online learning that provides participants with an experiential foundation for growth in their particular field. The NEC Master of Arts in Public Policy is a 36-credit hour program that can be completed on a part-time basis in two years.

Lecturers are comprised of visiting scholars, political professionals, and recognized faculty that foster a learning environment that combines real world experience and academic excellence.

Learning Outcomes

Graduates of the Master of Arts in Public Policy program will have:

- A clear understanding of the origins of American political institutions and thought;
- A strong foundation in ethics and leadership;

- An applied understanding of the key governmental institutions that formulate and implement public policy in our society, including Congress, the Judiciary, the Presidency, and state and local governments; the role America plays on the world stage, and how our public policy decisions and actions have an impact around the globe;
- An in-depth grasp of the political process in America, including the mechanics of campaigns, elections, campaign finance, and the media. In addition, they will be introduced to the political and policy implications of persistent questions of class, poverty, and race in America, and the impact these have on the pursuit of the "American Dream";
- An ability to effectively analyze public policy issues, including basic economic analysis, as well as the ability to present arguments persuasively and logically, and to write and speak clearly, correctly, and convincingly; and,
- Each of our graduates will have a renewed desire to play a constructive role in their community, at whatever level, in promoting and expanding the common good.

Graduation Requirements for MA in Public Policy

After the successful completion of their coursework, candidates for the Master of Arts in Public Policy are required to develop a capstone project. Incorporating the coursework, independent research, and professional experiences as appropriate, students will construct a research design model that addresses a major public policy issue. The work will be guided by a member of the faculty and will be conducted with ample peer review.

Degree Requirements

PO 6020 - Public Policy Analysis
PO 6030 - Economic Analysis
PO 6040 - Research Methods (2cr)
PO 6110 - Ethics in Government
PO 6200 - Campaigns and Elections
PO 6220 - Governmental Policy Makers
PO 6300 - Class, Poverty, and Race in America
PO 6500 - Origins of American Democracy
PO 6550 - America and the World
PO 7050 - Environmental Politics and Policy
PO 6975 - Capstone Project (2cr)

Course Descriptions

(all courses 4 credits unless otherwise noted)

PO 6020 Public Policy Analysis

This course will introduce the student to the policy lifecycle. It will build on knowledge gained through the program to add to the student's toolset for policy formation, implementation and review. Participants will also discuss issues such as agenda setting and goals of the policy process.

PO 6030 Economic Analysis

This course is an analysis of economic phenomena (prices, taxation, market values) from the perspectives of economic institutions (government, markets) and the decisions that they make. Topics covered will include the role of government and markets in advancing the public good, effects, and limitations of government economic policies, and analyzing the effects of economic decisions on the institution and the public.

PO 6040 Research Methods

This course will provide an overview of graduate level research for the capstone project in both the Master of Science in Management and the Master of Arts in Public Policy. Students will learn about the various methods of research in the discipline, research design, and proper formatting and writing of formal papers. Specific focus will be placed on topic development, developing a research outline, conducting a literature review, constructing an annotated bibliography, and proper citation styles that

make use of the Chicago Manual of Style (for MAPP students) and the APA style (for MSM students). This course will provide all students the tools to do research and, in addition, will prepare them for the final capstone project to be developed in the subsequent Strategic Capstone course. (2cr)

PO 6110 Economic Analysis

This course is an analysis of economic phenomena (prices, taxation, market values) from the perspectives of economic institutions (government, markets) and the decisions that they make. Topics covered will include the role of government and markets in advancing the public good, effects and limitations of government economic policies, and analysis of the effects of economic decisions on the institution and the public.

PO 6200 Campaigns and Elections

A study of the election process, including positioning of candidates, interaction with the media, campaign finance and law, party politics, and building a voter base of support. Students will manage a hypothetical campaign from its inception to a mock election. Guest presentations by successful candidates and campaign managers will be a central focus of the course.

PO 6220 Governmental Policy Makers

The United States Congress both constitutionally and pragmatically, plays an indispensable role in the formulation of Public Policy. This course will examine the way in which this complex institution fulfills its essential role. Among the issues the course will deal with are the role of committees, lobbyists, the executive branch, constituency groups, and the media, and the way these groups help shape policy in local, regional, and federal government. This course will also explore current issues and trends in local and regional government. It will use a spectrum of issues to give students an understanding of the purpose of mixed levels of government, the relationship between governing elites and the people from whom their authority is theoretically derived, the differences between

the theory of government operation and its practice, and the utility and organization of government from the executive to the local level. This course will also examine the growing role of the Executive Branch, not only in implementing the policies enacted by Congress, but in setting the policy agenda for the nation. Institutional tensions between the Executive and Legislative branches will be studied and the wartime powers of the Presidency will be considered. The Judiciary will be studied in light of recent challenges to its independence and differing conceptions of the activism versus conservatism of the bench. The evolution of the confirmation process will also be studied.

PO 6300 Class, Poverty, and Race in America

A study of the persistent issues of class, poverty and race in America and how they compromise the pursuit of the American dream of equality and opportunity. The “War on Poverty,” The Civil Rights movement, welfare reform and educational inequalities will be examined.

PO 6500 Origins of American Democracy

This course will investigate the intellectual and practical beginnings of democracy in America. It will analyze the bedrock documents that guide our government and examine the history of electoral politics in the U.S.

PO 6550 America and the World

More than at any time in our history, policy decisions made by the United States cast an enormous shadow around the world. This course will look at the impact and perception of American policy abroad. Among the topics examined will be unilateralism versus multilateralism, American attitudes toward the U.N., the recent loss of American prestige and power abroad, soft power vs. hard power, and rising challenges to U.S. power.

PO 7050 Environmental Politics and Policy

Are we facing an unprecedented environmental crisis or are environmental

problems exaggerated? Has political discourse helped to shape sound environmental policies in the public interest or mainly served as an arena for a battle of special interests? What has been the role of environmental organizations and other institutions in environmental politics? What environmental issues are most likely to receive more attention in political debate and how might this debate unfold? This course will examine these and other issues.

PO 6975 Capstone Project

The Capstone project provides an integrative experience through the student’s efforts in developing an actual program or public policy. The students assume all components of completing the policy paper, from selecting the topic, preparing a research design and writing of the policy solutions. This capstone experience requires students to integrate principles, theories, and methods learned in courses required through their program. Students creatively analyze, synthesize, and evaluate learned knowledge in the project having a professional focus and communicate the results of the project effectively at a professional level. (2cr)

Master of Business Administration Program (MBA)

Program Overview

New England College's Master of Business Administration program provides working professionals and recent graduates with the proven leadership skills needed for today's rapidly changing global environment. Specialty curriculum provides students with the opportunity to focus on specific areas of study or industries.

This 40-credit MBA can be completed in two years, part-time. The course delivery and structure are specifically designed for working professionals to make the most efficient use of time and to optimize the learning experience.

Learning Outcomes

Upon completion of the Master of Business Administration program, students should exhibit the following:

- **Communication skills:** Effectively demonstrate the ability to communicate through verbal, well-written professional documentation and reports, and other forms of communication to express ideas clearly, logically and persuasively.
 - **Management skills:** Apply management skills and concepts to identify, analyze and creatively solve complex organizational problems through financial, economic, and organizational constraints.
 - **Strategic thinking:** Demonstrate proficiency in thinking and planning strategically within an organization and all associated stakeholders.
 - **Ethical behavior:** Identify legal and ethical challenges faced by organizations, by possessing and demonstrating the acumen to confront and address the issues effectively, ethically, and in a socially responsible manner to successfully manage human and material resources.
- **Interpersonal skills:** Understand and apply the fundamental principles of essential business functions and broad range of interpersonal skills to effectively lead relationships to individuals, society, and other organizations within team and group projects to optimize performance.
 - **Collaboration and teamwork:** Comprehend the challenges and opportunities of working effectively with other people in a diverse environment while displaying an understanding of the culturally and ethnically diverse nature of the changing workforce.
 - **Leadership:** Apply necessary leadership skills required for managing change, organizational design and performance, through delegating, empowering and through and environment of life-long learning.

Required courses for the MBA: Core Courses (28 credits)

MG 5110 Organizational Leadership and Change
AC 5250 Managerial Accounting & Finance for Leadership
MG 5610 Managerial Economics
MG 5310 Marketing Management
MG 6410 Professional and Organizational Ethics
MG 6610 Strategic Planning and Policy
MG 6970 Capstone Project

Concentrations:

Digital & Social Media

DSM 5130 Psychology of Social Media
DSM 6310 Trends in Digital & Social Media
DSM 5310 Digital Marketing & Brand Development

Health Informatics

HIM 5110 Principles of Health Informatics
HIM 6000 Healthcare Technology and Systems
HIM 5020 Knowledge Management in Healthcare

Healthcare Management

MG 6120 Quality and Lean for Healthcare
HIM 5110 Principles of Health Informatics
HCA 5990 Comparative Healthcare Systems

Nonprofit Leadership

MG 6620 Dynamics of Nonprofit Governance
MG 6630 Strategic Fundraising
MG 5990 Grant Writing and Contract Management

Project Management

MG 6880 Supply Chain Management
MG 6890 Quality Analysis for Technology
MG 6110 Project Management

Sport and Recreation Management

SM 6390 Current Issues in Sports and Recreation Management
SM 5750 Management and Practice in Sports and Recreation
SM 6710 Legal Issues in Sport

Strategic Leadership

MG 5410 Organizational Communication, Negotiation and Conflict Resolution
MG 5230 Relationship Selling Strategies
MG 6110 Project Management

Course Descriptions**MG 5110 Organizational Leadership and Change**

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of leaders, colleagues, and subordinates. Through a variety of readings, cases, and exercises, students will examine numerous effective leadership models. Topics include the evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory.

AC 5210 Managerial Accounting and Finance for Leaders

This course equips students to more effectively and ethically lead and influence in situations where financial issues play a key role. Students examine the economic concepts, accounting processes and financial tools used by leaders to assess conditions and take action to influence performance. This course serves as an introduction to the concepts and principles of financial management and managerial accounting and will covers financial terms, skills in financial planning, the management of working capital, budgeting, debt and equity financing, developing financial balance sheets and their relationship to leadership and the strategic decision making process. Student will explore the tools available to recognize organizational performance and capital management and its formation and relationship to the financial stability of the organization and decision making process.

MG 5620 Managerial Economics

This course will develop students' capacity to analyze the economic environment in which an organization operates, to understand the constraints this environment places on the organization's pursuit of its goals, how these constraints may change with time, and to apply economic reasoning to internal decision making. Students will examine a variety of issues including: activity based costing, cost estimation, relevant costs and pricing policies.

MG 6310 Marketing Management

The goal of this course is to introduce financial decision-making and management techniques in a firm, including its relationship to financial markets and institutions. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk.

MG 6410 Professional and Organizational Ethics

This course explores and analyzes the interrelationships among stakeholders in the healthcare industry. The moral implications of the healthcare organization and its decisions are explored with respect to their social effects, and the tension that exists between achieving desirable outcomes and attending to the means by which they are achieved. Topics include: theories of morality; analysis of ethical decision-making; interaction and conflicts among personal, professional, and organizational values; the effect of cultural diversity on individual and group values; current issues; and the impact of ethical considerations on healthcare organizations. Individual and collective choices, and how they figure in the management of competitive environments and the organization's position on contemporary moral issues will be explored.

MG 6610 Strategic Planning and Policy

This course will examine the process of strategic planning. Organizations are undergoing a series of revolutionary changes, including vertical integration, horizontal consolidation, strategic alliances and joint ventures, entrepreneurial startups, and specialized niche networks. This course will critically examine changes and discuss the various strategic decisions and managerial skills needed to confront them in a variety of firms in organizations. The primary focus of the course is on the strategy of the business unit, which is the foundational level for competitive analysis, and an analysis of the issues central to the firm's short-term and long-term competitive success. Using a combination of case studies and industry field research, students will assume the roles of key decision-makers and/or advisors in analyzing these issues and offering recommendations for strategic change.

MG 6970 Capstone Project

This capstone experience requires students to integrate principles, theories, and methods learned in courses required through their

program. Students creatively analyze, synthesize, and evaluate learned knowledge in the project having a professional focus and communicate the results of the project effectively at a professional level.

DSM 5130 Psychology of Social Media

The effectiveness of digital and social media depends on developing networks of meaning as well as markets, and in order to market products and services or influence opinions effectively, it is essential to get to know the audience first. By understanding the motivation and behavior of various publics, leaders can make effective decisions regarding products, price promotion and distribution, or messaging in order to improve communication campaigns and support the overall strategic planning of an organization. Topics such as the factors that influence consumer behavior, cultural influences, social stratification, motivation and personality, purchase behavior, and e-Consumer behavior will be examined in this course.

DSM 5310 Digital Marketing and Brand Development

This course is designed to help students enhance skills in market research and develop their knowledge of how to apply digital media such as the web, email, mobile applications, and social networking sites in order to market products and services, influence consumer or audience behavior, and cultivate constituent affinity and action.

DSM 6310 Trends in Digital and Social Media

This course examines the digital and social media technologies that drive much of our communication, entertainment, business, and social lives today, exploring both the uses of those technologies and the critical responses to them. Uses of digital and social media in business, advocacy, community/constituent development, and other professional communications contexts will be explored.

HIM 5110 Principles of Health Informatics

This course introduces the history and current status of information systems in health care, and introduces students to the study of information technology and information management concepts relevant to the delivery of high quality and cost-effective healthcare. Theoretical frameworks such as data management, decision support, strategic planning and implementation, change management, knowledge management and privacy and other ethical aspects of health informatics are included.

HIM 6000 Healthcare Technology and Systems

An in-depth study of the basic concepts surrounding clinical information systems, with emphasis on electronic health records - terminology and standards, clinical configuration, user interface design, computerized physician order entry, clinical decision support, and clinical reporting. The course then focuses on the practical application of these concepts, including implementation, clinical workflow, privacy and security, certification, medical device integration, and community health information exchange.

HIM 6020 Knowledge Management in Healthcare

This course explores the relationship between clinical data and clinical knowledge and how organizations develop and deploy them to support improvements in patient care and research. The course content includes topics such as available medical data and how it should be accessed, analyzed, and organized to support evidence-based medicine and research. Throughout the course, students will analyze current and prospective approaches to clinical decision support and expert system development and how to deploy them via new or existing knowledge-management infrastructures.

HCA/HIM 5110 Principles of Health Informatics

This course introduces the history and current status of information systems in health care, and introduces students to the study of information technology and information management concepts relevant to the delivery of high quality and cost-effective healthcare. Theoretical frameworks such as data management, decision support, strategic planning and implementation, change management, knowledge management and privacy and other ethical aspects of health informatics are included.

MG 6120 Quality and Lean for Healthcare

This course focuses on the tools and philosophies applied to create a total quality work environment. Emphasis on improving leadership capabilities, employee / team performance, The term “Lean manufacturing” is used to describe a business philosophy whose ultimate aim is to meet the needs of the customer by efficiently providing a defect-free product in a timely fashion through the elimination of waste. Waste is broadly defined and considered to be any activity, delay, or resource consumed that does not directly add value toward meeting the needs of a customer. Students will have opportunities to analyze and apply lean concepts and tools in a healthcare environment.

HCA 5990 Comparative Healthcare Systems

This course will cover the major models for provision and financing of health care used in America, with a couple of international cases for comparison. Students will learn to analyze the advantages and disadvantages of various ways of organizing and financing health care and to evaluate health policies according to a range of criteria for cost, quality and equity. The course will also examine a number of health care policy issues facing the United States such as rising health care costs, quality of health care services, financing of the health care system, adoption

of new technologies, and the role of the public and private sectors in providing health care.

MG 6620 Dynamics of Nonprofit Governance

This course examines the new trends and standards in the area of nonprofit governance. It is designed to explore policy issues associated with governance issues, as well as provide practical to those in nonprofit management. The structure of non-profits in relation to board composition and arrangement are examined. Topics include interactivity with the executive director and staff, board development, board management, committee operation and responsibility.

MG 6630 Strategic Fundraising

This course presents the techniques and strategies behind successful non-profit fundraising in the areas of planning, budgeting, control and other activities in the context of the non-profit institution. Fundraising is more of an art rather than a science because fundraising is about people, personalities, and personal relationships. Topics include: identification and evaluation of potential donors, development of strategies, differentiating your organization, and developing a comprehensive plan.

MG 5990 Grant Writing and Contract Management

This course examines the use of contracts and grants in providing social services. Explores the theoretical background of government contracts and grants; the management of third-party services from the perspectives of government agencies, private sector contractors, and nonprofit organizations; and the skills needed to write effective grant and contract proposals.

MG 6110 Project Management

This course presents an overview of managing a project from start to finish, including planning, executing, monitoring, and controlling. Areas covered include project organizational structure, work breakdown structure, scheduling, budgeting, costing,

resource allocation, and human resource dimensions such as staffing, negotiations, and conflict resolution throughout the project process.

MG 6820 Quality Analysis for Technology

The course focuses on the tools required to create a total quality work environment. Emphasis is on improving leadership abilities, employee involvement/teamwork, and initiating performance management techniques to measure progression. Troubleshooting techniques are discussed to assist when a team is at an impasse. In addition, quantifiable processes are introduced to measure performance viability of different processes through statistical quality controls including: ISO 9000, 9001, 9002 from a managerial perspective.

MG 6880 Supply Chain Management

This course examines the concept of logistics management from the perspective of competitive strategy, costs and performance, and benchmarking. The course will also discuss recent innovations in supply chain management, such as “just-in-time” and “quick response” methodologies. Strategic, tactical and operation decisions in supply chains will be examined as well as Internet-enabled supply chains including: customer relationship management ERP and supply chain automation and integration.

SM 5750 Management and Practice in Sports and Recreation

This course examines effective management practices of sport and recreation; including facility and event management, organizational structure and governance, hiring practices, policy development, diversity, and financial principles. The main focus of these topics will be with regard to the profession of intercollegiate coaching and the practical application of the topics covered. SM 6390 Current Issues in Sports and Recreation Management
This course is designed to present current issues in sport with intent to facilitate discussion and thinking about how

organizations and leaders might respond to these issues. Course content will be presented with the intent of stimulating discussion. Critical thinking with regard to controversial subjects will be encouraged. Topics may include gender equity, Substance Use, racial equity, and sporting behavior of players and fans.

SM 6710 Legal Issues in Sport

This course explores relevant legal issues as they relate to amateur and professional sport, including tort law, contracts and statutory law. Additionally, as leaders in sport are asked to make ethical decisions, this course will examine ethical decision making and the influence of relevant stakeholders on the decision process.

MG 5410 Organizational Communication, Negotiation & Conflict Resolution

This course explores the psychological contract between leader and follower that take any of many forms between two people or between the leader and small groups. Students study group formation and group development as well as the intricacies of coaching, mentoring, conflict resolution and mentoring. Students study organizational behavior and explore how these concepts affect leadership effectiveness. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include: preparing for a negotiation, understanding individual preferences, identifying ethical and cross-cultural issues that might arise, and when and what kind of outside resources may be and assess the importance of coaching and open communication when inspiring individuals to overcome barriers to peak performance.

MG 6110 Project Management

This course presents an overview of managing a project from start to finish, including planning, executing, monitoring, and controlling. Areas covered include project organizational structure, work breakdown

structure, scheduling, budgeting, costing, resource allocation, and human resource dimensions such as staffing, negotiations, and conflict resolution throughout the project process.

MG 5230 Relationship Selling Strategies

This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies.

Graduate Education Programs

Master of Education

Certificate of Advanced Graduate Studies (C.A.G.S.)

Teacher Conversion (Certification for students who have an undergraduate degree)

Master of Education or CAGS: School Principal

CAGS: School Superintendent

Master of Education and Certificate of Advanced Graduate Studies Program Overview

The Master of Education program is designed to develop teacher leadership in such ways that will further learning, increase student success, and continuously improve schools. In keeping with the adopted NH State Standards for Professional Development, the Master of Education program at New England College is a rigorous, data-driven, site-based, classroom-imbedded program, tightly linked to improvement in student achievement.

The program will be offered to teachers who have already achieved certification and individuals seeking additional certification. Classes will be on-line, held in area schools or in the College's Center for Educational Innovation, or be a combination of on-line and face-to-face meetings. Students will also meet asynchronously with faculty through Blackboard or another course management system, and will maintain a professional portfolio utilizing the eFolio system. A range of electives will be offered during the year and in summer institutes. Graduate students and NEC faculty will work as a learning community to address real-world issues of teachers and schools. The culminating activity for the program will be an Action Research Project with results shared at a public presentation. For those seeking principal or superintendent licensure the action research project must focus on a school or district-wide initiative. For those not seeking principal or superintendent licensure the

action research project can focus on a classroom challenge/issue.

A variety of areas of concentration are offered in this program: Literacy and Language Arts/Special Education/Curriculum and Instruction /School Leadership/School climate/Principal/Superintendent. Teachers may also design an individualized major with the approval of the Associate Dean of Education.

The New England College Master of Education with Principal Certification and Certificate of Advanced Graduate Study (CAGS) programs provide a specialized degree or certificate for career professionals who want to advance and engage in more senior leadership activities and responsibilities in K-12 education. Those seeking principal licensure must have completed at least 5 years' experience as an educator; and possess one of the following:

- a. Completed a master's program in educational leadership or a related area approved by the state board of education and been recommended for this certification by the designated official of the preparing collegiate department of education; or
- b. Completed a master's program in education, and demonstrated: 1. The competencies, skills, and knowledge as listed in Ed 506.04; or 2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.

Those seeking superintendent licensure must have the following entry level requirements to be certified as superintendent:

1. Have completed at least 3 years of experience as an education administrator in a k-12 setting;
2. Have completed a state board of education approved educational administration collegiate program at the post-master's certificate of advanced graduate study

(CAGS), educational specialist, or doctoral level; and

3. Have acquired the competencies, skills, and knowledge itemized in ED 506.01.

Students seeking New Hampshire principal or superintendent licensure can acquire the required academic credentials through this program. Upon completion of the core courses in the K-12 leadership concentration, a student may elect to pursue the Principal M.Ed. strand if he or she does not have a master's degree in education or the Principal CAGS strand for those who hold such a degree. Those seeking superintendent licensure should elect the CAGS program.

In addition to the objectives of the Education Program the Graduate Education Program aspires to the INTASC standards for teachers and to the state and ISLLC standards for principals, superintendents and other education leaders.

Core Courses for MED

- ED 5130 - The Psychology of Learning Communities
 - ED 5261 - Research Practicum I (2cr)
 - ED 5262 - Research Practicum II (2cr)
 - ED 6110 - Dynamics of Curriculum and Instruction
 - ED 6180 - Methods of Evaluation and Assessment: Using Data Meaningfully
 - ED 6410 - Dynamics of Education Reform/Systems Change
 - ED 6511 - Fundamentals of Educational Inquiry: Action Research I (2cr)
 - ED 6512 - Fundamentals of Educational Inquiry: Action Research II (2cr)
 - ED 6951 - Portfolio I (1cr)
 - ED 6952 - Portfolio II (1cr)
 - ED 6951 - Portfolio III (1cr)
 - ED 6961 - Portfolio IV (1cr)
- Total credits in CORE - 28

Concentrations - Total credits in Concentration at least 9
Literacy/Language Arts Concentration
 For example:

- ED 5181 - Advanced Methods and Curriculum of Teaching Literature and Writing for Children and Youth (3cr)
- ED 5187 - Advanced Methods and Curriculum of Teaching Reading in the Content Area (3cr)
- ED 6156 - Methods and Curriculum of Teaching Writing across the Content Area (3cr)

Special Education Concentration

- For example:
- ED 6280 - Differentiated Instruction and Assessment: Inclusion for all Learners (3cr)
 - ED 5270 - Special Education Procedures and Practicum II (3cr)
 - ED 6151 - Advanced Diagnostic and Remedial Reading (3cr)

Curriculum and Instruction Concentration

- For example:
- ED 6280 - Differentiated Instruction and Assessment: Inclusion for all Learners (3cr)
 - ED 6114 - Dynamics of Integrated Curriculum and Instruction (3cr)
 - ED 6115 - Methods and Curriculum of Inquiry Based Learning (3cr)

School Climate Leadership Concentration

- For example:
- ED 6020 - Expanding Student Engagement (3cr)
 - ED 6021 - Introduction to School Climate Leadership (3cr)
 - ED 6030 - Adult Culture in the Respectful School (3cr)

Individualized Concentration

Meet with the Associate Dean of Education to develop your individualized concentration (9cr)

Credits MED Core	28
Concentration	9
Total	37

Courses for MED Principal

- ED 5130 - Psychology of Learning Communities
- ED 5261 - Research Practicum I (2cr) Must be a school-wide, district-wide project

ED 5262 - Research Practicum II (2cr) Must be a school-wide, district-wide project
 ED 6180 - Methods of Evaluation and Assessment: Using Data Meaningfully
 ED 6410 - Dynamics of Education Reform and Systems Change
 ED 6511 - Fundamentals of Educational Inquiry: Action Research I (2cr) Must be a school-wide, district-wide project
 ED 6512 - Fundamentals of Educational Inquiry: Action Research II (2cr) Must be a school-wide, district-wide project
 ED 6951 - Portfolio I (1cr)
 ED 6952 - Portfolio II (1cr)
 ED 6961 - Portfolio III (1cr)
 ED 6962 - Portfolio IV (1cr)
 ED 7000 – School Leadership (3 cr)
 ED 7001 - School Finance and Policy (3 cr)
 ED 7002 – Supervision of Curriculum and Instruction (3 cr)
 ED 7003 - Educational Leadership and Critical Issues (3cr)
 ED 7004 – School Law (3 cr)
 ED 7005 - Education Technology Leadership (2cr)
 ED 7015 - Supervision of Personnel (required only for students seeking Maine certification) (3cr)
 ED 7201 - Internship: Principal I (1 cr)
 ED 7202 – Internship Principal II (1 cr)
 ED 7203 – Internship Principal III (1 cr)

Total Credits MED Principal 44 (47 if Maine certification)

Courses for CAGS Principal

ED 5130 - Psychology of Learning Communities
 ED 5261 - Research Practicum I (2cr) Must be a school-wide, district-wide project
 ED 5262 - Research Practicum II (2cr) Must be a school-wide, district-wide project
 ED 6180 - Methods of Evaluation and Assessment: Using Data Meaningfully
 ED 6410 - Dynamics of Education Reform and Systems Change
 ED 6508 – Quantitative Research Design (2 cr)

ED 6511 - Fundamentals of Educational Inquiry: Action Research I (2cr) Must be a school-wide, district-wide project
 ED 6512 - Fundamentals of Educational Inquiry: Action Research II (2cr) Must be a school-wide, district-wide project
 ED 6951 - Portfolio I (1cr)
 ED 6952 - Portfolio II (1cr)
 ED 6961 - Portfolio III (1cr)
 ED 6962 - Portfolio IV (1cr)
 ED 7000 – School Leadership (3 cr)
 ED 7001 - School Finance and Policy (3 cr)
 ED 7002 – Supervision of Curriculum and Instruction (3 cr)
 ED 7003 - Educational Leadership and Critical Issues (3cr)
 ED 7004 – School Law (3 cr)
 ED 7005 - Education Technology Leadership (2cr)
 ED 7015 - Supervision of Personnel (required only for students seeking Maine certification) (3cr)
 ED 7201 - Internship: Principal I (1 cr)
 ED 7202 – Internship Principal II (1 cr)
 ED 7203 – Internship Principal III (1 cr)

Total Credits CAGS Principal 46 (49 if Maine certification)

Courses for CAGS Superintendent

Note: Students may have coursework that can be transferred in to meet specific requirements listed below.

ED 5130 - Psychology of Learning Communities
 ED 5261 - Research Practicum I (2cr) Must be a school-wide, district-wide project
 ED 5262 - Research Practicum II (2cr) Must be a school-wide, district-wide project
 ED 6180 - Methods of Evaluation and Assessment: Using Data Meaningfully
 ED 6411 – The Art of Leadership, Educational Reform and Systems Change (3 cr)
 ED 6508 – Quantitative Research Design (2 cr)
 ED 6511 - Fundamentals of Educational Inquiry: Action Research I (2cr) Must be a school-wide, district-wide project

ED 6512 - Fundamentals of Educational Inquiry: Action Research II (2cr) Must be a school-wide, district-wide project
 ED 6951 - Portfolio I (1cr)
 ED 6952 - Portfolio II (1cr)
 ED 6961 - Portfolio III (1cr)
 ED 6962 - Portfolio IV (1cr)
 ED 7001 - School Finance and Policy (3 cr)
 ED 7002 - Supervision of Curriculum and Instruction (3 cr)
 ED 7003 - Educational Leadership and Critical Issues (3cr)
 ED 7004 - School Law (3 cr)
 ED 7005 - Education Technology Leadership (2cr)
 ED 7006 - Labor Relations (3cr)
 ED 7007 - Data Management (2cr)
 ED 7008 - Achieving Educational Equity (3cr)
 ED 7010 - Facilities Management (2cr)
 ED 7501 - Internship: Superintendent I (1 cr)
 ED 7502 - Internship: Superintendent II (1 cr)
 ED 7503 - Internship: Superintendent III (1 cr)

Total Credits CAGS Superintendent 52

Requirements for the Teacher Conversion Program

New England College also offers a post-baccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary education, secondary education (English and social studies) and general special education K-12. The program is designed specifically for people who have completed a bachelor's degree from a regionally accredited college or university and seek additional courses and student teaching to fulfill state certification requirements.

Requirements for various areas of certification can be located in the Undergraduate, Education section of this catalogue. It is important to note, however, that, due to the No Child Left Behind law, all students must have a content major outside of education. Those seeking certification in secondary education already have this built

into their program. While certification and meeting highly qualified status are different, elementary education certification candidates will be required to pass Praxis II, as well as meet the content major requirements. If you have questions about certification, please call the Associate Dean of Education, who can assist you.

Recognizing the unique educational backgrounds of each participant, New England College's conversion program develops an academic plan that satisfies all the required education courses for the student's area of certification, as well as any additional courses in general education and/or content-related disciplines. In this program, it is also possible simultaneously to achieve certification and earn a master's degree in education. Individuals interested in this program should contact the Associate Dean of Education for more information.

Course Descriptions for Master of Education and C.A.G.S.

ED 5110 Teachers as Leaders

This course will provide a broad view of the teaching profession and how teachers can be leaders and change agents in schools. First, students will become familiar with the qualities of effective teachers as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. They will then be asked to review various teaching standards and identify those they wish to develop. Then, using service-learning as a pedagogy, students will identify a need in a school, research that need, develop a program to meet that need, implement the program, and assess their effectiveness as leaders and change agents. Students will be required to become familiar with the policies and procedures that have sustained and those that might be used or need to be changed to eliminate the need. They will meet with administrative leaders to understand why this need is in evidence, what has been done about it here and elsewhere, and identify possible ways change

the circumstances that have made the need evident. As part of this course, students will be required to work in a school setting for a minimum of 30 hours over the course of the semester. (4 cr)

ED 5111 Multicultural Education

This course explores of the relationships between education and culture. Through special presentations, discussions, videotapes, case studies, and readings, students will examine the theme of education in context of global cultures. Comparisons will be drawn between educational systems in various parts of the world and the United States. A second focus will be in intercultural relations in the school setting, especially in the increasingly multi-cultural U.S.; culture's effect on learning styles, culture shock, and adjustment, strategies for facilitating cross-cultural communication and for equalizing opportunities for all cultures and learning styles. (3cr)

ED 5121 Math Content for Elementary Teachers

This course will provide prospective or in-service elementary teachers with the opportunity to explore and master concepts involving number systems and operations, data analysis and probability, geometry, measurement, and algebraic thinking. Mathematical reasoning, problem solving, and the use of appropriate manipulatives and technology will be integrated throughout the course. The course will model instructional techniques that can be adapted to elementary curricula. (2cr)

ED 5130 Psychology of Learning Communities

This advanced educational psychology course will explore theories of development, learning, motivation, intelligence and recent advances in brain-based learning and neuropsychology. Participants will critically assess various educational models and programs designed in accordance with the "new psychology: and use this information to

critically assess current practices in teaching. (4cr)

ED 5135 Methods and Curriculum of Teaching Elementary Social Studies

This course focuses on current methods in the teaching of social studies in the K-8 classroom. The material will focus on curriculum and integration of social studies into the other areas in teaching elementary children. Those seeking certification must take this course concurrently with ED 6110 - Dynamics of Curriculum and Instruction. Students must be accepted into the teacher education program or hold a valid certification prior to registering for this course. (2cr)

ED 5145 Methods and Curriculum of Teaching Elementary Science

This course addresses core content knowledge in the areas of biology, chemistry, Earth, environmental and physical science as well as current methodology for teaching this content in the K-8 classroom. Hands-on learning strategies to promote inquiry, research, questioning and literacy within the context of the science curriculum will be emphasized. (2 cr)

ED 5156 Methods and Curriculum of Teaching Elementary Creative Arts

Students engaged in this course will become familiar with a variety of art forms and use this knowledge and these skills to create a production that can be shared with an audience. Throughout the course, students will work as collaborative teams providing feedback to each other and learning the art of self-assessment and reflection. Students will apply what they have learned in a final production and create a portfolio of their journey through the course where they systematically and thoughtfully analyze each step of their journey. (2 cr)

ED 5159 Curriculum and Methods of Teaching Reading and the Language Arts

In this course students will investigate how learning to read and write is a developmental

process requiring exposure to oral language and listening experiences. Participants will explore current research on how the brain learns to read through discussion, multimedia, active and strategic reading, and written reflection. Best methods for facilitating an effectively balanced and integrated literacy program in K – 8 classrooms will be practiced through the design of strategic lessons emphasizing the reading process skills of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Researching, observing, and analyzing techniques and programs, such as shared and guided reading, *Daily Five*, leveled books, and basal readers, will familiarize pre-service educators with comprehensive approaches to the teaching of reading and the language arts. Students will create an integrated language arts unit based on a chosen content area and will design a model of a balanced literacy classroom as culminating projects. (4 cr)

ED 5160 Technology in Education

This course provides students with theory and practice in integrating technology in the classroom. Students will become familiar with computer software for use in the content areas. In addition, the ISTE standards will be reviewed and students will become familiar with how to use them in the instruction of students. (2 cr)

ED 5165 Creating Interactive Lessons

This course is developed to assist students to create lessons using interactive white boards in their classes. Students will create lesson plans that include the use of this technology in order to engage students in active ways in their classes. Participants will develop lessons that engage other technology into their lessons and will learn to teach their students how to become engaged in the social and other media. (2cr)

ED 5170 Introduction to Special Education

The primary goal of this course is to increase the pre-service teacher's awareness of and sensitivity to individuals with special needs.

In addition, individuals enrolled in this course will (a) examine the characteristics of various exceptionalities and how they are identified, become familiar with the pre-referral, referral, and identification process, (c) become familiar with resources available to support learners, (d) become familiar with related service personnel and their roles, (e) understand the role of a paraprofessional, (f) develop an understanding of how to effectively work as a team member with general education teachers and other members of the special education team, and (g) understand laws surrounding special education. (3cr)

ED 5181 Advanced Methods and Curriculum of Teaching Literature and Writing for Children and Youth

This course will focus on writing and literature for children and youth. Students will become actively involved in writing as a process and reading for enjoyment. Students will become acquainted with current fiction and nonfiction published for children from preschool through grade 12, focusing on the integration of reading and writing, and the impact of thematic planning as a part of a student's literature development. (3cr)

ED 5182 Standardized Assessment and Evaluation

This course is designed to provide educators with an in-depth understanding of the process of evaluating/assessing intellectual levels of functioning, aptitude, achievement, and behavior. Students will become familiar with various terminologies, such as validity and reliability, associated with evaluation and assessment and the roles various related service providers perform in assessment and evaluation. They will also develop the skills that will enable them to (a) determine what test to use for what purpose, (b) use a test manual, (c) conduct an assessment, (d) read and understand test reports from a variety of related service providers, (e) write a test report and (f) determine eligibility for coding. Emphasis will be placed on the tests used to

identify students with learning disabilities.
(2cr)

ED 5184 Classroom Assessment and Evaluation

This course will focus on a variety of assessment procedures and techniques for assessing students in their class work. Students will develop an understanding of the processes of diagnostic, formative, and summative in their assessment plans for the classrooms. Students will develop skills in developing authentic and performance based assessments using a variety of intelligences and learning styles. Students will learn to use a variety of assessments to align their curriculum goals directly to student learning.
(2cr)

ED 5186 Methods of Teaching Reading in the Content Area 5-12

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in 5-12 classrooms how to access their textbooks and other written material. This course will address issues such as fluency, vocabulary development in content areas, understanding how to read a text, strategies for studying and organizing material from a text, and strategies for retaining information. (2cr)

ED 5187 Advanced Methods and Curriculum of Teaching Reading in the Content Area

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in classrooms how to access, comprehend, and apply knowledge from their textbooks and other written material. This course will address issues such as fluency, vocabulary development in content areas, understanding how to read and respond to a text, strategies for studying and organizing material from a text, and strategies for

organizing, retaining and responding to information. (3cr)

ED 5190 Curriculum & Methods of Teaching Multicultural Literature for Children and Youth

Students in this course will investigate a variety of literary genres including traditional literature, poetry, historical and realistic fiction, fantasy, non-fiction and the picture book through an examination of multicultural literature for children and youth. This study will prepare our pre-service educators for the diversity of our K – 8 classrooms and schools. Students will read, critique, discuss, write, and create lesson plans about literary genres by and about Native Americans, African Americans, Asian Americans and Hispanic Americans as well as other ethnic and cultural groups. We will analyze perspectives and discuss stereotyping and bias in class and in reading response journals; each student will create a related unit supported by relevant children's literature. Students will become familiar with a wide array of books through the development of book banks, author studies and book projects and will participate in literature circles and storytelling for the purpose of developing a repertoire of strategies for engaging children in literature. Lesson planning and unit design incorporating these methods for teaching comprehension skills as well as oral and written response will be emphasized. (4 cr)

ED 5210 Methods and Curriculum of Teaching Elementary Math

This course focuses on current methods in the teaching of mathematics in the K-8 classroom. The material will focus on curriculum and integration of mathematics into the other areas in teaching K-8 children. Mathematics useful for prospective elementary school teachers, including basic arithmetical operations for whole numbers, fractions and decimals, Euclidean and other geometries and other topics will be covered.
(2cr)

ED 5265 Educational Law

This course reviews the laws that are relevant to public schools. Students will work with case studies of issues important to schools: freedom of speech, safe schools, due process, special education, search and seizure, discipline, right to know, privacy, grading policies, and many other school related law issues. Students will become familiar with the state of New Hampshire legal system as it relates to public schools and work with the most important RSA's for the profession. (2cr)

ED 5261 Research Practicum I

The Research Practicum I is designed to help the Master in Education candidates develop the first section of their Action Research proposal and to review the IRB request form for the Action Research capstone project. Students who enroll in the Research Practicum I work with a faculty member who is versed in action research. This individual will guide and support the student as they develop the background information (Section One) for the Action Research proposal and project. Participants will also begin to formulate their ideas in relation to the methodology to be used in the Action Research project. Upon completion of this course and the competencies associated with it the student will be ready to enroll in the ED 5262 - Research Practicum II. *Prerequisite: ED 5130. (2cr)*

ED 5262 Research Practicum II

The Research Practicum II is designed to help the Master in Education candidate develop her/his proposal and IRB request form for the Action Research capstone project. Students who enroll in the Research Practicum I work with a faculty member who is versed in action research. This individual will guide and support the student as she/he develops the research methodology, informed consent forms and data collection tools for use in her/his study, and assist the student with obtaining approval through the Institutional Review Board. Upon completion of this course and the competencies associated with it the student will be ready to

enroll in the Fundamentals of Educational Inquiry: Action Research, ED 6510.

Prerequisite: ED 5261. (2cr)

ED 5270 Special Education Procedures and Practicum II

This course is designed to provide educators with an in-depth understanding of the different approaches taken by different schools regarding the pre-referral, referral, identification, and IEP/IFSP/Transition Plan process. Students will become familiar with (a) the role of the case manager, (b) who is a qualified examiner, (c) who constitutes the team and the various roles each assumes, (d) how to develop an IEP/IFSP/Transition Plan, or 504, (e) various placements options, and (f) due process. As a result of this course, students will develop skills that will (a) help them to create IEPs/IFSPs/Transition Plans that meet the needs students with a variety of exceptionalities including health impairments and with an emphasis on learning disabilities, (b) enable them to maintain accurate records, (c) help them to collaborate with parents and other team members, and (d) enable them to run effective team meetings. Students will also continue work with standardized assessments for students with special education needs.

Students in this course will also do practicum work in their schools. Students will spend approximately

30 hours in their schools to relate their learning in the class to the real world of special education in public schools.

Prerequisite: Grade of C or better in ED 5170. (4 cr)

ED 5990 Topics in Education

This course offers an intensive examination of some aspects of education. The content is based upon current interests and needs of students and faculty. *A student may repeat this course for credit on different topics.*

ED 5993 Curriculum Design in Physical Education K-12

This course focuses on the planning, implementation, and assessment of curricular programs in K-12 physical education. Analysis of existing curricular plans from K-12 schools will provide the opportunity for the student to research the theory and the practice of designing and implementing curricula in physical education. A yearly curricular physical education program with a variety of instructional units and which will incorporate national standards, state frameworks, as well as knowledge-based objectives and developmentally appropriate experiences will be designed as the culminating experience. (4 cr)

ED 5996 Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers OR EN 2020 Language and Grammar

This course is designed to teach students the nuances of the English language and grammar and enable them to become powerful writers. In addition to knowledge about the English language and grammar, students will acquire skills and strategies that will enable them to teach language and grammar effectively to students in K-12. (4 cr)

ED 6110 Dynamics of Curriculum and Instructional Design

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will be explored as it relates to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. (4 cr)

ED 6111 Elementary Methods Practicum III

Students enrolled in this course will be

required to spend a minimum of 12 hours per week in an elementary school setting. The College supervisor will make a minimum of three observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Be accepted into the Teacher Education program and complete all required courses for student teaching except student teaching.* (2cr)

ED 6114 Dynamics of Integrated Curriculum and Instruction

This course will focus on the development of integrated units of instruction. Using the Understanding by Design format participants will learn to integrate curriculum that addresses state frameworks or district standards in multiple curriculum areas. The final product for this course will be an integrated unit that uses Essential Questions to help students achieve specific curriculum goals in at least two curricula areas. (3cr)

ED 6115 Methods and Curriculum of Inquiry Based Learning

This course will focus on the methodology of Inquiry Based Learning especially as it pertains to the creation of integrated or thematic units. Students will take their classroom curricula and use the tenets of inquiry to develop instructional units. In the process of this class participants will create at least one thematic unit integrating multiple curricula, either in a parallel or team-taught fashion. Participants will learn to teach their students to use the critical thinking necessary to develop hypotheses and activities to test their hypotheses in relation to the specific curriculum goals of their classes. (3cr)

ED 6120 Alternative IV or V Seminar

This course is designed for candidates who are completing an alternative teacher certification plan. Seminar participants review their prior learning experiences, explore their academic and professional goals, research certification standards,

broaden their understanding curriculum frameworks within the area they are teaching, and design an individualized professional development plan. Learners have the opportunity to develop a network of colleagues and professional contacts. Through a series of discussions, learners identify, analyze, and describe the knowledge they have gained and how it relates to certification standards. Each candidate is responsible for preparing a written portfolio that documents and demonstrates the learning that is appropriate to his/her own endorsement. (3 cr)

ED 6150 Diagnostic and Remedial Reading

Diagnosis and correction of student reading disabilities will be explored. This course will focus on helping pre-service teachers understand how reading problems occur, how to carry out diagnostic procedures in the classroom that determine students' strengths and needs, how to implement corrective instruction, and how to maintain responsibility for ongoing instruction and evaluation.. (3cr)

ED 6151 Advanced Diagnostic and Remedial Reading

Diagnosis and instruction reflects the responsibility of teachers in assisting all students in making continuous progress as readers; the course explores reading challenges, talents and disabilities. This course will focus on helping teachers understand how reading problems occur, how to carry out diagnostic procedures in the classroom that determine students' strengths and needs, how to implement prescriptive instruction, and how to maintain and supervise an ongoing instructional and evaluation program. This class is geared to help teachers develop, implement, and assess reading processes in their regular classes. (3cr)

ED 6152 Methods and Curriculum of Teaching Secondary Literature

This course is designed to study the foundations of curriculum design and

development of secondary school Literature. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Literature curriculum fits into the interdisciplinary model for education. (2 cr)

ED 6154 Methods and Curriculum of Teaching Secondary Writing

This course is designed to study the foundations of curriculum design and development of secondary school Writing. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Writing curriculum fits into the interdisciplinary model for education. (2cr)

ED 6156 Methods and Curriculum of Teaching Writing across the Content Area

This course focuses on the writing skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in classrooms how to access, comprehend, and organize information from their textbooks and other written material in order to respond to classroom prompts. This course will address issues such as technical writing, creative writing, and curriculum related writing. Students in this class will learn to teach their students how to read and respond in writing to a variety of genre and academic disciplines. (3 cr)

ED 6166 Methods and Curriculum of Teaching Secondary Social Studies

This course is designed to study the foundations of curriculum design and development of secondary school Social Studies. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Social Studies curriculum

fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate. (2cr)*

ED 6169 Secondary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a secondary school setting in their area of certification biology, English, mathematics or social studies). The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Be accepted into the Teacher Education program and complete all required courses for student teaching except student teaching. (2cr)*

ED 6180 Methods of Evaluation and Assessment: Using Data Meaningfully

This course will examine formative and summative modes of assessment as well as the impact of current national and state level assessments on teaching and learning. Performance-based assessments as well as critical analysis of the strengths and limitations of standardized testing will serve as the foundation of this course; Participants will conduct school-wide assessment inventories, examine personal and professional beliefs about assessment among teachers, and explore the relationship between assessment and instruction. *(4 cr)*

ED 6280 Differentiated Instruction and Assessment: Inclusion for all Learners

This course will focus on addressing the needs of all of the students in your classroom. Participants will learn to develop curriculum and instructional strategies to assist all students in their acquisition of knowledge. Students will develop tiered lessons to assist students with special education needs to

access important curriculum as well as create lessons for advanced academic students. Using the latest research participants will work with learning styles, multiple intelligences, personality type, student interest, flexible cooperative groupings, and psychologically motivating techniques to create lessons for the myriad students in classrooms. Teachers will learn to accommodate for students with IEP's and for academically talented students. *(3 cr)*

ED 6410 Dynamics of Educational Reform and Systems Change

This course will examine schools from a systems perspective, and theories of social and organizational change. Authoritarian and participatory leadership models will be examined and participants will conduct an extensive review of recent research in the field of educational reform. Participants will apply their understanding of various systems models to plan and design a complex systemic reform initiative. *(4 cr)*

ED 6411 The Art of Leadership, Educational Reform and Systems Change

Multiple leadership models will be examined and critiqued. Participants will conduct an extensive review of recent research on these models and in the field of educational reform. Participants will apply their understanding of various leadership and systems change models in order to plan and design a complex systemic reform initiative. A public presentation of the systems change initiative will be required. *(3cr)*

ED 6508 Research Design

Participants in this course will review and learn to use statistical analyses in the formulation and implementation of their final CAGS research project. Students will learn to use quantitative research techniques, tools, and analyses processes in order to generate and report valid and reliable data in an organized fashion. The information gained in this course will help to frame the methodology students will use in their final

Action Research project for their CAGS program. (2cr)

ED 6511 Fundamentals of Educational Inquiry: Action Research I

Students will design and implement a comprehensive action research process in the context of a public school. Research methods and evaluation of results will be key features of this process. Public presentations of results to an audience of concerned educators as well as web-based distribution of their work will be essential features of this capstone experience. The first stages of the project will be implemented in this course. *Prerequisite: Must have completed ED 5262 with a B or better and have IRB proposal approved. (2cr)*

ED 6512 Fundamentals of Educational Inquiry: Action Research II

Students in this course will continue to work on their Action Research project. They will complete their data collection, analyze their, complete their writing of their project and implement a public presentation. *Prerequisite: Grade of B or better in ED 6511. (2cr)*

ED 6810 Directed Study in Education

The course of study for this class will be arranged between faculty and student in the field of Education. *Contract required. May be repeated for credit. Variable credit (1-6cr).*

ED 6830 Independent Study in Education

This course offers the advanced student an independent study of a specific topic. The course of study for this class will be arranged with a faculty member. *Contract required. Variable credit (1-6cr).*

ED 6870 Elementary Student Teaching and Seminar

Each elementary education certification candidate is involved in a full-time field experience in an elementary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an

integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (12 or 6cr)*

ED 6880 Special Education K-12 Student Teaching and Seminar

Each student seeking general special education certification is involved in a full-time field experience with a special educator. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (12cr or 6cr)*

when taken with ED 6870 or 6890) (12 or 6cr)

ED 6890 Secondary Student Teaching and Seminar

Each secondary education certification candidate is involved in a full-time field experience in a secondary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education.* (12 or 6cr)

ED 6900 Physical Education K-12 Student Teaching and Seminar

Teacher certification in physical education includes kindergarten through senior high school, therefore students must have experience at all levels prior to student teaching or the candidate will be required to divide the student teaching experience into two ten week segments, one at the elementary level and one at the secondary level. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground

activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all physical education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education.* (12 or 6cr)

ED 6951 Portfolio I

This course will involve the preparation of an individualized teaching portfolio. Students will become familiar with Charlotte Danielson's Frameworks for Effective Teaching and the INTASC standards or appropriate principal or superintendent standards. They will begin to develop a Working Portfolio that they will complete in Portfolios II, III & IV where they will create their Professional Presentation Portfolio. (1cr)

ED 6952 Portfolio II

This course will assist participants to continue in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolios III & IV where they will create their Professional Presentation Portfolio. For Teacher Conversion students this portfolio class will also help you to prepare your portfolio for applying to the certification program. *Prerequisite: Completion of Portfolio I with a B or better.* (1cr)

ED 6961 Portfolio III

This course will assist participants to continue in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolios IV where they will

create their Professional Presentation Portfolio. In this course students will work to connect their work in the program to the appropriate standards. *Prerequisite: Completion of Portfolio II with a B or better. (1cr)*

ED 6962 Portfolio IV

This course will involve the preparation of an individualized leadership portfolio. Participants will develop their final portfolios to be used to demonstrate competency in the appropriate standards for their programs. In Portfolio IV students will generate their final professional portfolios. *Prerequisite: Completion of Portfolio III with a B or better. (1cr)*

ED 6965 Leadership Portfolio

The Principal Portfolio course helps students to link the standards for certification as a principal to critical work that has been done through the student's course work. EFolio is the electronic system students use to develop their electronic portfolio. Students select work that is exemplary, upload it to this website, and then link to the standards it meets. Students provide a justification statement explaining what the standard means and how the work proves the standard is met. Once completed they publish their portfolio. *(1 cr)*

ED 7000 School Leadership

This course is designed to increase understanding of leadership and how it applies in the public school system. The principles of effective leadership will be explored and applied in a project-based setting. This application will include but is not limited to the following areas: human relations, teacher supervision and evaluation, school culture, budget development, meeting facilitation, building organization, emergency management, student assessment, and department structure. This is an overview of the roles and responsibilities of the principal and participants will be required to develop a philosophy learning taking into consideration multiple stakeholder input. *(3cr)*

ED 7001 School Finance and Policy

This course is designed to address the principal's role and responsibilities in designing proper financial and accounting procedures, develop site-based budgets and create a system for monitoring account expenditures (object and function codes such as regular education, special education, school administration, transportation, athletics, student activities, etc.). Students will become familiar the plethora of policies (including NH State School Approval standards) used within a district and with the process by which policies and procedures are developed, implemented, evaluated, and revised. *(3cr)*

ED 7002 Supervision of Curriculum and Instruction

This course will examine the role of the principal in curriculum development; the implementation of curriculum through instructional practice; and the use of assessment to monitor both the effectiveness of curriculum and instruction. Participants will analyze existing curriculum and assessment models and create new models that reflect understanding about best practice articulated through the lens of each student's educational vision. *(3cr)*

ED 7003 Educational Leadership and Critical Issues

This course explores the foundational issues of the role of education in society, the impact of philosophies of learning on education, the human, technical and structural dimensions of education, and critical issues facing schools today. In this course participants will understand issues of culturally responsive leadership, navigating in complex environments with diverse stakeholders, and working with diverse groups/stakeholders to build a shared vision, establish shared goals and develop a strategic plan, including detailed action plans. *(3cr)*

ED 7004 School Law: ME, NH, & Federal
Educators must know the laws that govern

the operation and conduct of their organizations as they face a highly litigious society. ED 7004 is a study of the relevant legal principles that impact school governance and legal issues related to children. In ED 7004, practicing teachers, prospective teachers, as well as practicing and prospective administrators will gain knowledge about legal issues that will help them in effectively performing their professional duties within the boundaries of constitutional, statutory, and case law. *(3cr)*

ED 7005 Education Technology Leadership

This course provides participants with an opportunity to explore critical perspectives on technology leadership and the need for grounding technology decision in focused efforts to improve students' learning results, learning opportunities and learning climate. Participants will also develop skills in assessing the digital divide issues and in identifying and tapping local resources to overcome digital inequities. *(2cr)*

ED 7006 Labor Relations

This course reviews the law as well as the practical strategies and practices of labor relations in K-12 school systems. Participants will become familiar with the issues involved with collective bargaining and contract management. *(3cr)*

ED 7007 Data Management

This course provides participants with the knowledge base to manage district-wide data. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage assessment, grading, attendance, budget, communication, etc. *(2cr)*

ED 7008 Achieving Educational Equity

Participants enrolled in this course will develop skills in using data to identify inequities, mobilize local stakeholders to recognize the extent and importance of inequities, and to assess progress in improving students' learning results, learning

opportunities, and learning climate. Participants will also develop an understanding of important dimensions of educational equity and an appreciation of the factors of diversity (e.g., gender, socio-economics, race, language, culture) and proven strategies and resources for addressing them. The goal is for the participants to understand and be able to develop a community of learners that has a positive impact on achievement. *(2cr)*

ED 7010 Facilities Management

Participants will become familiar with population projection processes, adapting current and new facilities to meet various needs, maintaining and improving existing facilities, and meeting or upgrading facilities in light of various local, state, federal codes. Participants will also become familiar with need identification, facility development, and managing the budget and warrant article process. *(2cr)*

ED 7015 Supervision of Personnel

This course will assist you in your quest to become an effective school principal. One of the most important jobs of the principal is the recruitment, supervision, and retention of effective personnel. In this course we will develop systems for you to use as you approach supervision in your schools. We will review the leadership supervision process from a variety of perspectives including: setting the context for ethical and effective supervision, developing of teachers and other personnel, evaluating, supervising and retaining personnel, and including the supervision model in the creation and maintenance of a positive and productive school culture. Participants will review existing models and develop models of supervision that align with their philosophy of educational leadership. *(3cr)*

ED 7201 Internship: Principal I

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal.

Students enrolled in this internship will work to accrue over the three internships a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites: Must complete a majority of courses for Principal licensure and have approval of MED Program Director. (1cr)*

ED 7202 Internship: Principal II

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work to accrue over the three internships a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites: Must complete a ED 7201 Internship I with a grade of B or better. (1cr)*

ED 7203 Internship: Principal III

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Principal. Students enrolled in this internship will work to accrue over the three internships a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites: Must complete a ED 7202 Internship II with a grade of B or better. (1cr)*

ED 7501 Internship: Superintendent I

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in this internship will work to accrue over the three internships a minimum of 1200 hours (a full year) under the supervision of an experienced, NH State certified superintendent. *Prerequisites: Must complete a majority of courses for Superintendent licensure and have approval of MED Program Director. (1cr)*

ED 7502 Internship: Superintendent II

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in this internship will work to accrue over the three internships a minimum of 1200 hours (a full year) under the supervision of an experienced, NH State certified superintendent. *Prerequisites: Must complete ED 7501 Internship: Superintendent I with a grade of B or better. (1cr)*

ED 7503 Internship: Superintendent III

This course provides students with an opportunity to experience an educational environment on an extended basis under supervision of an experienced Superintendent. Students enrolled in this internship will work to accrue over the three internships a minimum of 1200 hours (a full year) under the supervision of an experienced, NH State certified superintendent. *Prerequisites: Must complete ED 7502 Internship: Superintendent II with a grade of B or better. (1cr)*

Master of Fine Arts in Creative Writing

Program Overview

The New England College Master of Fine Arts in Creative Writing program is more than a graduate degree program: it is transformative education for writers. The Master of Fine Arts (MFA) program offers a rigorous, individualized graduate education in Creative Writing, with three degree tracks: Fiction, Poetry, and Dual-Genre. The program's academic model is studio/research, integrating substantial work in the academic study and creative production of literary art. Students are individually mentored by accomplished, award-winning faculty members who are among the most exciting writers in their genres and who also are known for their excellence in teaching. New England College's MFA Program is the first and only low-residency program to offer Graduate Teaching Assistantships, providing students opportunities to gain relevant teaching experience for future academic careers. Students also have opportunities for specialized study in areas such as translation, cross-genre writing/hybrid forms, editing and publishing, new media, and performance. The program's progressive pedagogy and comprehensive curriculum guide students' individual development in the study, process, practice, and profession of Creative Writing. Program graduates are well-prepared for the writing life and the pursuit of their individual goals and professional aspirations.

Learning Outcomes

Graduates of the Master of Fine Arts in Creative Writing Program will:

- 1) Understand the history, theories, and movements that have shaped and continue to influence the writing, reading, and critical reception of literary works.
- 2) Be able to locate their own writing in historical, theoretical, and cultural contexts.
- 3) Be able to engage in rigorous critical discourse on their own writing and the work of others.
- 4) Demonstrate a keen awareness of the writer's craft and effective use of craft in their own writing.
- 5) Effectively employ skills and methods of revision in their writing process
- 6) Apply what they have learned and practiced to the production of a substantial body of high-quality literary work.
- 7) Demonstrate the skills, knowledge, and discipline necessary for successful post-graduate professional life in Creative Writing
- 8) Actively and ethically engage in their academic, literary, geographic, and cultural communities
- 9) Meaningfully contribute to literary/artistic culture and the advancement of the literary arts

Degree Requirements

The Master of Fine Arts is a terminal degree in the field of Creative Writing, and it requires at least two years (four semesters/five campus residencies) of intensive full-time study and the completion of at least 64 credits for a single-genre degree or two and a half years (five semesters/six campus residencies) of intensive full time study and the completion of at least 80 credits for a dual-track degree.

MFA Creative Writing: Poetry Track

(64 credits)

Poetry Workshop I-IV *(8 credits)*

Poetry Seminar I-IV *(8 credits)*

Mentorship Study: Poetry I-VIII *(16 credits)*

Creative and Critical Process *(6 credits)*

Craft, Theory, and Practice I and II *(4 credits)*

Form and Theory of Poetry I-V *(10 credits)*

Thesis I-IV *(8 credits)*

Advanced Theory and Practice of Poetry I and II *(2 credits)*

Professional Practice *(2 credits)*

Submission and Acceptance of Creative Thesis

Final Residency: Lecture, Public Reading, Thesis Defense



MFA Creative Writing: Fiction Track
(64 credits)

- Fiction Workshop I-IV (8 credits)
- Fiction Seminar I-IV (8 credits)
- Mentorship Study: Fiction I-VIII (16 credits)
- Creative and Critical Process (6 credits)
- Craft, Theory, and Practice I and II (4 credits)
- Form and Theory of Fiction I-V (10 credits)
- Thesis I-IV (8 credits)
- Advanced Theory and Practice of Fiction I and II (2 credits)
- Professional Practice (2 credits)
- Submission and Acceptance of Creative Thesis
- Final Residency: Lecture, Public Reading, Thesis Defense

MFA Creative Writing: Dual-genre Track
(80 credits)

- Fiction or Poetry Workshops (10 credits total with 8 credits in primary genre)
- Fiction or Poetry Seminars (10 credits total with 8 credits in primary genre)
- Mentorship Study Fiction or Poetry (24 credits: 16 credits primary genre, 8 credits secondary genre)
- Creative and Critical Process (8 credits)
- Craft, Theory, and Practice I and II (6 credits)
- Form and Theory of Fiction or Poetry I-V (10 credits)
- Thesis I-IV (8 credits)
- Advanced Theory and Practice of Fiction or Poetry I and II (2 credits)
- Professional Practice (2 credits)
- Submission and Acceptance of Creative Thesis
- Final Residency: Lecture, Public Reading, Thesis Defense

Course Descriptions

EN 5011-5014 Poetry Seminar I-IV
EN 5021-5024 Fiction Seminar I-IV

Seminar coursework provides curricular content focused on the study and writing of poetry or fiction. Seminar sessions cover a diverse range of topics in literature, literary technique, aesthetics, and the writer's craft. Elective seminar classes may be specific to areas of concentrated study, such as

Translation, or may focus on specific works, authors, schools of literature, or special topics in writing (e.g.; process, style, revision, editing and publishing).
2 credits, taken on campus during program residencies.

EN 5111-5114 Poetry Workshop I-IV
EN 5121-5124 Fiction Workshop I-IV

Faculty-led, peer workshops in which students read and critique each other's work, and discuss a range of authorial and literary concerns in conjunction with the works (e.g. process, craft, form, revision).
2 credits, taken on campus during program residencies.

EN 5151 and 5152 Craft, Theory, and Practice I and II

This course requires students to read and respond critically to selected literary works, paying particular attention to craft and/or literary theory. The foundational academic and critical writing produced in this course begins students' progression toward the advanced scholarly work of later semesters and future writing for publication. This course emphasizes the development of research and writing in practice.
2 credits, home-based

EN 5311-5318 Mentorship Study: Poetry I-VIII

EN 5321-5328 Mentorship Study: Fiction I-VIII

Mentorship Study coursework is guided by an approved individualized study plan and one-on-one faculty mentorship. For each section of Mentorship Study, students will complete and submit a full packet of coursework, which includes complementary readings, craft-based analytical writing, and creative work in the student's specified genre. While course content is individualized, all students must meet the program's standard curricular and credit hour requirements. Mentorship Study courses are taken in the first year of the program and serve as the foundation for students' advanced creative and critical work in the second year. Students enrolled in a

dual-genre degree track will also take Mentorship Study courses for their secondary genre. *2 credits, home-based.*

EN 6151-6156 Creative and Critical Process I-VI

In ongoing dialogue with the faculty mentor, students will explore the relationship between their critical engagement with selected literary and scholarly texts and their own writing. Faculty mentors will provide feedback, support, and direction to assist students in the development of their research, writing, and revision processes. *1 credit, home-based*

EN 6131-6135 Form and Theory of Poetry I-V

EN 6141-6145 Form and Theory of Fiction I-V

In the third semester coursework, students will undertake an advanced research project examining a formal or theoretical subject in their primary genre and will produce a substantial essay. Students also will continue to write and revise their creative work with feedback from their faculty mentor.

Prerequisites: Students must submit a third semester project proposal and receive approval prior to beginning this coursework. *2 credits, home-based.*

EN 6511-6512 Advanced Theory and Practice of Poetry I and II

EN 6521-6522 Advanced Theory and Practice of Fiction I and II

Advanced-level exploration of the theory and practice of fiction or poetry with one-on-one faculty mentorship. These courses prepare students for sophisticated engagement with contemporary literary works and theories and contribute to the development of a lecture students must give at their final residency on an approved topic of their choice. *1 credit, home-based.*

EN 7050 Professional Practice

This course will prepare students for post-graduate professional life. It will cover content relevant to all MFA graduates, such as submitting and publishing work, entering contests, book publication, developing and maintaining writing community and connections, soliciting recommendation letters and referees, etc. Some of the coursework will be individualized to address each student's specific professional and vocational goals, and might include content relevant to those pursuing careers in academia, editing and publishing, or non-profit arts organizations. Students will develop and receive feedback on professional materials and processes (e.g., a curriculum vitae, cover letters, pedagogical statement, work samples, interviewing). While students will be offered professional advice and course content throughout their time in the program, this course is individualized and has a workshop component to provide graduating students with the specific content and feedback they will need to begin their professional writing lives.

2 credits, home-based.

EN 7051-7054 Thesis I-IV

The final semester coursework is focused on the development of a substantial body of literary work in the specified genre. Students also will write a critical introduction to their creative theses. Upon completion of the thesis semester coursework, students will be able to situate their own work in current aesthetic and critical contexts, and in relationship to its historical and critical/theoretical antecedents. The Thesis coursework is supported by a faculty mentor as well as a second faculty thesis advisor. To fulfill final degree requirements, students must give a public lecture and reading of their work and successfully defend their theses.

2 credits, home-based.

Master of Science in Accounting

Program Overview

New England College's Online Master of Science in Accounting (MSA) is a 40-credit-hour program designed to help you expand your breadth and depth of knowledge in taxation, financial reporting, cost accounting, auditing, mergers and acquisitions. As a result, you will be prepared for careers in auditing and risk management, corporate accounting, management consulting, banking and financial services, governmental and nonprofit organizations, and taxation practices.

Based on the functional, personal and broad business competencies identified by the American Institute of Certified Public Accountants, the MSA program satisfies the 150-hour requirement for the CPA examination in most states. It also helps you prepare for other professional certification programs such as Certified Management Accountant (CMA), or Certified Internal Auditor (CIA).

The MSA degree is also offered with a concentration in Forensic Accounting which is designed for those students interested in fraud prevention or criminal investigation. This concentration helps prepare you for the Certified Fraud Examiner (CFE) designation.

Learning Outcomes (as adapted from AICPA core competencies):

- Decision Modeling: consider issues, identify alternatives, choose and implement solutions;
- Risk Analysis: identify and manage audit risk and understand how business risk affects business strategy;
- Measurement: use traditional and non-traditional (e.g. quantitative and qualitative) measures that are relevant and reliable;
- Reporting: communicate clearly and objectively the work done and the

resulting findings in accordance with professional standards;

- Research: access relevant guidance/information, understand it, and apply it;
- Strategic Thinking: link data, knowledge, and insight together to provide information for decision making;
- Legal: describe and apply the legal, regulatory, and ethical requirements of the profession.

Prerequisite Courses and Graduation Requirements for Master of Science in Accounting

You may be required to take prerequisite courses depending on your undergraduate course of study.

Prerequisite Courses (Undergraduate):

BU 2110 - Quantitative Methods
BU 2210 - Financial Accounting
BU 2220 - Management Accounting

Core Courses: You must complete six core courses and four concentration courses of four credits each.

AC 5230 - Financial Reporting
AC 5550 - Federal Taxation
AC 5620 - Government and Non-Profit Reporting
AC 5730 - Accounting for Mergers and Acquisition
AC 6310 - International Accounting
MG 5640 - Business Finance

Concentration Courses – Master of Science in Accounting

AC 5240 - Cost Accounting
AC 5640 - Auditing and Assurance
MG 5660 - Business Law
MG 6430 - Performance and Ethical standards of the Audit Professional

Concentration Courses – Forensic Accounting

AC5660 - Litigation Services, the Role of the Accountant as an Expert

AC6440 - Business Crime and Ethical Behavior

AC6230 - Financial Reporting Fraud

AC6640 - Auditing for Financial Reporting Fraud

Course Descriptions for MS in Accounting

Required Undergraduate Courses (or the equivalent):

BU 2110 Quantitative Methods

This introductory course in quantitative analysis focuses on applications in service, manufacturing, and not-for-profit organizations. Topics include basic descriptive statistics, expected value, sampling, inference, regression analysis, forecasting, scheduling, linear programming and project management. *Prerequisite: MT 1010 or adequate score on MPT.*

BU 2210 Financial Accounting

This course examines basic concepts and principles of financial accounting. After covering the accounting cycle, emphasis is placed on the recording and reporting of financial information conforming to the generally accepted accounting principles published by the Financial Accounting Standards Board, its predecessors, and the Security and Exchange Commission.

BU 2220 Management Accounting

This course shows students how to generate information needed to help managers achieve goals and objectives. Students determine prices for products and services, decide whether or not to acquire equipment, prepare budgets, compare actual performance to budgets, decide what information is relevant to decisions, allocate costs to various activities in the organization and generate information in support of managerial decisions. Students receive instruction in a

computer spreadsheet program and use spreadsheets to facilitate decision making.

Graduate Course Descriptions

AC 5230 Financial Reporting

This course provides a comprehensive view of financial statements, including balance sheets, income statements, ratio analysis, and cash flow statements. Some discussion of reporting of financial activities such as bonds and corporate debt will be covered, all with consideration of generally accepted accounting practices.

AC 5240 Cost Accounting

A study of the concepts, procedures and tools associated with reporting financial data on performance to an organization's decision-makers. Emphasis is on the tools associated with planning, directing, and controlling an organization's activities, all with the goal of performance improvement. Topics include activity based costing, earned value management, and budgeting activities.

AC 5550 Federal Taxation

This course explores corporate and personal income tax laws and their effect on private, public, and non-profit organizations. Emphasis will be on business strategy and tax considerations.

AC 5620 Government and Non-Profit Reporting

This course covers the environment of government/non-profit accounting and financial Analysis, budgeting control, revenues, and expenditures, accounting for capital projects, related account groups, and endowment management to include investments, accounting for business type and trustee activities, issues of reporting, disclosure, and non-profit organizations.

AC 5640 Auditing and Assurance

This course introduces the student to the audit process, with emphasis on the perspective of management in a CPA firm, but with consideration to internal processes.

Topics include implementing control procedures and assessments using both the compliance and management methods. Audit planning, staffing and training are considered. Special topics include enterprise risk management and auditing non-profit and public organizations.

AC 5660 Litigation Services, the Role of the Accountant as an Expert

This course explores the value of the forensic accountant as an expert consultant and expert witness in litigation matters. Damage calculations, business valuations, expert witness reports, expert witness testimony, and alternative dispute resolution are among the topics covered. Specific litigation areas addressed include those involving contract disputes; tort claims; personal injury, wrongful death, and wrongful termination; bankruptcy; claims against accountants; employee fraud; tax fraud; insurance; divorce; and intellectual property.

AC 5730 Accounting for Mergers and Acquisitions

This course focuses attention on all key stages of the M&A lifecycle including conception, planning, the first 100 days post merger/acquisition, due diligence of intellectual property (IP), and ongoing evaluation and improvement.

AC 6230 Internal Audit & Risk Management

Using a case-based approach, this course explores the role of internal audit in developing and maintaining an effective fraud risk management program for an organization. Emphasis is on the value of internal audit as a critical defense against the threat of fraud. Fraud risk factors, fraud schemes and concealment strategies, preventive and detective controls, internal auditing standards, auditing processes and techniques, best practices in fraud risk management, fraud risk assessment, governance, and ethics are among the topics covered.

AC6310 International Accounting

The International Accounting course provides an overview of the theoretical and practical challenges posed by accounting in the global environment, creating a platform for understanding accounting issues unique to international business activities. Discussions will cover a range of issues faced by contemporary global entities in the areas of auditing, standards, external financial reporting, financial reporting harmonization and convergence, accounting systems, foreign currency transactions and translations, international financial statement analysis, performance evaluation, changes in price levels, controls, taxes and transfer pricing, as well as ethical, social, legal, and cultural considerations.

AC 6430 Performance and Ethical Standards of the Audit Professional

This course will discuss professional audit standards and standards of quality control adopted by the PCAOB and the AICPA including Generally Accepted Auditing Standards (GAAS), procedures for gathering evidence, audit risk assessment, non-audit engagements, legal requirements and professional ethics. The requirement for auditors to evaluate systems of internal control in a post Sarbanes-Oxley business environment will be discussed. Different types of audit reports, such as departures from GAAP or going concern opinions, will be covered as well as the various other services auditors can and do perform. Students will have opportunity to consider notable cases and examine how accountants exercise leadership within their organization with respect to ethical behavior.

AC 6440 Business Crime and Ethical Behavior

This course will consider the acts, necessary intent, and defenses related to organizational, occupational, and white collar crimes. The course will review crime prevention, the criminal justice system, and punishment. The code of ethics of the American Institute of Public Accountants (AICPA), the Association

of Fraud Examiners (ACFE), and the Federal Sentencing Guidelines will be reviewed.

AC 6640 Auditing for Financial Reporting Fraud

This course studies the responsibilities of the auditor in detecting fraud, focusing on Statements of Auditing Standards No. 53, 82, and 99. The roles and responsibilities of the audit committee, senior management, financial management, and internal and external auditors will be reviewed. Securities and Exchange Commission Staff Accounting Bulletins 99 on Materiality and 104 on Revenue Recognition will be covered. Specific fraud audit methods and checklist will be studied.

MG 5640 Business Finance

Introduction to tools of financial analysis and problems of financial management, including cash, profitability, and capital budgeting. Various sources of corporate funds are considered, including short-, intermediate-, and long-term arrangements

MG 5660 Business Law

Application of law to managerial decisions and the relationship between legal and business strategy examining the role of the courts; litigation and alternative dispute resolutions; fundamentals of contract, tort, and criminal law; government regulation of business; legal forms of business organizations; ethical considerations in business; international business transactions.

Master of Science in Higher Education Administration

Program Overview

The Master of Science Higher Education Administration program at New England College is an innovative 40-credit program that combines on campus, online, and experiential instruction designed for students working or seeking to work in higher education. Coursework provides a comprehensive understanding of the theory and practice of higher education administration and covers functional areas and issues critical to effective management in college and university settings including advising and helping skills, multicultural competence, legal issues, organizational and administration, personal and organizational leadership, and research and assessment. Case studies, applied research, field experience, and a capstone project enable students to apply learning immediately to higher education practice and professional development.

The coursework provides a strong foundation in the theory and practice of higher education administration. Students are introduced to a broad range of administrative leadership at 2- and 4-year colleges and universities. Graduates pursue careers in academic advising, admissions and enrollment management, fundraising, career placement, financial aid, student affairs, and related fields.

The master's program in higher education administration at New England College is unique. In this accelerated program comprised of 7-week terms, students can finish their degree in 10 months if they choose to attend full-time taking two courses per term. Students can also choose one course at a time if they would like to attend part-time. One course per term is offered on the Henniker campus and while the second course each term is delivered online allowing learner-centered flexibility for a busy lifestyle. While the courses are fast-paced,

knowledge and skill development isn't compromised. The expert faculty are committed to student learning.

Learning Outcomes

Graduates of the MS in Higher Education Administration program will demonstrate:

- Identify and articulate implications of contemporary issues for higher education administration;
- Apply administrative, leadership, and management practices to the variety of organizational structures found in diverse institutions of higher education;
- Employ a broad range of higher education resources and scholarship in program planning, implementation, and assessment;
- Connect theory to practice, applying course learning to professional work experiences;
- Make data-informed decisions and recommendations related to professional practice;
- Develop and hone effective personal and organizational leadership skills;
- Effectively advise and help students individual and in group settings;
- Develop skills and knowledge required to work with diverse individuals and organizations and foster inclusive communities;
- Demonstrate effective and inclusive written and oral communication skills, and;
- Think critically to identify, strategize, and solve issues within higher education.

Graduation Requirements for MS in Higher Education Administration Core Courses

HEA 5130 College Students in the United States

HEA 6390 Contemporary Issues in Higher Education

HEA 6240 Assessment in Higher Education

HEA 5190 Multicultural Competence

HEA 5320 Advising and Helping College Students

HEA 6110 Leadership Theory and Practice I

HEA 6120 Leadership Theory and Practice II
HEA 5110 Higher Education Organizations
and Administration
HEA 6920 Legal Issues in Higher Education
HEA 5250 (or 6250) Practicum I
HEA 5260 (or 6260) Practicum II
HEA 6970 Capstone Project

Course Descriptions for MS in Higher Education Administration

HEA 5130 College Students in the United States (*On Campus*)

Colleges and universities in the United States welcome a diverse array of students who are pursuing multiple educational goals in a variety of educational settings. This course will provide an overview of student participation in higher education, the theories that underlie their personal development (regardless of age), and address the impact of higher education on student learning and development.

HEA 6390 Contemporary Issues in Higher Education (*Online*)

The administration of higher education is fraught with complex debates on topics of concern to internal and external constituencies, and those who work in higher education are required to communicate professional and scholarly positions, institutional commitments, and strategic decisions to a variety of audiences. The class explores the foundations of higher education through critical analysis of contemporary issues in the field. Students will assess potential implications of policy recommendation and administrative decisions in areas such as affordability, access, academic freedom, privacy concerns, and commercialization.

HEA 6240 Assessment in Higher Education (*On Campus*)

Leaders in higher education must demonstrate the outcomes for their work as well as identify opportunities for improvement. This course provides an overview of selected strategies of inquiry used in investigating problems of practice in

higher education. Students will develop skills and knowledge to create outcomes, identify and apply appropriate assessment methods, interpret data, and design an assessment plan.

HEA 5190 Multicultural Competence (*Online*)

The college student population in the United States is diversifying at a tremendous rate. Higher education administrators must develop the skills and knowledge to understand and address the implications for higher education resulting from this diversity. This course will provide an introduction to theory and practice of multicultural competence allowing students to apply this skill and knowledge through course assignments.

HEA 5320 Advising and Helping College Students (*On Campus*)

Advising and helping are essential skills working within higher education as virtually every administration will have student contact. This course provides an introduction to the theory and practice of advising and helping students individually and in group settings. Those skills and knowledge will be critiqued and applied through course assignments.

HEA 6110 Leadership Theory and Practice in Higher Education I (*Online*)

Leadership can take a multitude of forms. Regardless of their department or role, higher education administrators are leaders and lead in a variety of ways. This course provides an overview of theory and practice of leadership to enable students to develop and hone knowledge and skills for personal and organizational leadership. *This is a two-credit course.*

HEA 6120 Leadership Theory and Practice in Higher Education II (*Online*)

Leadership can take a multitude of forms. Regardless of their department or role, higher education administrators are leaders and lead in a variety of ways. This course provides an

overview of theory and practice of leadership to enable students to develop and hone knowledge and skills for personal and organizational leadership. *Leadership Theory and Practice II is a continuation of Leadership Theory and Practice I. This is a two-credit course.*

HEA 6250 Practicum I (On Campus)

Experience is an essential component to completing the learning skill providing an opportunity for students to apply and adapt course learning to real-life environments and circumstances. During this course students will be matched up with a college or university department at New England College or a nearby college to practice what they have learned. For students not already employed full-time, this experience will mirror a traditional internship/practicum. For students working full-time, the field experience course will be a practically-based independent study to still provide practical experience in a different setting, but wouldn't require time significant time away from work. *This course is pass/fail.*

HEA 6260 Practicum II (On Campus)

Experience is an essential component to completing the learning skill providing an opportunity for students to apply and adapt course learning to real-life environments and circumstances. During this course students will be matched up with a college or university department at New England College or a nearby college to practice what they have learned. For students not already employed full-time, this experience will mirror a traditional internship/practicum. For students working full-time, the field experience course will be a practically-based independent study to still provide practical experience in a different setting, but wouldn't require time significant time away from work. *Practicum II is a continuation of Practicum I and will have a final project component that does not exist in Practicum I. This course is pass/fail.*

HEA 5110 Higher Education Organization and Administration (On Campus)

An understanding of complex systems of organization and governance in higher education is critical to successful administration and leadership. This course is an introduction to administration and organizational dynamics. Although the roles of multiple internal and external constituencies will be considered, the class focuses on institution and system-wide perspectives but will provide an overview of specific departments or functions. Theories of organizational leadership, culture, change and administrative management will be applied to case studies and individual and group projects.

HEA 6920 Legal Issues in Higher Education (Online)

This course provides an understanding of the broad scope of higher education law, general legal principles relevant to higher education, and the role of law on campus. Through discussion of a diverse range of administrative problems and practices with legal implications students will become acquainted with emerging legal issues and best practices and will develop administrative and problem-solving skills related to legal issues in higher education.

HEA 6970 Capstone (Online)

The capstone experience requires a synthesis of theories, conceptual frameworks, and experiential learning throughout the program. Students must develop a research or professional development project that demonstrates evidence-based decision-making, an understanding of specific higher education/professional contexts, and strategic analysis. Students with no fulltime work experience in higher education are advised to integrate experiential learning into their projects. The instructor must approve capstone proposals before students start their projects. At the end of the program, students present their projects to the academic community. *This course is pass/fail.*

Master of Science in Management

Program Overview

The Master of Science in Management is a 36-credit program comprised of ten courses and a thesis/ project requirement. The program may range from one year to two years, depending upon the student's choice of schedule. Nine concentrations are offered: sustainability, healthcare administration, nonprofit leadership, project management, strategic leadership, banking and finance, marketing management, operations management and real estate management. The curriculum, always evolving, explores the challenges and opportunities of the current business climate and capitalizes on the climate of opportunity in New Hampshire and Northern New England. The NEC School of Graduate and Professional Studies has formed partnerships with New Hampshire and Maine businesses, healthcare institutions and the nonprofits to offer the Master of Science in Management program on-site at their location. The M.S. in Management Strategic Leadership concentration is also offered on the Henniker Campus.

Learning Outcomes

- **Communication:** Effectively demonstrate the ability to communicate through verbal, well-written professional documentation and reports, and other forms of communication to express ideas clearly, logically and persuasively.
- **Management skills:** Apply management skills and concepts to identify, analyze and creatively solve complex organizational problems through financial, economic, and organizational constraints.
- **Strategic thinking:** Demonstrate proficiency in thinking and planning strategically within an organization and all associated stakeholders.
- **Ethical behavior:** Identify legal and ethical challenges faced by organizations, by possessing and demonstrating the acumen to confront and address the issues

effectively, ethically, and in a socially responsible manner to successfully manage human and material resources.

- **Interpersonal skills:** Understand and apply the fundamental principles of essential business functions and broad range of interpersonal skills to effectively lead relationships to individuals, society, and other organizations within team and group projects to optimize performance.
- **Collaboration and teamwork:** Comprehend the challenges and opportunities of working effectively with other people in a diverse environment while displaying an understanding of the culturally and ethnically diverse nature of the changing workforce.
- **Leadership:** Apply necessary leadership skills required for managing change, organizational design and performance, through delegating, empowering and through and environment of life-long learning.

Core Requirements for MS in Management

MG 5110 - Organizational Management and Leadership

MG 6040 - Research Methods (2cr)

MG 6610 - Strategic Planning and Policy

MG 6410 - Professional and Organizational Ethics: A Global Perspective

MG 6975 - Strategic Capstone (2cr)

Banking and Finance Concentration

AC 5250 - Managerial Accounting and Finance for Leadership

MG 6110 - Project Management

MG 6210 - Managing Global Operations

MG 6320 - Principals of Finance and Insurance;

MG 6820 - Quality Analysis for Technology

Healthcare Administration Concentration

AC 5220 - Financial Accounting in Healthcare Organizations

MG 5320 - Marketing Management in

Healthcare and Service Sectors
 MG 5410 - Organizational Communication, Negotiations & Conflict Resolution
 MG 5620 - Managerial Economics
 MG 6110 - Project Management
 MG 6310 - Financial Management
 MG 6920 - Legal Issues in Healthcare

Marketing Management Concentration

AC 5250 - Managerial Accounting and Finance for Leadership
 MG 5220 - Relationship Selling Strategies
 MG 5330 - Market Research
 MG 6110 - Project Management
 MG 5410 - Organizational Communication, Negotiations & Conflict Resolution
 MG5990 - Special topics: Advertisement and Promotion

Nonprofit Leadership Concentration

AC 5250 - Managerial Accounting and Finance for Leadership
 MG 5310 - Marketing Management*
 MG 5410 - Organizational Communication, Negotiations & Conflict Resolution
 MG 6110 - Project Management
 MG 6630 - Strategic Fundraising
 MG 6620 - Dynamics of Non-Profit Governance
 MG 6830 - Strategic Human Resource Management

**Not required in the fully online program.*

Operations Management Concentration

AC 5250 - Managerial Accounting and Finance for Leadership
 MG 6110 - Project Management
 MG 6210 - Managing Global Operations
 MG 6725 - Facilities Management
 MG 6880 - Supply Chain Management

Project Management Concentration

AC 5250 - Managerial Accounting and Finance for Leadership
 MG 5610 - Economics for Leadership
 MG 6110 - Project Management
 MG 6880 - Supply Chain Management
 MG 6820 - Quality Analysis for Technology
 MG 6950 - Contract Management

Real Estate Management Concentration

MG 5220 - Customer Relationship Management
 AC 5250 - Managerial Accounting and Finance for Leadership
 MG 6110 - Project Management
 MG 6320 - Principles of Finance and Insurance
 MG 6950 - Contract Management

Strategic Leadership Concentration

AC 5250 - Managerial Accounting and Finance for Leadership
 MG 5210 - Organizational Development and Leading Change
 MG 5310 - Marketing Management
 MG 5410 - Organizational Communication, Negotiations & Conflict Resolution
 MG 5610 - Economics for Leadership
 MG 6110 - Project Management
 MG 6830 - Strategic Human Resource Management*

**Not required in the fully online program.*

Sustainability Concentration

AC 5250 - Managerial Accounting and Finance for Leadership
 ES 5510 - Sustainability: Principals and Models
 ES 5650 - Sustainable Communities
 ES 5850 - Sustainability in Practice: Renewable Energy
 ES 6250 - Sustainability in Practice: Natural Resources, Environmental Law
 ES 6610 - Value Chain and Operations Strategy

Course Descriptions for MS in Management courses:

AC 5220 Financial Accounting in Healthcare Organizations

This course introduces and examines the fundamentals of financial accounting theories and practices and emphasizes asset and liability, measurement and reporting. Topics include: interpreting financial statements, balance sheets, income statements, stockholders' equity, leases and statement of changes in financial positions and tax

accounting.

AC 5250 Managerial Accounting and Finance for Leadership

The purpose of this course is to present to the student the concepts behind internal accounting controls, such as cost accounting, job-order costing, process costing, activity-based costing, break-even analysis, and variable costing. The internal use of accounting for management planning, control and decision-making is emphasized. Budgeting and the balanced scorecard concept are also explored.

ES 5510 Sustainability: Principles and Models

This course sets the landscape of sustainability theories and case studies of sustainability in practice for creating long-term competitive advantage and growth that takes into account the environment, the business model, and the impact of the organization in the social and economic wellbeing of the communities affected by the presence and activity of private, not for profit, and government agencies. The course will focus on the discussion of the triple-bottom line: people, planet, and profits, and will extend the analysis to the quadruple bottom line as a recently emerging trend in sustainability management.

ES 5650 Sustainable Communities

Sustainable urban development practices aiming at building and fostering sustainable communities. The course investigates how multiple demographic, socio-cultural, political, economic, technological and environmental forces intertwine to shape community development practices locally, nationally and globally. The course focuses on an in-depth analysis on the impact of corporations in local communities and how the private and public sectors, together with not for profit organizations, can work together to foster well-being and community development in the regions where they operate.

ES 5850 Sustainability in Practice: Renewable Energy

An overview of traditional and alternative energy sources, with a special focus on renewable energies. The course intends to provide students with a deep understanding of the technologies associated with renewable and sustainable sources energy. This includes hydropower, solar, wind, hydrogen, among others. Course content also addresses operational issues associated with production, storage, transportation, distribution use of energy, as well as discussing the trade-offs of various forms energy in terms of their technological merits and economic viability.

ES 6250 Sustainability in Practice: Natural Resources, Environmental Law

Environmental Law affects all components of sustainable business management. This course addresses how companies need to address issues in water use and pollution, air permits, hazardous waste Clean Air Act regulations and requirements, real estate construction and transaction issues, and environmental litigation. Business managers and leaders must develop a solid understanding of vital rules and regulations associated with Environmental Law. Of particular importance is the discussion of the National Environmental Policy Act of 1969 (NEPA) and of constantly evolving legal issues that affect sustainable business practices.

ES 6610 Value Chain and Operations Strategy

Strategic effectiveness requires two basic components: strategic design and strategy implementation. This course emphasizes the effective execution of strategy by discussing the multiple dimensions of operational management in sustainable operations. In addition to learning traditional operational concepts such as operational strategy, process and supply chain management, production and inventory management, and quality management tools such as Six Sigma

and TQM, students will discover principles, tools and techniques associated with growing fields such as business re-engineering, green management and industrial ecology.

HIM 5110 Principles of Health Informatics

This course introduces the history and current status of information systems in health care, and introduces students to the study of information technology and information management concepts relevant to the delivery of high quality and cost-effective healthcare. Theoretical frameworks such as data management, decision support, strategic planning and implementation, change management, knowledge management and privacy and other ethical aspects of health informatics are included.

HIM 6000 Healthcare Technology and Systems

An in-depth study of the basic concepts surrounding clinical information systems, with emphasis on electronic health records - terminology and standards, clinical configuration, user interface design, computerized physician order entry, clinical decision support, and clinical reporting. The course then focuses on the practical application of these concepts, including implementation, clinical workflow, privacy and security, certification, medical device integration, and community health information exchange.

HIM 6010 The Business of Informatics in Healthcare

The goal of this course is to provide skills and knowledge in the area of business practices relating to Healthcare Information Technology. This includes departmental design and management, capital and operating budgeting, the art of the budget planning process, infrastructure design and strategic planning. Also included in this class is the process of defining system requirement, determination of return on investment, delivery modes (ASP vs. in-house), evaluation of vendors, vendor selection, contractual matters, risk analysis,

project management, implementation and support strategies. Within this discussion, the pros and cons of "buy vs. build" will be evaluated. The various types of information systems will be discussed. This will include enterprise systems, developmental systems, data warehouse, and decision support systems. It will also include challenges presented by various regulatory agencies and laws that have been enacted.

HIM 6020 Knowledge Management in Healthcare

This course explores the relationship between clinical data and clinical knowledge and how organizations develop and deploy them to support improvements in patient care and research. The course content includes topics such as available medical data and how it should be accessed, analyzed, and organized to support evidence-based medicine and research. Throughout the course, students will analyze current and prospective approaches to clinical decision support and expert system development and how to deploy them via new or existing knowledge-management infrastructures.

MG 5110 Organizational Management and Leadership

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior or leaders, colleagues, and subordinates. Through a variety of readings, cases, and exercises, students will examine numerous effective leadership models. Topics include the evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory.

MG 5110 Organizational Leadership and Change

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of leaders, colleagues, and subordinates. The course also examines change as a focused leadership activity designed to bring about specific conditions, to redirect action or to implement a particular process, product or system. Topics address purposeful, planned and consciously directed change and transition within an organization. Through case studies, individual and group exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transition and transformation.

MG 5210 Organizational Development & Leading Change

Examines change as a focused leadership activity designed to bring about specific conditions, to redirect action or to implement a particular process, product or system. Topics address purposeful, planned and consciously directed change and transition within an organization. Through case studies, individual and group exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transition and transformation.

MG 5220 Relationship Selling Strategies

This course focuses on CRM at a strategic marketing level. The goal is to use customer information to build customer loyalty and relationships. Applying differential attention to more valuable customers improves both customer satisfaction and the firm's bottom line. Built around the notion of the customer lifecycle, this course emphasizes analytical approaches to customer relationship management. Topics include identifying good prospects and customer acquisition; customer development via up-selling, cross-selling and personalization; customer

attrition and retention; and customer lifetime value.

HIM 6030 Comparative Health Systems

This course will cover the major healthcare around the world. Students will learn to analyze the advantages and disadvantages of various healthcare systems. The course will also examine a number of health care policy issues facing the United States such as rising health care costs, quality of health care services, financing of the health care system, adoption of new technologies, and the role of the public and private sectors in providing health care. The course will begin with a discussion of the different approaches and methods used in comparative health care systems and examine some of the key concepts that will allow for meaningful policy comparisons across countries. The second and main part of the course consists of in depth comparative analysis of different models of health care systems designed to draw conclusions for the United States.

MG 5990 Advertisement and Promotion

This course provides an understanding of key concepts in IMC (Integrated Marketing Communications) and IMC Management through how the major types of marketing communications messages are created and delivered. This will provide a theoretical foundation for strategic brand management and the tools to implement marketing communications. Assignments are designed after "real world" scenarios.

MG 5310 Marketing Management

This course introduces marketing strategy in the context of a variety of businesses. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning. This course focuses on formulating and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. This course will provide a systematic

framework for understanding marketing management and strategy.

MG 5320 Marketing Management in Healthcare and Service Sectors

The course introduces fundamental marketing principles then layers issues specific to service industries, health organizations, and fund raising structures. Students will develop a foundational knowledge of marketing concepts and practices, marketing decision-making techniques, sources of financial support and strategies for their development and apply that knowledge in the healthcare or services industry.

MG 5330 Market Research

This course provides an overview of information needs of the marketing decision-maker. Emphasis is on methods and techniques that may be employed for the collection and analysis of primary data. Major topics include design of research projects, generating primary data, questionnaire design, sampling for survey research, experimental design, controlling data collection, and data analysis.

MG 5410 Organizational Communication, Negotiations & Conflict Resolution

This course will focus on strategies and tactics revolving around successful negotiation and mediation to improve individual and organizational effectiveness. Topics include: preparing for a negotiation, understanding individual preferences, identifying ethical and cross-cultural issues that might arise, and when and what kind of outside resources may be necessary. Students will examine the daily negotiations required in managing employees and working well with colleagues and teams.

MG 5610 Economics for Leadership

To develop students' capacity to analyze the economic environment in which an organization operates, to understand the constraints this environment places on the organization's pursuit of its goals, how these

constraints may change with time, and to apply economic reasoning to internal decision making. The course develops students' capacity to analyze the economic environment in which an organization operates, to understand the constraints this environment places on the organization's pursuit of its goals, how these constraints may change with time, and to apply economic reasoning to internal decision making. Students will examine a variety of issues including: activity based costing, cost estimation, relevant costs and pricing policies.

MG 5620 Managerial Economics

This course uses economists' tools to examine and analyze the health care industry in the United States. Specifically, the course explores the demand for medical care, the supply of health care services, the supply of and demand for health insurance, and issues of rising costs for both suppliers and consumers. In addition, the course examines the extent and impact of competition in various health care-related markets such as those for hospital services, physicians and other health care workers, and long-term care. Focus is also placed on policy issues such as national health insurance and other aspects of the role for government in health care. At the conclusion of this course, students should understand how the healthcare industry is organized, as well as recognize current public and community health issues from an economics perspective. In addition, students should have a clear understanding of the economic issues in healthcare and be equipped to apply economics to relevant problems in their workplace.

MG 6040 Research Methods

2 Credits

This course will provide an overview of graduate level research for the capstone project in both the Master of Science in Management and the Master of Arts in Public Policy. Students will learn about the various methods of research in the discipline,

research design, and proper formatting and writing of formal papers. Specific focus will be placed on topic development, developing a research outline, conducting a literature review, constructing an annotated bibliography, and proper citation styles that make use of the Chicago Manual of Style (for MAPP students) and the APA style (for MSM students). This course will provide all students the tools to do research and, in addition, will prepare them for the final capstone project to be developed in the subsequent Strategic Capstone course. (2cr)

MG 6110 Project Management

This course will define terminology, describe the stages of the project life cycle, and introduce the various techniques available and principles underlying managing new programs and projects. Topics include: the management of human resources and team building, planning and control, scope management, time and cost management, quality and risk management, and technical tools including GANTT and PERT charting.

MG 6210 Managing Global Operations

This course addresses issues and problems related to managing global operations and current practices. Topics include international operations comparisons, international operations improvement and competitive leverage, issues critical to global operations, international cross- functional coordination, coordinating international material flow, coordinating international process and product design, and leading global initiatives.

MG 6310 Financial Management

The goal of this course is to introduce financial decision-making and management techniques in a firm, including its relationship to financial markets and institutions. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk.

MG 6320 Principals of Finance and Insurance

This course incorporates managerial finance and concepts of insurance. Topics include the nature of risks, types of insurance carriers and markets, insurance contracts and policies, property and casualty coverage's, life and health insurance, and government regulations. The functions of underwriting, setting premiums, risk analysis, loss prevention, and financial administration of carriers are emphasized.

MG 6410 Professional and Organizational Ethics: A Global Perspective

This course explores and analyzes the interrelationships of professions and the moral and social implication of the organization and its decisions. Topics include: theories of morality, moral development and decision-making, personal morality versus employer loyalty and cultural issues and the impact on business decisions. Individual and collective choice and its application to competitive markets and contemporary moral issues will be explored.

MG 6500 Grant Writing and Contract Management

This course examines the use of contracts and grants in providing services in not for profit organizations. The course explores the theoretical background of government and private contracts and grants; the management of third-party services from the perspectives of government agencies, private sector contractors, and nonprofit organizations; and the skills needed to write effective grant and contract proposals.

MG 6610 Strategic Planning and Policy

This course will examine the process of strategic planning. Organizations are undergoing a series of revolutionary changes, including vertical integration, horizontal consolidation, strategic alliances and joint ventures, entrepreneurial startups, and specialized niche networks. This course will critically examine changes and discuss the various strategic decisions and managerial

skills needed to confront them in a variety of firms in organizations. The primary focus of the course is on the strategy of the business unit, which is the foundational level for competitive analysis, and an analysis of the issues central to the firm's short-term and long-term competitive success. Using a combination of case studies and industry field research, students will assume the roles of key decision-makers and/or advisors in analyzing these issues and offering recommendations for strategic change.

MG 6620 Dynamics of Non-Profit Governance

This course examines the new trends and standards in the area of nonprofit governance. It is designed to explore policy issues associated with governance issues, as well as provide practical to those in nonprofit management. The structure of non-profits in relation to board composition and arrangement are examined. Topics include interactivity with the executive director and staff, board development, board management, committee operation and responsibility.

MG 6630 Strategic Fundraising

This course presents the techniques and strategies behind successful non-profit fundraising in the areas of planning, budgeting, control and other activities in the context of the non-profit institution. Fundraising is more of an art rather than a science because fundraising is about people, personalities, and personal relationships. Topics include: identification and evaluation of potential donors, development of strategies, differentiating your organization, and developing a comprehensive plan.

MG 6725 Facilities Management

This course familiarizes the student with the business of Facilities Management as it pertains to senior managers. It introduces the concepts of operations and maintenance technology, management of people and the administration of real estate and construction projects. Facility Management is an exciting and ever-changing field. This course also

emphasizes that successful facility managers possess high leadership and organizational qualities.

MG 6820 Quality Analysis for Technology

The course focuses on the tools required to create a total quality work environment. Emphasis is on improving leadership abilities, employee involvement/teamwork, and initiating performance management techniques to measure progression. Troubleshooting techniques are discussed to assist when a team is at an impasse. In addition, quantifiable processes are introduced to measure performance viability of different processes through statistical quality controls including: ISO 9000, 9001, 9002 from a managerial perspective.

MG 6830 Strategic Human Resource Management

This course is based on a proactive approach to the management of people and resources. Using their workplace as the starting point, students will walk through a strategic, competency-based facilitation model of human resource management and will deal with practical aspects of managing people in the workplace in activities ranging from the assessment of the global environment to the identification of staffing needs and competencies that impact human resource decisions. This course covers the basics in the functional areas of HR: job analysis, staffing, job design, training, performance appraisal, compensation, succession planning, work-life balance and termination. Emphasizes the strategic rather than the administrative role of HR and, therefore, its thrust will be HR as a business partner to gain and sustain a competitive advantage. Students will examine the role of socio-technical systems and its interaction with human resources and all stakeholders (human element) in relation to moving the organization forward.

MG 6880 Supply Chain Management

This course examines the concept of logistics management from the perspective of competitive strategy, costs and performance,

and benchmarking. The course will also discuss recent innovations in supply chain management, such as “just-in-time” and “quick response” methodologies. Strategic, tactical and operation decisions in supply chains will be examined as well as Internet-enabled supply chains including: customer relationship management ERP and supply chain automation and integration.

MG 6920 Legal Issues in Healthcare

The purpose of this course is to examine the background, foundation, and ethical aspects of the United States’ legal system and the role of the legal and political environment as it affects the health care industry. Topics include: liability, negligence, taxation, antitrust, compliance, and emergency care. This course will examine contemporary issues affecting the industry and local facilities.

MG 6950 Contract Management

This course introduces the student to the contract management process from both buyer and seller perspectives, from pre-RFP planning, proposal development, and negotiation through contract administration and closeout. Using the work breakdown structure as a framework for planning, the course explains all typical major tasks, responsibilities, and customer interfaces.

MG 6975 Strategic Capstone

2 credits

The Capstone project provides an integrative experience through the student’s efforts in developing an actual program or public policy. The students assume all components of completing the policy paper, from selecting the topic, preparing a research design and writing of the policy solutions. This capstone experience requires students to integrate principles, theories, and methods learned in courses required through their program. Students creatively analyze, synthesize, and evaluate learned knowledge in the project having a professional focus and communicate the results of the project effectively at a professional level. *Note: For MBA program MG*

6040 and MG 6975 are combined into one 4-credit class.

SM 5540 Marketing and Communications in Sport

Community, college and professional sports programs exist in a dynamic and market based environment. This course is designed to examine marketing and communication theory as it relates to sport. The use of cases will be emphasized and students are expected to develop and present marketing and communication plans in the context of the situations.

SM 5750 Management Practice in Sports and Recreation

This course examines effective management practices of sport and recreation including facility and event management, organizational structure and governance, hiring practices, policy development, diversity, and financial principles. The main focus of these topics will be with regard to the profession of intercollegiate coaching and the practical application of the topics covered.

SM 6390 Current Issues in Sports and Recreation Management

This course is designed to present current issues in sport with intent to facilitate discussion and thinking about how organizations and leaders might respond to these issues. Course content will be presented with the intent of stimulating discussion. Critical thinking with regard to controversial subjects will be encouraged. Topics may include gender equity, Substance Use, racial equity, and sporting behavior of players and fans.

SM 6710 Legal and Ethical Issues in Sport

This course explores relevant legal issues as they relate to amateur and professional sport, including tort law, contracts and statutory law. Additionally, as leaders in sport are asked to make ethical decisions, this course will examine ethical decision making and the influence of relevant stakeholders on the decision process.



concepts and tools in a healthcare environment.

5990 Special Topics: Quality and Lean for Healthcare

This course focuses on the tools and philosophies applied to create a total quality work environment. Emphasis is on improving leadership capabilities, employee / team performance. The term “Lean manufacturing” is used to describe a business philosophy whose ultimate aim is to meet the needs of the customer by efficiently providing a defect-free product in a timely fashion through the elimination of waste. Waste is broadly defined and considered to be any activity, delay, or resource consumed that does not directly add value toward meeting the needs of a customer. Students will have opportunities to analyze and apply lean

Master of Science in Clinical Mental Health Counseling *and* Master of Science in Human Services

Program Overview

The 60-credit MS degree in Clinical Mental Health Counseling is a licensure-tract degree and must comply with the curriculum requirements mandated by the State of New Hampshire. Completion of the degree requires two years of continuous study and the completion of a 700 hour internship. Minimally, 300 of those 700 hours must be direct, clinical client activity. There will be a faculty assessment, with final approval from the Program Director, within the first year of the program regarding student readiness for placement in clinical internship. The degree qualifies an NEC graduate to apply for candidacy as a Licensed Clinical Mental Health Counselor (LCMHC) or an equivalent mental health provider in most other states. Students from neighboring states are responsible for supplementing or adapting the curriculum to meet the requirements in those states where they intend to practice. Students are required to become a member of the American Mental Health Counselor Association, or the NH branch, within the first term. Students will also be required to purchase student liability insurance prior to beginning internship placement. Students will be required to successfully complete a capstone project, as a component of the Research Methods course, to demonstrate attainment of competency in core professional skills. Courses are intended to be sequential, and students need permission from the Program Director to alter their course of completion, and design an approved educational plan.

Although the 36-credit M.S. in Human Services is not designed to meet licensure requirements for counseling professions, graduates of this program are prepared for leadership positions in social services, education, behavioral health management, counseling-related fields and health care. This

program is designed for learners within the counseling, psychology, or related human services fields who wish to pursue careers in private or public human services or counseling settings. Core courses provide knowledge in the discipline, while electives provide an examination of contemporary issues that allow the student to focus on human services populations and/or areas of interest in supportive counseling and leadership/management. Students will be required to successfully complete a capstone project, to demonstrate attainment of competency of core professional skills, as a requirement of graduation.

Learning Outcomes in MS in Clinical Mental Health Counseling

- As a result of participating in this program, students will:
- Demonstrate an ability to be self-reflective and engaging in personal awareness and growth regarding their intra- and interpersonal processes;
- Understand and incorporate an identity as a professional counselor;
- Demonstrate the ability to develop helping relationships with diverse populations and demonstrate sensitivity and competency in skills in cultural diversity;
- Understand and demonstrate developmentally appropriate individual counseling, group counseling, and systemic interventions;
- Demonstrate the ability to understand concepts and skills relating to career interventions;
- Evidence skills in effective written and oral communication, including those most utilized in the mental health counseling field;
- Demonstrate technological competence to meet the needs of course work and employment in the field of counseling;

- Understand and apply ethical reasoning and decision making to dilemmas faced by professional counselors, and demonstrate understanding of common legal issues within the field;
- Show leadership and advocacy skills in supporting both individual and systemic change;
- Understand and demonstrate appropriate assessment techniques, considering presenting problem, developmental, cognitive and cultural perspectives;
- Identify contemporary issues in the human services field and their impact on clients, consumers, organizations, and human service providers;
- Research and evaluate the effectiveness of counseling and systemic interventions and service programs;
- Demonstrate an understanding of research methods for clinicians including completing an active research project as a capstone;
- Demonstrate acquired fund of knowledge and clinical skills through a successful internship placement of at a minimum of 700 hours, with at least 300 of those hours requiring direct, clinical client activity.

Learning Outcomes for MS in Human Services

As a result of participating in this program, students will:

- Understand core concepts of human development, Abnormal Psychology/Psychopathology, and emotional and behavioral functioning;
- Identify contemporary issues in the human services field and their impact on clients, consumers, organizations, and human service providers;
- Attain the necessary skills to communicate in an effective and professional manner;
- Understand historical and contemporary ethical concepts and theories within the field of human services;
- Understand and explore the influence of personal history and values on the role as a

human

service provider;

- Demonstrate problem-solving, critical and analytic skills utilized within human services and apply organizational and leadership skills through the completion and presentation of a final project.

Requirements for Master of Science in Clinical Mental Health Counseling

All courses are 3 credits unless noted.

Cohort Schedule (Class of 2016)

Fall 2014 Term September 2 – December 21

PS 5000 Orientation *0 credits*

PS 5510 Clinical Counseling Theories* *3 credits*

PS 5210 Abnormal

Psychology/Psychopathology* *3 credits*

PS 6190 Social & Cultural Foundations* (Two weekends) *3 credits*

Spring 2015 Term January 19 – May 17

PS5140 Human Growth & Development* *3 credits*

PS5520 Clinical Counseling Techniques *3 credits*

PS6910 Crisis Intervention* (Two weekends) *3 credits*

Summer 2015 Term May 18 – August 30

PS 6350 Career Development*(Two weekends) *3 credits*

PS 7010 Family Systems Therapy *3 credits*

PS 5530 Group Therapy *3 credits*

Fall 2015 Term Dates TBD

PS 6960 Internship I *5 credits*

PS 6170 Substance Use & Addiction*(Two weekends) *3 credits*

PS 5910 Professional Orientation & Ethics of Mental Health Counseling * *3 credits*

Spring 2016 Term Dates TBD

PS 6970 Internship II *5 credits*

PS 6120 Capstone Proposal Development *1 credit*

PS 5920 Testing & Assessment*(Two weekends) 3 credits

Summer 2016 Term Dates TBD

PS 6980 Internship III 5 credits

PS 6180 Program Planning & Evaluation* (Two weekends) 3 credits

PS 6220 Research Methods OR /PS6940 Human Services Capstone* 3 credits (HS students only)

Students must also take 2 additional elective weekend seminars* 2 credits

*Denotes courses for MS in Human Services

Total Credits: 60 MSMHC/36 MSHS

For more information:

graduateadmission@nec.edu or 603.428.2252

Course sequence, dates & location are subject to change.

Degree Requirements for MSHS (36 credits)

PS 5510 - Clinical Counseling Theories

PS 5140 - Human Growth and Development

PS 5210 - Abnormal

Psychology/Psychopathology

PS 5910 - Legal and Ethical Aspects of Human Service Management

PS 5920 - Testing and Assessment

PS 6180 - Program Planning & Evaluation (2 weekends)

PS 6190 - Social & Cultural Foundations

(elective weekend seminar)

PS 6350 - Career Development

PS 6170 - Substance Use and Addiction in the Counseling Field

PS 6910 - Crisis Intervention (2 weekends)

PS 7010 - Family Systems Therapy

PS 6940 - Capstone Course (4cr)

Course Descriptions for MSMHC and MSHS

PS 5000 Orientation Seminar

This seminar is designed to orient new students to the field of mental health and human services and the requirements and expectations of licensed mental health practitioners in New Hampshire and New

England. Students will also spend time designing their course of study at New England College with the guidance of the Program Director. (0cr) Students will gain a working understanding of the history of the Mental Health Counseling field and understand the professional specificities re: competencies, scope of service and become familiar with professional guilds, certification and licensure processes.

PS 5140 Human Growth and Development

Building on a conceptual foundation of Piaget and Erickson, this course focuses on the application of contemporary thinking in the field. It considers human development from adolescence through late adulthood. Topics to be covered include heredity, environmental factors, and cognitive, emotional, physical, and psychosocial aspects of the developmental process. Current research will be examined and its applicability to treatment will be discussed.

PS 5210 Abnormal

Psychology/Psychopathology

Based on the DSM-IV and the emerging DSM5, this course is designed to provide an in-depth examination of the etiology, diagnosis, and treatment methods associated with psychopathology. Students will gain an understanding of the social implications of psychiatric diagnosis, recovery, and stigma commonly associated with mental illness. The clinical application of these principles will be explored through case studies, role-play, and class discussions.

PS 5510 Clinical Counseling Theories

Theoretical and practical foundations of the psychotherapeutic process are presented in this course. Approaches to counseling will be explored with the primary focus on the brief treatment model emphasizing evidence-based and outcome-based interventions. Students will learn to establish and maintain the therapeutic frame, rapport, assess needs, and develop treatment plans utilizing various theoretical frameworks through role play, case presentations and discussion. The major

historical theories will be reviewed, with attention being brought to those theories most relevant in the contemporary field.

PS 5520 Clinical Counseling Techniques

This course is a continuation of Clinical Counseling Theories. Student will develop the skills to effectively assess, design, implement, and evaluate counseling strategies that help the client enhance functioning in targeted areas. Emphases will be placed on the interpersonal dynamics inherent in the process, ethical issues, and technique, through role play, demonstration, case presentations and discussion.

PS 5530 Group Therapy

Students will develop a thorough understanding of the theory and method of group therapy. The student will learn to think and intervene systemically in order to facilitate effective positive change in the individual through group dynamics. The ethical and professional issues inherent in this modality will be discussed. This course will include an experiential component as a vehicle for students to understand and demonstrate group dynamics within the classroom.

PS 5910 Professional Orientation & Ethics of Mental Health Counseling

This course will help students explore the relationship between the law, and the framework of ethics, and human service and mental health organizations. Legal duties and the rights of clients and providers will be discussed. The course will also provide a forum for the exploration and analysis of ethical questions and value dilemmas encountered by managers and clinicians in mental health and human services.

PS 5920 Testing and Assessment

Designed as a practical introduction to psychological testing and assessment, this course covers the basics in psychological assessment including statistical concepts used in testing, as well as test development, administration, scoring, and interpretation.

Topics include intelligence, achievement, neuropsychological assessment, objective and projective personality testing, and testing of ability, aptitude, and attitudes. The course is designed to enable students to become competent and critical readers of testing data and research, to improve their knowledge of referral options, and to integrate testing data in treatment planning and therapy.

PS 6170 Substance Use and Addiction in the Counseling Field

This course is designed to provide mental health counselor and human services students with an overview of substances abuse and dependency. This course examines the various etiological factors that contribute to Substance Use and dependence, including neurobiological, genetic, psychological, socio-cultural, environmental, spiritual, and contextual factors. Emphasis will be placed on a bio psychosocial model, highlighting the inter-relationship between such factors. Special emphasis will be placed on comorbid disorders, differential diagnostic issues, and the various methods used to evaluate substance use problems. Historical & contemporary treatment modalities will be reviewed, including detoxification, self-help philosophies, assessment techniques, individual, group and family modalities, dynamics of motivation, and relapse prevention. An introduction to Motivational Interviewing will be included. Barriers to effective treatment will also be discussed. This course examines the various aspects of professional practice, including case management functions, record keeping, report writing, consent to treatment, confidentiality and disclosure.

PS 6180 Program Planning and Evaluation

It is essential for practitioners to determine whether the mental health and human services they are providing really help the people they are intended to serve. Students will develop skills in the areas of program evaluation, needs assessment and outcome measurement. They will learn the most effective tools and tasks associated with

examining, appraising, analyzing and demonstrating program performance.

PS 6190 Social & Cultural Foundations in Mental Health

This course is designed to promote development of a theoretical and practical framework for effective delivery of mental health and human services within the context of multiculturalism. In addition to exploring the effects cultural diversity has on helping relationships, this course will examine the relationship that ethnicity, gender, sexual orientation, religion, minority status, aging, and disability in understanding multicultural factors. Students will identify practice-based strategies that address cultural challenges to service delivery including the impact of individual prejudices and discrimination. Developing recognition of one's own cultural development and the impact that has upon practice will be emphasized.

PS 6350 Career & Lifestyle Development

Theories and stages of Career & Lifestyle Development will serve as the foundation for an exploration of life planning and career development. Career planning will be considered as a process of continuous self-assessment, careful selection, skill development, goal setting, and decision-making.

PS 6620 Research Methods

The elements of research design and basic qualitative and quantitative methods will be studied in the context of community mental health practice and programs. Issues related to research problem formulation, project feasibility, ethics, and presentation of data and writing will also be addressed. Students will develop theoretical bases and techniques for conducting their own research. Mental Health Counseling students will demonstrate proficiency by completing and presenting a Capstone project as a component of this course.

PS 6910 Crisis Intervention

Focusing on the growing need for skills in

crisis management, this course will help students build competency in the handling of emergency or crisis situations in the field of mental health and human service. Students will learn skills in crisis intervention, as well as legal and ethical issues specific to the area of emergency service. Traditional techniques as well as Psychological First Aid will be covered, with discussion regarding crisis intervention occurring in trauma related situations.

PS 6960, PS 6970 & PS 6980 Internship Seminar I, II & III

This course is intended to facilitate students' development during the completion of their Master's level 700 hour clinical internship requirement (300 face-to-face direct clinical client contact hours are required for completion). It is designed to support the direct internship clinical experience of the internship placement. This will occur via feedback & discussion with peers and faculty in a small group format on a regular basis, as well as through the texts and supplemental articles provided by the instructor and class. Students will demonstrate their internship experience and skills by discussion, audio & videotaping, journaling, periodic written assignments and the completion of a final project. By the end of this seminar, students will be able to state that they have experienced an increase in their theoretical framework and will demonstrate an understanding and utilization of concepts concerning assessment, treatment planning, counseling, and professional and ethical issues. Students will gain an awareness of the use of self in counseling and the implications of this, and will be able to identify the next steps for themselves along the road of continued professional growth. (5cr)

PS 7010 Family Systems Therapy

This course will introduce students to Family Systems Theory from both a theoretical and practical framework. Family Systems psychotherapy focuses on the family, rather than a single individual, as the source of presenting issues family therapists challenge



communication styles, disrupt ineffective family dynamics, identify and develop strengths, and challenge defense conceptions in order to harmonize relationships among all members and within each member. The course is designed so that students will have experience with the clinical application of family systems therapy, through discussion and role play.

Doctorate of Education (Ed.D.)

Program Overview

The Doctorate of Education program prepares educators to take leadership roles in improving educational systems and advancing student learning and success. The low residency, three-year, cohort-based structure of the program is ideal for working professionals, and the focus on applied research allows participants to have an immediate impact on the quality of education in their work environments. The K-12 Leadership and Higher Education Administration concentrations allow participants to develop expertise in specific settings and issues. The program will also engage students, faculty, and other members of the education community in integrated inquiry into issues that span our educational systems. This unique combination of deep understanding, expanded vision, and diverse professional networks positions participants for innovative, entrepreneurial leadership in a complex and changing world.

Learning Outcomes

Upon completion of the program, students will be able to:

- Articulate a personal philosophy of professional practice and a vision for educational organizations which is responsive to societal challenges of complexity, diversity, and social justice
 - Identify and address critical and contemporary issues in educational policy and practice
 - Demonstrate knowledge of administrative, leadership, and management practices and structures found in diverse institutions of education
 - Assess teaching and learning and create strategies to improve professional practice and student learning
 - Use data to inform evidence-based decision-making regarding educational issues, enhance professional practice, and promote organizational change and reform
- Demonstrate skills to work effectively with others, be advocates for members of the learning community, and lead organizational change and reform
 - Demonstrate information and research literacy incorporating of a broad range of education resources and scholarship
 - Design and conduct independent and collaborative research
 - Demonstrate effective and inclusive written and oral communication skills

Students will meet during two weekends in each seven-week course, at the end of the first and sixth weeks of each course. Each summer the cohort will meet in August to engage in course work, dissertation development, and comprehensive project development. Participants will display proficiency in meeting the program outcomes through the development of a capstone project, the development of a dissertation proposal, and the completion of the dissertation.

Requirements for Doctorate of Education: K-12 Leadership Concentration

- ED/HEA 8010 - Seminar in Educational Research I
- ED 8020 - Seminar in Critical Issues in the Future of Education
- ED 8030 - Seminar in Futuristic Organizational Theory
- ED/HEA 8040 - Seminar in Educational Research II
- ED 8050 - Seminar in the in Creation and Implementation of Best Educational Practices
- ED/HEA 8060 - Dissertation Seminar I
- ED 8080 - Seminar in Visionary Educational Leadership
- ED 8090 - Seminar in Recreating Educational Policy
- ED 8070 - Seminar in Reforming Educational Practices
- ED 8100 - Seminar in Brain Research and Learning
- ED/HEA 8110 - Dissertation Seminar II

ED/HEA 8120 - Promoting Access, Retention and Achievement

ED 8130 - Seminar in Curriculum Development for the Information Age

ED 8150 - Comprehensive Project

ED 8140 - Dissertation Completion, Presentation and Action Plan

**Requirements for Doctor of Education:
Higher Education Administration
Concentration**

ED/HEA 8010 - Seminar in Educational Research I

HEA 8020 - Contemporary Issues in Higher Education

HEA 8030 - Organizational Leadership and Change

ED/HEA 8040 - Seminar in Educational Research II

HEA 8050 - Advanced Student Development

ED/HEA 8060 - Dissertation Seminar I

HEA 8080 - Strategic Management in Higher Education

HEA 8090 - Public Policy in Higher Education

HEA 8070 - Budgeting and Finance

HEA 8100 - Teaching and Learning in Higher Education -Innovative Pedagogies

ED/HEA 8110 - Dissertation Seminar II

ED/HEA 8120 - Promoting Access, Retention and Achievement

HEA 8130 - Preventative Law

HEA 8150 - Comprehensive Project

HEA 8140 - Dissertation Completion and Presentation

Courses for the Doctor of Education

ED/HEA 8010 Seminar in Educational Research I

4 Credits

The Educational Research Seminars combine the exploration of the research process with the development of specific qualitative and quantitative research skills. Students will develop fundamental in the use of the statistics, methods, and organizational strategies and data collection tools associated with educational research. The first seminar will also concentrate on developing competency in qualitative research methods. Students will be able to compare and contrast

qualitative methodologies, implement data collection methods, and analyze qualitative data. In addition, students will develop the capacity to analyze a variety of types of literature critically. Students will continue to develop their research questions in order to apply their learning to their final research dissertation. Both K-12 and higher education students take this course together.

ED 8020 Seminar in Critical Issues in the Future of Education

4 Credits

In this seminar students will develop the skills and knowledge to answer the following essential questions: What critical issues will our students and educational leaders encounter and how can we prepare them to successfully face those issues? How will educational and other organizations have to change to meet the challenges of our changing world? Students will identify, analyze, and problem solve vital issues in education today to the critical issues we foresee in the future of education. This seminar will focus on critical issues in relation to educational organization, pedagogy, curriculum, policies, philosophies, mission, economics, and public policy. Students will begin to develop their critical issues to connect to their dissertations.

HEA 8020 Contemporary Issues in Higher Education

4 Credits

The administration of higher education is fraught with complex debates on topics of concern to internal and external constituencies, and those who work in higher education are required to communicate professional and scholarly positions, institutional commitments, and strategic decisions to a variety of audiences. Students will explore the foundations of higher education through critical analysis of contemporary issues in the field. Students identify contemporary issues and assess potential implications of policy recommendations and administrative

decisions in areas such as affordability, access, student needs, and student success.

ED 8030 Seminar in Futuristic Organizational Theory

4 Credits

In this seminar students will build on their foundational ideas surrounding the critical issues in education and begin build the future face of education. In this seminar students will develop the skills and knowledge to answer the essential questions: How will educational and other organizations have to change to meet the challenges of our changing world? What do educators and other leaders say about the future of education in our nation and the world? If we do not know the future, how do we create a vision for it? Students will begin to define the concepts, knowledge and skills necessary for the future success of educational organizations of the future.

HEA 8030 Organizational Leadership and Change

4 Credits

In times of scarce resources and great competition, colleges and universities face growing demands for greater accountability, entrepreneurial leadership, and pedagogical innovation. In this course students will examine organizational change in higher education, with emphases on organizational cultures, constituent perspectives, governance structures, and professional ethics. Students will critique current theories of change and will identify and critique strategies for addressing organizational leadership and change.

ED/HEA 8040 Seminar in Educational Research II

4 Credits

Students in this seminar will continue in their process to develop their research skills and designs, with an emphasis on quantitative methods. Students will explore and critique various quantitative methodologies and will develop skills to collect and analyze quantitative data. Participants will also

continue their review of the literature in relation to their dissertation topic. Students will formalize their research questions and connect their dissertation questions to specific research designs and techniques as well as articulate designs and corresponding data collection tools and analytical processes for their dissertations. Both K-12 and higher education students take this course together.

ED 8050 Seminar in the Creation and Implementation of Best Educational Practices

4 Credits

In this seminar students will identify, develop, implement, and critique best pedagogical and assessment practices for future educators and students. In this seminar students will address the following essential questions: What will be the best pedagogical practices in the next twenty years? How do educational leaders incorporate research about the human brain into educational policy and daily practice? Students will develop a futuristic educational philosophy to use as the basis for their pedagogical and assessment endeavors in their work as future educational leaders. 4 credits

HEA 8050 Advanced Student Development

4 Credits

The development of competencies needed to address and assist diverse populations of students is the focus of the course. In this seminar students will identify, critique, and evaluate student development theories, including those related to identity development, moral and cognitive development, and learning and engagement. Students will apply theoretical knowledge to the development of programs and services that facilitate student development and achievement.

ED/HEA 8060 Dissertation Seminar I

4 Credits

The dissertation presents an opportunity for students to develop in-depth expertise in a topic of professional interest and selected

research methods. In the dissertation seminars students build on their coursework in educational inquiry and research methods and they structure the dissertation research and writing process. Students will then finalize their research questions, research design, data collection tools, letters of consent and formal proposal. Upon acceptance of the proposal by their committees students will complete their IRB requests for approval. Both K-12 and higher education students take this course together.

ED 8070 Seminar in Reforming Educational Practices

4 Credits

in this seminar, students will review educational reform from two perspectives: 1. What are the elements of successful education reform processes? 2. What will future successful schools, educators and students need to know and be able to do to become successful throughout the 21st Century and beyond? Students will examine and apply their learning to their philosophies of educational leadership and their dissertation work.

4 credits

HEA 8070 Budgeting and Finance

4 Credits

This course provides an overview of strategic financial resource management in public and private institutions of higher education. Students will articulate various budgeting approaches, interpret financial statements, develop diversified sources of revenue including auxiliary enterprises and fundraising; analyze costs; and implement budget and control procedures. Simulation exercises will be used to illustrate principles and develop budgeting skills.

ED 8080 Seminar in Visionary Educational Leadership

4 Credits

In this seminar students will investigate existing leadership theories and theories about future leadership. Students will develop their own philosophy and theory of

futuristic educational leadership. Students will create an educational philosophy based on sound theory of how to create transformational educational institutions. Students will also explore organization of decision-making systems used by institutions and develop their ideas in relation to communication and decision-making patterns for their organizations.

HEA 8080 Strategic Management in Higher Education

4 Credits

Demographic, social, legal, financial, and geographic factors all affect the educational capacity of higher education institutions. In this course students will explore the strategic use of institutional resources and planning to enhance college and university students. Students will increase their knowledge of topics will include enrollment management, external affairs, campus planning, and institutional research. Students will develop the skills to use assessment and other data to plan and facilitate change will also be addressed.

ED 8090 Seminar in Recreating Educational Policy

4 Credits

This seminar works from the premise that education policy development should be based in large part from the work done in the field by professional educators. Education leadership must be developed throughout the system and professionals have a responsibility to conduct and consume research in order to develop schools and colleges that will move students into the future. Students will articulate the role and processes of policy development and implementation.

HEA 8090 Public Policy in Higher Education

4 Credits

This seminar examines the roles of the states, the federal government, coordinating and governing boards, media, scholars, and other interested parties in shaping the public-policy

context of higher education. Students develop the skill in knowledge regarding how to manage and address selected public policy issues and the dynamic political processes that affect higher education. 4 credits

ED 8100 Seminar in Brain Research and Learning
4 Credits

Participants in this seminar will describe the latest research on the brain and articulate what the research means for motivation and learning. Students will develop applications for the use of brain research in the organization, culture and instructional practices in schools at the k-12 and higher education levels. During this seminar participants will also formulate strategies for raising the levels of pedagogical and student thinking, learning and academic achievement.

HEA 8100 Teaching and Learning in Higher Education—Innovative Pedagogies
4 Credits

This course will examine the philosophical, historical, sociological, and organizational issues that shape academic programs, curriculum development, and co-curricular initiatives in American higher education. The course will explore recurring tensions that drive curriculum reform and innovative pedagogies that support student learning.

ED/HEA 8110 Dissertation Seminar II
4 Credits

In this seminar, students will focus on the organization and analysis of data and the writing of the dissertation. Students are expected to have completed their data collection by the beginning of year 3 of the program. In this seminar students will analyze their data and draft their findings and discussion chapters of their dissertation.

ED/HEA 8120 Promoting Access, Retention and Achievement
4 Credits

Building on previous coursework in educational policy, student learning and development, and organizational leadership,

this course investigates the challenges of access, persistence, and completion from K-12 through postsecondary settings. Students from the K-12 and higher education administration concentrations will analyze collaboratively issues such as preparation and articulation. Effective strategies for the promotion of access and retention will be explored. Both K-12 and higher education students take this course together.

ED 8130 Seminar in Curriculum Development for the Information Age
4 Credits

In this seminar, students will develop concepts for the future curriculum processes for educational institutions. Since the world is an ever changing environment students will work to develop curriculum processes that will assist educators in maintaining a forward looking approach to teaching and learning and the recreation of important curriculum models. Students will answer these: How is technology going to help us change the face of education? What kind of curriculum and curriculum development process will be necessary to help our students be successful in the future of their world?

HEA 8130 Preventative Law
4 Credits

Legal issues influence educational and administrative practices on college campuses in direct and indirect ways. Students will articulate the broad scope of higher education law, the contemporary legal environment and general legal principles relevant to higher education, and the role of law and risk management on campus. Through discussion of a diverse range of case law, scholarly literature, and administrative problems and practices with legal implications, students will identify and analyze emerging legal issues and best practices and will develop their problem-solving, risk management, and supervision skills related to legal issues in higher education.

ED/HEA 8140 Dissertation Completion, Presentation and Action Plan**4 Credits**

(Prerequisite – successful completion of Seminars in Dissertation ED/HEA 8060 and 8110 and ED/HEA 8150 Comprehensive Project) In this seminar students will finalize their dissertation and the final dissertation presentation for their committee and their peers. Both K-12 and higher education students take this course together.

ED/HEA 8150 Comprehensive Project**4 Credits**

The comprehensive project challenges students to synthesize their learning in the doctoral program and their professional experiences. Students will work with their advisors to develop a project plan which integrates at least three areas of learning in the program and will produce a professional product (e.g., scholarly article, business or program plan, policy analysis, curriculum) which demonstrates integrative learning and advanced skill. In this seminar students will finalize their comprehensive project products. Upon acceptance of their comprehensive project proposal, students will prepare their final projects both in a written and presentation formats. Both K-12 and higher education students take this course together.

Ongoing Independent Study

This 1-credit independent research course provides the opportunity for the doctoral student to continue working on her/his dissertation with the assigned chair and allows the student access to all NEC resources. The student will take the 1-credit each term after the 60 credits of the program are completed until the dissertation is approved by the committee and accepted by the program director.

ONLINE CONTINUING EDUCATION PROGRAMS

About Online Continuing Education at New England College

At NEC we acknowledge and are mindful of the real-life obligations and special circumstances that adult learners face while still maintaining high standards and expectations. We strive to provide continuing education opportunities, with special emphasis on online environments, for students who decide that the flexibility of online learning best serves their academic and professional goals.

We strongly believe that the online environment can provide many opportunities for solid and meaningful interactions among students and faculty. To

achieve this goal, our faculty provide frequent one-on-one interactions with each student each week. These interactions are substantial and consist of regular and frequent assignments that include ongoing feedback in order to let students know early in a course if they are doing well or need to improve. Our faculty and staff provide proactive outreach to the students. The continuing education programs at NEC are based on the principle that removing obstacles to professional and personal advancement are key components in creating an environment where students thrive.

Online Continuing Education Programs: Associate's Degrees

Associate of Arts:	Business
	Criminal Justice
	Liberal Studies
	Psychology
	Sociology
Associate of Science:	Accounting
	Healthcare Administration

Online Continuing Education Programs: Bachelor's Degrees

Bachelor of Arts	Concentrations (where applicable)
Business Administration	<i>Students can opt, but are not required, to take any of these concentrations:</i> Accounting Computer Information Systems Management Marketing
Criminal Justice	
Humanities	
Psychology	Clinical Psychology, Developmental Psychology, Forensic Psychology
Sociology	
Bachelor of Science	
Accounting	
Healthcare Administration	
Human Services	

Students in the Online Bachelor's programs can also obtain a minor in any of the disciplines listed above.

Application Guidelines for Online Continuing Education Programs

Applicants must demonstrate readiness to succeed in a challenging academic curriculum. For students without previous college credit from a regionally accredited institution, the high school transcript from a regionally accredited, nationally accredited, or state-approved High School is the most important element of the application. While no minimum grade point average, class rank or standardized test score is specified, one or more of these measures must indicate a readiness for college studies in a chosen academic program.

Any student with a regionally accredited, nationally accredited, or state-approved high school diploma or a high school equivalency (GED) may apply. The college will also consider students with a High School certificate of completion. Students must take a minimum of the last 30 of the required credit hours with the college in order to graduate with an associate's or bachelor's degree.

The following requirements also apply to all undergraduate applicants:

- IEP diplomas alone are not sufficient for admission; a GED will be required.
- An official high school transcript with a graduation date from the Commonwealth Caribbean is not equivalent to a United States or state-approved HS diploma. Students must provide an official attested to photocopy of the original CXC certificate indicating the student has passed 5 CSEC (CXC) academic courses to be eligible for admission. Passing grades are I, II, and III. Grades of IV or V are not considered passing.
- For student from the UK using GCE O levels - a photocopy attested to as being an official copy of the original O Level Certificate and passing grades of A, B or C in five academic areas is required. (Passing grades for the following subjects are required: English/Language, Math, Science, Social Science, 5th Academic Subject) Grades

below C are not considered passing by the College.

Only fully admitted students are eligible for federal financial aid. If financial aid is necessary, you must complete the full application process:

Full application process for online continuing education programs

Upon completion of the admissions application, students will electronically sign a Transcript Request form allowing University Alliance to request the following:

- Official high school graduation or General Equivalency Diploma (GED) if applying with less than 6 semester college credits completed (D- or better) at a regionally accredited or state-approved institution.
- Official transcripts of all regionally accredited colleges and universities attended or are attending.

Students must request that official records for advanced testing/external examination credit be sent directly to University Alliance on behalf of New England College:

- Advanced Placement (AP)
- College Level Examination Program (CLEP)
- General Certificate of Education (GCE) A levels
- Caribbean Advanced Proficiency Examinations (CAPE)
- International Baccalaureate
- French Baccalaureate II

Students must request that official records for military credit, international documents and any other transcripts for schools who will not allow third party requests be sent directly to University Alliance on behalf of New England College.

All students with credit hours from other institutions will automatically be evaluated for transfer hours as a part of the formal application process. In order for a class to be eligible for transfer a grade of C- or better must have been achieved at a regionally accredited college or university.

Admission Requirements, International Students

International students that choose to complete the initial application must meet the same standards and proof of eligibility as regular students as well as additional requirements.

In order to start class, that documentation needs to include:

- A copy of proof of English proficiency, if applicable
- A copy of proof of citizenship, if applicable

For full admission into the program, and to continue beyond two (2) consecutive 7-week terms, international students must also provide the following:

Official Transcripts

- High School transcript, including at least one marking period of the senior year. (College preparatory courses are strongly encouraged.) Transcript must contain subjects studied, marks or grades awarded & grading scale with minimum marks.
- Year-by-year records must be sent directly to the College from the issuing institution.
- Documents in a language other than English should be accompanied by certified English translations. Certification must be done by an officer of the educational institution or by a United States official.
- Transcripts from all colleges and universities attended: Domestic transcripts are only required from regionally accredited institutions. Documents in a language other than English should be accompanied by certified English translations. Certification must be done by an officer of the educational institution or by a United States official. Many NEC students have successfully used World Education Services (WES) for a transcript translation.

Proof of Citizenship

Applicants who are not U.S. citizens, but are residing in the U.S., must provide a copy of a U.S. Visa or permanent resident card.

New England College does not assist online students in obtaining a F-1 student VISA. Students under a current and valid F-1 VISA or I-20 from another school are permitted to take courses as Special Student only. Per INS and SEVIS regulations they are not permitted to take more than 1 online course per term. It is the student’s responsibility to maintain their status with the INS and their host institution.

Please note the following Visa types may not take classes in the U.S.:

VISA Type Code	VISA Type Description	Can take classes
B1	Temporary visitor – business	no
B2	Temporary visitor – pleasure	no
C1	Alien in transit	no
F2	Spouse or child of F1 student	no
M2	Spouse or child of M1 student	no

International candidates must prove English language proficiency by **at least one** of the following:

- Student was born in the United States or is a Naturalized Citizen
- Student is a citizen of a country where English is the primary language (see below chart).
- Student graduated from a regionally accredited or state-approved US high school/GED
- Student earned a college degree (associates or better) from a United States college or university. If the coursework was completed at a non-regionally accredited institution, the applicant must provide a copy of that transcript as proof to waive this requirement.
- Successfully completed a total of 20 semester hours at a regionally accredited mainland U.S. college or university including three semester hours of English.

- Test of English Foreign Language (TOEFL)
Minimum score of 79, internet based
Minimum score of 550, paper based
Minimum score of 213, computer based
- International English Language Testing System (IELTS)
Minimum score of 6.0
- Society for Testing English Proficiency (STEP) Japanese students must pass the Eiken Test in Practical English Proficiency at the Grade 1 or Grade Pre-1 level
- Cambridge Examination, CAE-C through CAE-C, SATII: ELPT
Minimum score of 940

Additional Instructions for Veterans

In keeping with the founding mission of the College, NEC, which has been designated a “Military Friendly” school, welcomes students with military service, providing substantial financial assistance and support services. Updated Information on this program is posted on our website www.nec.edu. A copy of your Certificate of Eligibility is required for verification of eligibility for the veterans program.

Veterans are encouraged to contact the Office of Admission to determine eligibility for scholarship assistance. In addition to the steps listed above in the “How to Apply” section, you must arrange for transcripts to be sent through the American Council on Education (ACE), depending on the branch of the military (SMARTS, AARTS, or Community College of the Air Force). ACE transcripts can be requested through ACE at www.acenet.edu; select “Programs & Services,” then “transcript requests.”

Admission Requirements, Special Students

Special students are those students who are not seeking a degree from New England College.

They are required to:

- Complete an online admissions application

- Provide a copy of their transcripts from their current or past undergraduate programs
- For students that may have never attended college, copies of regionally accredited, nationally accredited, or state-approved high school diploma or a high school equivalency (GED) transcript is required (student must have completed HS or its equivalent)
- Naturalized citizens must supply a copy of their passport or naturalization papers. Applicants holding Visa’s and Permanent Resident cards must provide that documentation.
- International students must provide a copy of a document proving English proficiency (See international policy above.)

Financial aid is not available for special students.

Special students may take any course they want without having to prove proof of prerequisites. They may only take one class in their first term. There is no limit to the total number of courses they can take; however, students who exceed 16 or so credits should be encouraged to matriculate. Matriculation locks in their degree requirements and someone spending too long as a special student may end up with courses that are no use in their degree program should there be a curricular change.

Transfer Policies: Online Continuing Education Programs

Transfer credit will be normally awarded only for course work completed at regionally accredited institutions of higher education or the equivalent in other countries. New England College awards credit only; grades and other academic honors from other institutions are not recorded on a student’s academic record, with the exception of courses taken through New Hampshire College and University Council (NHCUC) schools after a student has matriculated at New England College.

The evaluator reviews each course on an individual basis by comparing catalog course

descriptions and reviewing any other appropriate documents. A course equivalent will be assigned to each course granted transfer credit, and the evaluator will indicate if that credit will apply to general education requirements. If the student has indicated a major, the evaluator will indicate if that credit will apply to degree requirements. Transfer credits are awarded on a credit-by-credit basis only. A three credit course taken at another institution will satisfy a four-credit requirement at NEC, but only three credits of transfer will be granted for that course. Students transferring from institutions on the quarter-hour system will be granted 0.67 semester hours per quarter hour. Not all credits granted will necessarily be applicable to degree requirements. If previous course work is deemed to have no applicability to a degree program, or if no comparable course at New England College can be identified, and yet the course work is deemed comparable to college-level work, then unassigned elective credit may be granted.

Entering transfer students will be granted class standing according to the following table:

Credits	Class Standing
0-29	First-year student
30-59	Sophomore
60-89	Junior
90+	Senior

Transfer credit of any type granted by other institutions must be reevaluated by New England College prior to granting New England College credit. Students must have an official transcript sent to New England College from each school attended.

Only those courses in which a student has received a grade of C- or better will be considered for transfer credit, except as stated below:

Any student possessing an Associate of Arts degree from a regionally accredited institution may be granted junior standing (60 credits), provided that the student has earned at least

60 credits at the previous institution. When junior standing is granted, all passing course work will be granted credit, regardless of grade, with the exception that no more than 16 credits of D grades will be accepted. Please note that some majors may have restrictions on the number of D grades within the major. Transfer students with Associate of Arts degrees should understand that some College programs may require more than two years to complete.

If a D grade is received in the first course of a two-course series (such as Accounting I and II) and a C or better grade is received in the second course, credit will be granted for both courses, subject to the 16-credit limit noted above.

Evaluation for transfer credit will be made at the time of a student's admission to New England College. Students who have attended other institutions of higher education must include official transcripts from all previous institutions in their application, regardless of whether or not they wish to be granted credit for that work. Course work in progress at the time of application will be evaluated on a tentative basis and credit awarded pending receipt of an official transcript.

Courses taken at other institutions after a student is enrolled at New England College must be approved in advance through the Registrar's Office.

There is no limit to the number of transfer credits that can be granted; however, a student must earn at least 60 credits at New England College (of which a minimum of 24 must be earned in the senior year), or 30 credits must be earned in the senior year. In addition, a minimum of 12 credits of requirements from within the major must be completed at New England College.

Students who repeat courses at New England College for which they have already received transfer credit will lose that transfer credit.

General Education courses are not required to be equivalent to New England College courses but must satisfy the same guidelines and principles as New England College Liberal Core Curriculum courses.

Students transferring from institutions where course work is graded by non-traditional mechanisms will be asked to request that the institution provide letter equivalents or written evaluations from individual instructors.

Credit will be granted for each score equal to or higher than those recommended by the American Council on Education (ACE) on the College Level Examination Program (CLEP). Placement and course equivalencies are determined by the appropriate discipline.

College Entrance Examination Board advanced placement tests with scores of 3, 4, or 5 will be granted up to eight credits, depending on the exam and the score. Placement and course equivalencies are determined by the appropriate discipline.

No credit will be granted for the following: social activities; pre-collegiate or remedial courses; correspondence courses, unless recognized and offered by the U.S. Armed Forces Institute; continuing education units.

International Equivalency Policies:

British General Certificate of Education (G.C.E.) "A" level laboratory science courses be granted ten credits for a grade of A, B or C and seven credits for a grade of D or E.

Other G.C.E. "A" level courses will be granted nine credits for a grade of A, B or C and six credits for a grade of D or E.

Students holding a French Baccalaureate II will be granted 30 credits and sophomore standing. Students completing a 13th year at a Canadian secondary school will be granted appropriate credit using AACRAO or British Council standards.

International Baccalaureate will be granted up to 30 credits by individual subjects.

Work comparable to British "A" level work will be granted credit accordingly.

College-Level Exam Program (CLEP): New England College awards credits for each score greater than or equal to the American Council on Education minimum recommendation.

Graduation Requirements

To graduate from New England College a student must fulfill the following requirements:

Completion of a minimum of 120 credits with passing grades. Some majors may require more than 120 credits (see the catalog section for your major for specific details).

Achievement of a cumulative grade point average of at least 2.0 and a grade point average in the major (defined as all courses required for the major) of at least 2.0. Individual disciplines may have requirements which are more stringent than the general College requirement (see the catalog section for your major for specific details).

Successful completion of the College's General Education requirements (see the General Education section of this catalog). The student must obtain passing grades in the following general education courses:

Successful completion of the seven LAS general education courses

Writing and Quantitative Reasoning:
WR 1010 - WR 1020 - Writing in the Liberal Arts and Sciences I and II (Grades of C or better) to be taken in the first year of enrollment

A mathematics course at the 1000-level or above

Satisfactory completion of all requirements in the major.

Earn at least 60 credits at New England College (of which a minimum of 24 credits must be earned in the senior year), or earn 30 credits in the senior year (sophomore year for AA

degrees). In addition, a minimum of 12 credits of requirements from within the major must be completed at New England College.

By the end of their junior year, all students must file an Intent to Graduate form, available at the Registrar's Office. The Intent to Graduate form should be forwarded to Student Financial Services by mail, fax (603-428-2404) or email (sfs@nec.edu) along with the \$150 required fee. Payment may be sent by check/money order or by phone with a credit/debit card (603-428-2226).

Fulfillment of the graduation requirements is the student's responsibility. Only the Registrar (or designee) is authorized to issue official summaries of progress. To avoid unpleasant surprises, it is imperative that students check their fulfillment of requirements with the registrar's office at the end of their junior year.

A student who has earned a minimum of 108 credits by the end of the spring semester will be allowed to participate in commencement if they have a GPA, both cumulative and in the major, of 2.00 or higher and have no more than three courses left to complete.

Degrees with Latin Praise

In recognition of outstanding academic achievement, the following Latin praise is awarded at graduation. To be eligible, at least 45 New England College credits graded A, B, or C must appear on the student's academic record:

Summa Cum Laude: Those students having a cumulative grade point average of 3.80 or higher.

Magna Cum Laude: Those students having a cumulative grade point average between 3.65 and 3.79. 59

Cum Laude: Those students having a cumulative grade point average between 3.50 and 3.64.

Students with fewer than 45 credits are eligible for *Cum Laude* as follows:

Credits Completed	GPA
40-45	3.6-3.74
35-39	3.75-3.89
30-34	3.9+

Academic Policies in Continuing Education Programs

Grading System: Letter grades and numerical point values are assigned as listed below:

Letter Grade	Meaning	Quality Points Per Credit
A		4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+	Unsatisfactory	2.3
C		2.0
C-		1.7
D		1.0
D-		0.7
F	Failure	0
I	Incomplete	none
P	Passing (B or higher)	none
NR	Below passing	none
AU	Audit	none
ADW*	Administrative Withdrawal	none
ADI**	Administrative	
	Incomplete	none
W	Withdrawal	none
WD	Withdrew from School	none

* ADW (Administrative Withdrawal): This grade is submitted when a student attended the course infrequently prior to the last date to withdraw, failed to comply with the required procedure for withdrawal, and did not attend at all subsequent to the last date to withdraw. This grade is noted on permanent record, but not calculated in grade point average.

**ADI: Administrative Incomplete. This grade is submitted only in extraordinary circumstances when the instructor of record did not or could not turn in grades. A grade of ADI will be converted to a letter grade by the instructor of record as soon as conditions permit. When extreme circumstances, such as the death of a faculty member, make it impossible for him or her to convert the ADI, the Provost will make the conversion in consultation with the affected students and appropriate faculty.

Calculation of Grade Point Average

To compute a student's cumulative grade point average (GPA), numerical values are assigned to each letter grade as indicated above. Grades of I, P, NR, AU, ADW, ADI, W and WD are not used in grade point calculations. The sum of the grade points earned is divided by the number of GPA hours, resulting in the student's cumulative GPA.

Final Grades

The decision of an instructor to award a grade is presumed to be final. Grades become a part of the student's permanent record. Under ordinary circumstances, no one else within the College has the right to change an instructor's grades.

A Student who believes that he/she has been graded inaccurately or wrongly must immediately bring this to the attention of his/her instructor. Should disagreement with the instructor ensue, the student may appeal the grade to the appropriate Associate Dean. The student must present the appeal in writing. The Associate Dean will review the information, consult with relevant parties, and make a determination. A student's advisor may

serve as an advocate during this process. As a last resort, the student may appeal the decision to the Dean of Graduate and Professional Studies.

NEC Academic Integrity Policy: Continuing Education Programs

The New England College community embraces an Academic Honor Principle. It consists of honesty, trust, and integrity. Honesty is being true to oneself and others, engendering a culture of trust. Trust builds mutual respect, fostering a disposition of responsibility and civility. Integrity denotes inner strength of character: doing what is right and avoiding what is wrong. Students, Faculty, and Staff accept these values as fundamental guides to our actions, decisions, and behavior.

Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following infractions:

Plagiarism: Using other people's ideas, research, opinions, or words and taking credit for it as if it is your own work instead of copied. It is failing to cite quoted and/or paraphrased words or ideas from another person's work other than the common knowledge or original thinking prepared for the course. Submitting an assignment or sections of an assignment that someone else has written – without giving proper credit - is plagiarism. This includes work from other students, a purchased paper, and text from the internet. The following list describes different ways of plagiarizing. Any of these activities is academically dishonest:

1. Direct copy and paste from a source, without citation
2. Including cited sources in your paper, but not including sufficient information or correct formatting.
3. Copying pieces of a source.
4. Copying a source and then changing some of the words.
5. Using pieces of many different sources to put together a new whole.
6. Submitting a paper – or parts of a paper – that you have submitted for another course.

7. Uses more writing from other sources than from the author, even though it is cited.

Misrepresentation: having someone else do coursework, assignments, papers, quizzes and tests.

Facilitation of Academic Dishonesty: Helping someone else cheat. Examples include: supplying questions and/or answers to a quiz or examination, allowing someone to copy your homework, doing homework together without the instructor's permission, seeking input from others during a take-home or open book test.

Cheating: Deliberate deceptive behavior to avoid work and learning. Examples include:

1. Communicating with others during an exam or quiz
2. Copying all or part of homework or another's quiz, exam, or written work
3. Using notes when you are directed not to by the professor, using electronic equipment to look up answers you don't know
4. Making up data for research
5. Stealing quizzes or exams prior to their administration
6. Altering or attempting to alter college records
7. Offering a bribe to college personnel in exchange for special treatment or favors.

Because academic dishonesty violates academic integrity, it cannot be condoned at NEC.

Penalties for Academic Dishonesty

A student who incurs in academic dishonesty will receive a failing grade on the work in which the dishonesty occurred or may, if in the instructor's opinion the work is of major significance in the total course, receive a failing grade in the course. Instances of academic dishonesty must be reported to the Registrar's office. If a second report of cheating or plagiarism occurs, the student will be subject to expulsion.

Procedures for Assigning Penalties

In order to protect the interests of the College community, including those of students and instructors, the following procedure shall be followed in cases of cheating and/or plagiarism. If an instructor is convinced an event of academic dishonesty has occurred, the instructor shall inform the student immediately before taking any other action. The student shall be given the opportunity to discuss the matter with the instructor. As a result of the discussion with the student, the instructor shall either dismiss the matter or, if the instructor remains convinced of academic dishonesty, s/he assign the student a failing grade for the work and/or the course, and report the matter to the Associate Dean where the program resides. Instances of academic dishonesty must be reported to the Registrar's office.

In response to an initial case of academic dishonesty, a student must successfully complete and pass an assigned plagiarism tutorial on academic integrity, or else the student will be put on academic suspension. The student will have 1 week upon enrollment in the tutorial to complete it. Failure to pass the tutorial will result in academic suspension.

Violations and Sanctions in cases of Academic Dishonesty

Students are responsible for being aware of and complying with academic integrity policies, and must conduct themselves accordingly. Sanctions for Academic Dishonesty will depend on the seriousness of the offense and may range from the receipt of:

- An "F" grade on the subject paper, report, etc.
- An "F" in the course in which credit may be earned.
- Academic Dismissal.

If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved.

Notification to the student of a failing grade and the option of appeal concerning the alleged

academic dishonesty and academic dismissal remains with the Associate Dean of the Division where the program resides.

The student's ability to proceed within an academic program while an appeal is in process will be determined by the Associate Dean. The student will be assigned to plagiarism mini-module facilitated by the Director of Instructional Technology. Failure to complete the mini-module results in a failing grade for the course. Students who have not completed the mini-module will not be allowed to sign up for future courses until the module is completed.

Appeals Procedure

The student may appeal the instructor's action through the following procedure: Within 10 class days of receiving notice of the failing grade in the assignment or course, the student must submit a written request for a hearing to the Associate Dean of the Division where the program resides. The request will contain a statement of the basis for appeal as well as any supporting evidence. The instructor will receive a copy of the student's appeal. The Associate Dean will consult with the student and with the faculty member, and will try to reach a decision acceptable to both. If this is not possible, the Associate Division Dean may in turn raise the matter to the Graduate and Professional Studies Council.

Both the student and the faculty member involved may present witnesses and be represented by advocates at the hearing. If the Council finds in the student's favor, it will recommend that the instructor reconsider the failing grade. If the instructor does not accept the recommendation, the case will be forwarded to the Dean of the School of Graduate and Professional Studies for a final decision.

Academic Standing

Faculty must submit grades within 2 business days after the end of the course. NEC will then review the standing of each student at the end of each term. The Graduate and Professional

Studies Council will perform a close review of student academic standing three times a year, in the Fall, Spring, and Summer terms, and decisions regarding probation and suspension will be made at this time. Students will receive formal notification from the college. Student questions about academic standing or the review process should be directed to the Associate Director of Student Services at the Registrar's office.

Academic Success, Tutoring

New England College offers free tutoring to online students through the online service Smarthinking. Students who need assistance starting an assignment, generating ideas for developing a paper, or need specialized assistance in mathematics or business, can use Smarthinking to connect with a trained professional tutor who will be able to answer questions online and provide students with feedback. Smarthinking provides online tutoring in a variety of subjects. Certain areas are covered 24 hours a day, seven days a week.

Add/Drop Period

Adds are not permitted past the registration deadline. Exceptions to the deadline will only be considered in rare circumstances and require the approval of the Associate Director of Student Services at New England College. Adds will not be permitted past the Wednesday of the first week of class.

Students who wish to drop a course for a full refund must do so by the end of the first week of class, which is Sunday night at 11:59 PM EST. After week one a student will receive a W on their transcript. The W will not affect GPA or academic standing but after week one the refund is at a reduced amount.

Financial aid students should be aware that withdrawals on their academic record affect satisfactory academic progress and may impact their eligibility for financial aid.

Classification of Students according to number of credits obtained

First Year 0 to 29



Sophomore	30 to 59
Junior	60 to 89
Senior	90 and up

Appeals

Students who have been placed on probation or who are suspended may appeal their status to the Associate Dean where the program resides. Appeals requests must be submitted to the Associate Dean in writing. The Associate Dean will hear each appeal, and the student will have an opportunity to present his or her views. The Associate Dean may confirm or change the student's academic status with such conditions as s/he deems appropriate. The Associate Dean will provide the student with written statements of the actions taken in regard to the student's appeal. Adverse decisions by the Associate Dean may be appealed to the Dean of Graduate and Professional Studies, who will make a final determination.

Notification

Students placed on probation or who are suspended shall be notified in writing by the Associate Director of Student Services.

Online Continuing Education Program Descriptions

General Education Requirements

Writing in the Liberal Arts and Sciences I (Writing 1010)

The goals of this course are, first, to develop the students' critical and analytical thinking skills in the context of a sound rhetorical approach to written communication; and, second, to instill a fundamental sensitivity to and facility with language. Areas of study include the nature of the writing process, situation and audience, problem definition, invention techniques, thesis statements, organization, drafting, revisions, and the fundamentals of editing. Assignments follow thematic sequences leading students from experience-based, issue-oriented arguments to the essentials of formal academic research. This course is offered every semester and is required of all students to meet institutional graduation requirements.

Writing in the Liberal Arts and Sciences II (Writing 1020)

The goal of this course is to teach academic research as a tool for critical thinking that provides the basis for well-developed arguments. This course requires synthesis, analysis, and application of information through writing in a variety of rhetorical forms for a variety of audiences. Students are asked to research and discuss a variety of social issues through the use of selected readings from modern essayists and the available library resources. This course is offered every semester and is required of all students to meet institutional graduation requirements. Writing in the Liberal Arts and Sciences I. Students must earn a grade of C or better to fulfill the College Writing requirement.

Mathematics

Students will be expected to demonstrate competency in Mathematics. mathematics component of the General Education program is to develop students' ability to reason quantitatively; to ensure a foundational understanding of the basic concepts and techniques necessary to be an informed consumer of quantitative information; to provide students with opportunities to intelligently evaluate the strengths and weaknesses of numerical evidence; and to provide students with strategies and methods for how to manipulate, understand, analyze, and interpret quantitative information and solve problems of a quantitative nature.

LAS 1110 (LAS 1) On Being Human

This seminar is designed to introduce students to the meaning and purpose of an education rooted in the liberal arts and sciences by presenting the fundamental question that reverberates throughout the program's curriculum, "What does it mean to be human?" LAS 1 seminars represent a variety of disciplines and topics related to the seminar theme. Regardless of instructor or disciplinary focus, each LAS 1 seminar prompts students to think about what it means to be human, individually and collectively. Students will consider what our shared obligations and responsibilities are as human beings, despite differences in race, class, gender, ethnicity, or other factors.

LAS 1120 (LAS 2) Communities in America

This course grows out of the foundation provided in LAS 1110. LAS 2 seminars, ideally taken in the second semester, will address human nature in context. Students will ask, what constitutes



community and how can diverse communities coexist in a pluralistic world? In addition, the seminar allows for consideration of the role of the 'outsider' or 'other' within communities and society as a whole. With a focus on American culture these seminars will explore how different communities can both succeed within and challenge the principles of democratic society.

From the meaning of social identity and difference to the significance of political, professional and religious affiliations, to the facts of disability, discrimination, and prejudice, these seminars will look at the social construction of difference and the challenges and opportunities of diversity.

LAS 2110 (LAS 3) The Creative Arts

LAS 3 covers the Creative Arts, exposing students to the innovative, imaginative side of human experience; these seminars are experientially based, promoting individual creativity, aesthetic awareness, and artistic appreciation. These courses embrace the process of conception, execution, and analysis. Students will leave having created and presented a portfolio of related works.

LAS 2120 (LAS 4) The Scientific Process

The goal of LAS 4 is to promote critical thinking through understanding and applying the scientific process. These courses will cover the terminology, philosophical and historical background, and dynamic nature of science. Students will learn to distinguish scientific thinking from other ways of knowing. These principles will be applied to multiple real-world contexts.

LAS 2140 (LAS 6) Humanities

These courses develop the student's ability to appreciate beauty and elegance in the search for truth and encourage the ability of the student to connect discrete fields of study by analyzing context and connections. Exposure to the interrelated nature in the fine arts, as well as the performing arts, literature, philosophy, art history, and history enhances the student's understanding of our shared humanity as ethical and creative beings.

LAS 3110 (LAS 7) Global Perspectives

By addressing global issues that impact the human race and the biotic community of which we are a part, student awareness and critical skills will be heightened in the interest of finding answers to global challenges, and inspiring further inquiry. Ultimately, the purpose of LAS 7, in combination with all previously taken LAS seminars, is for students to engage multiple perspectives in their quest to understand and define what it means to be human, both individually and collectively, in order that they may demonstrate, in whatever field they pursue, an open-minded, well-informed critical, creative, and ethical perspective – one capable of transforming themselves and others for the greater good as they go on to become citizens of the world.

Degree Programs in Accounting

The Accounting program prepares the student for a variety of careers in accounting, with emphasis on the fundamental and advanced techniques needed to assist future clients and firms. Presenting numbers in accordance with generally accepted accounting principles for profit, public and non-profit organizations, accountants develop skills and expertise through problem solving and methodical strategies.

Degree Requirements: Associate of Science in Accounting

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •College Algebra •Intro to Quantitative Reasoning 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	BU2420	Org Behavior & Management	4
LAS 3 Requirement (<i>Fine Arts</i>)	Choose Two of the Following (no more than one from each row): (4 credits each)	Beginning Creative Writing	8
LAS 4 Requirement (<i>Non-Lab Science</i>)		The Way of Science	
LAS 5 Requirement (<i>Lab Science</i>)		Environmental Science: A Global Concern	
LAS 6 Requirement (<i>Humanities</i>)		<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	
Major Requirement	AC2210	Financial Accounting	4
Major Requirement	AC2220	Management Accounting	4
Major Requirement	AC3230	Cost Accounting	4
Major Requirement	AC3290	Federal Taxation	4
Major Requirement	AC3210	Financial Reporting I	4
Major Requirement	AC3220	Financial Reporting II	4
ELECTIVE	Choose from available electives	See List of Electives	4
ELECTIVE			4

Degree Requirements: Bachelor of Science in Accounting

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement <i>(Communities in America)</i>	BU2420	Organizational Behavior and Management	4
LAS 3 Requirement <i>(Fine Arts)</i>	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement <i>(Non-Lab Science)</i>	PS2110	Writing & Research in the Social Sciences	4
LAS 5 Requirement <i>(Lab Science)</i>	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement <i>(Humanities)</i>	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement <i>(Global Diversity)</i>	BU3620	International Business	4
Major Requirement	EC2120	Intro to Microeconomics	4
Major Requirement	EC2110	Intro to Macroeconomics	4
Major Requirement	AC3210	Financial Reporting I	4
Major Requirement	AC3220	Financial Reporting II	4
Major Requirement	AC3230	Cost Accounting	4
Major Requirement	AC3290	Federal Taxation	4
Major Requirement	AC/BU2210	Financial Accounting	4
Major Requirement	AC/BU2220	Management Accounting	4
Major Requirement	AC5640	Auditing & Attestation	4
Electives in Accounting or Business	AC or BU	Choose Elective	4
Electives in Accounting or Business	AC or BU	Choose Elective	4
ELECTIVE	choose from available electives	See list of electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Course Descriptions

AC 2210 (BU 2210) Financial Accounting

This course examines basic concepts and principles of financial accounting. After covering the accounting cycle, emphasis is placed on the recording and reporting of financial information conforming to the generally accepted accounting principles published by the Financial Accounting Standards Board, its predecessors, and the Security and Exchange Commission.

AC 2220 (BU 2220) Management Accounting

This course shows students how to generate information needed to help managers achieve goals and objectives. Students determine prices for products and services, decide whether or not to acquire equipment, prepare budgets, compare actual performance to budgets, decide what information is relevant to decisions, allocate costs to various activities in the organization, and generate information in support of managerial decisions.

AC 3210 Financial Reporting I

A study of the theory and practice of the accounting for most balance sheet accounts, revenues, and expenses. May include other advanced topics. Pronouncements of the AICPA, FASB and other authoritative sources are an integral part of this course.

AC 3220 Financial Reporting II

A continuation of the concepts begun in Financial Reporting I. Balance sheet topics will include liabilities like long-term debt, pensions, and leases along with stockholders' equity accounts. May include other advanced topics. Pronouncements of the AICPA, FASB and other authoritative sources are an integral part of this course. *Prerequisite: AC 3210 or permission of the instructor.*

AC 3230 Cost Accounting

This course is designed to track the individual components that make up the cost of a manufactured product: materials, labor, and overhead. It expands beyond the management accounting course in that cost accumulation systems like job order and process costing are studied. Other topics of note include quality costs, learning curve theory, just-in-time costing, and activity-based costing.

AC 3290 Federal Taxation

A study of the composition of the federal tax law as applied to individuals. Topics include filing statuses, exemptions, basis calculations, capital gains and losses, sale of residences. An important component of the course will be the strategies the taxpayer can legally use to evade or postpone the payment of taxes. An introduction to the tax effects of organizing as a proprietorship, partnership, or corporation will be presented.

AC 5250 Financial Statement Analysis

This course describes the accounting principles used in compiling financial statements and the qualitative characteristics of data appearing on financial statements. After a thorough overview of financial statements, major tools and techniques are explained, including horizontal and vertical statements, common-size statements, ratio analysis, liquidity and activity ratios, profitability ratios, capital structure and profitability ratios, market test ratios, and cash flow ratios. The significance of interim financial statements and segment reporting is explored, as are analysis of annual reports and management discussion and analysis.



AC 5640 Auditing and Attestation

This course introduces the student to the audit process, with emphasis on the perspective of management in a CPA firm, but with consideration to internal processes. Topics include implementing control procedures and assessments using both the compliance and management methods. Audit planning, staffing and training are considered. Special topics include enterprise risk management and auditing non-profit and public organizations.

AC 5730 Accounting for Mergers and Acquisitions

This course focuses attention on all key stages of the M&A lifecycle including conception, planning, the first 100 days post-merger/acquisition, due diligence of intellectual property (IP), and ongoing evaluation and improvement.

Degree Programs in Business Administration

A.A. Degree in Business Administration

B.A. Degree in Business Administration—Accounting

B.A. Degree in Business Administration—Computer Information Systems

B.A. Degree in Business Administration—Management

B.A. Degree in Business Administration—Marketing

The Business Administration Program offers courses that will prepare students for a wide range of careers in for profit and not-for-profit organizations. The blending of business and liberal arts courses provides a strong foundation that enables students to develop the critical thinking skills essential for success in a rapidly-changing global economy.

Learning Outcomes

Students who complete the program will be able to:

- Conduct themselves and their business to high ethical and professional standards
- Write and communicate effectively work effectively in teams
- Employ numerical analysis and accountancy in support of decision-making and problem-solving
- Employ technology in pursuit of organizational objectives
- Be familiar with terminology and principles associated with: the legal, social and international environments of business, organizational behavior, management, marketing, finance, strategy, finance, macroeconomics and microeconomics.

Requirements for the Associate of Arts in Business Administration:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •College Algebra •Intro to Quantitative Reasoning 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	BU2420	Org Behavior & Management	4
LAS 3 Requirement (<i>Fine Arts</i>)	Choose Two of the Following (no more than one from each row): (4 credits each)	Beginning Creative Writing	8
LAS 4 Requirement (<i>Non-Lab Science</i>)		The Way of Science	
LAS 5 Requirement (<i>Lab Science</i>)		Environmental Science: A Global Concern	
LAS 6 Requirement (<i>Humanities</i>)		<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	
Major Requirement	AC2210	Financial Accounting	4
Major Requirement	AC2220	Management Accounting	4
Major Requirement	BU1110	Introduction to Business	4
Major Requirement	BU2510	Principles of Marketing	4
Major Requirement	BU3880	Legal & Ethical Envir of Business	4
Major Requirement	EC2120	Introduction to Microeconomics	4
ELECTIVE	Choose from available electives	See List of Electives	4
ELECTIVE			4

**Requirements for the Bachelor of Arts in Business Administration:
No Concentration Option:**

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •College Algebra •Intro to Quantitative Reasoning 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement <i>(Communities in America)</i>	BU2420	Org Behavior & Management	4
LAS 3 Requirement <i>(Fine Arts)</i>	EN2570	Beginning Creative Writing	4
LAS 4 Requirement <i>(Non-Lab Science)</i>	NSM1000	The Way of Science	4
LAS 5 Requirement <i>(Lab Science)</i>	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement <i>(Humanities)</i>	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 & Major Requirement <i>(Global Perspectives)</i>	BU3620	International Business	4
Major Requirement	AC2210	Financial Accounting	4
Major Requirement	AC2220	Management Accounting	4
Major Requirement	BU1110	Introduction to Business	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	BU2510	Principles of Marketing	4
Major Requirement	BU3310	Business Finance	4
Major Requirement	BU3880	Legal & Ethical Envir of Business	4
Major Requirement	BU4040	Strategic Management	4
Major Requirement	CT2430	Info Systems in Business	4
Major Requirement	EC2110	Introduction to Macroeconomics	4
Major Requirement	EC2120	Introduction to Microeconomics	4
ELECTIVE	Choose from available electives	Choose from available electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Business Administration Concentrations (Optional)

Students may choose a concentration in one of the four concentrations. All concentrations involve taking a minimum of 12 credits. If the student does not choose a concentration, any of the courses listed here can be applied for their business major.

Accounting Concentration (16 Credits): required courses

Concentration Requirement	AC3210	Financial Reporting I	4
Concentration Requirement	AC3220	Financial Reporting II	4
Concentration Requirement	AC3230	Cost Accounting	4

Computer Information Systems Concentration (16 Credits): required courses

Concentration Requirement	CT1510	Intro to Programming Logic	4
Concentration Requirement	CT2510	Object Oriented Programming	4
Concentration Requirement	CT3610	Database Management	4

Management Concentration (12 Credits): required courses

The management concentration prepares students to manage organizations. Depending on the courses selected a student is prepared for leading their own venture, for working with a nonprofit, or for a career in human resource management.

Concentration Requirement	BU3410	Sales Management	4
Concentration Requirement	BU3420	Human Resource Management	4
Concentration Requirement	BU3610	Leadership	4

Marketing Concentration (12 Credits)

The marketing concentration prepares students for careers in advertising, sales, marketing management and marketing research. This concentration focuses on developing strategies to meet the needs and wants of consumers. Students select three courses from a list of electives that will be provided each academic year.

Concentration Requirement	BU3410	Sales Management	4
Concentration Requirement	BU3510	Marketing Research	4
Concentration Requirement	BU3810	Advertising & Promotion	4

Requirements to Minor in Business Administration

- BU 1110 - Introduction to Business
- Select one of the following:
- BU 2110 - Quantitative Methods
- BU/AC 2210 - Financial Accounting
- BU/AC 2220 - Management Accounting
- EC 2110 - Introduction to Macroeconomics
- EC 2120 - Introduction to Microeconomics
- Three additional business or economics courses 2000+

Course Descriptions: Business

Please note: specific courses offered in any academic year are subject to changes depending on enrollment and academic needs.

BU 1110 Introduction to Business

This survey course incorporates study through projects, group research, video, and text case analysis. Further, the course serves as a foundation for the core of business courses. The functions of business, management, finance, marketing, human resources, and information production will be explained and future core courses previewed. Applications of technology in business including the Internet, Excel and other MS Office features are featured.

BU 2110 Quantitative Methods

This introductory course in quantitative analysis focuses on applications in service, manufacturing, and not-for profit organizations. Topics include basic descriptive statistics, expected value, sampling, inference, regression analysis, forecasting, scheduling, linear programming, and project management. *Prerequisite: MT 1020 or adequate score on MPT.*

BU 2210 (AC 2210) Financial Accounting

This course examines basic concepts and principles of financial accounting. After

covering the accounting cycle, emphasis is placed on the recording and reporting of financial information conforming to the generally accepted accounting principles published by the Financial Accounting Standards Board, its predecessors, and the Security and Exchange Commission.

BU (AC 2220) Management Accounting

This course shows students how to generate information needed to help managers achieve goals and objectives. Students determine prices for products and services, decide whether or not to acquire equipment, prepare budgets, compare actual performance to budgets, decide what information is relevant to decisions, allocate costs to various activities in the organization and generate information in support of managerial decisions. Students receive instruction in a computer spreadsheet program and use spreadsheets to facilitate decision making.

BU 2420 Organizational Behavior and Management

This course provides experiential study to explore the functioning of work group behavior. Specific interest areas covered include leadership, persuasion, organizational effectiveness, and other related topics that enhance the students' ability to manage people and projects in an organization. *Fulfills the LAS 2 requirement.*

BU 2430 (CT 2430) Information Systems in Organizations

This course introduces students to how information technology is used in support of an organization's ongoing strategy development and implementation as well as to provide management with information regarding the organization's performance and in support of decision making. Students will learn about information technology support for customer relationship management, supply chain management, enterprise



resource planning, and business intelligence as well as for streamlining operations and fostering innovation. Case studies about developing and implementing information systems will be analyzed for small, large, for profit, not for profit, bricks and mortar, and online organizations. Additionally, hands-on components of this course will focus intensively on current software used in a variety of business environments, preparing students for upper level courses and today's workforce.

BU 2510 Principles of Marketing

This introductory-level marketing course is aimed at the marketing functions of a business, with emphasis on how strategies are developed and how the marketing mix is created to meet the wants and needs of consumers.

BU 3310 Business Finance

This course concentrates on financial principles and their application to typical business problems in the operation of the business enterprise. Financial analysis and planning, working capital management, and the capital budgeting process are examined. *Prerequisites: BU 2210.*

BU 3410 Sales Management

This course focuses on one of the elements of marketing promotion, the selling function, with emphasis on planning, organizing, and staffing the sales department. Developing, directing and evaluating the performance of the sales force are also major topics. *Prerequisites: BU 2220, BU 2510.*

BU 3420 Human Resource Management

This course covers the complexities of managing the human resources of the organization. Topics include human resource planning, recruiting, selecting, training, evaluating performance, developing employees, and compensating

employees. The course also covers current federal and state legislation in the areas of labor relations, health and safety regulations, and affirmative action.

Prerequisite: BU 2420.

BU 3510 Marketing Research

This course examines marketing research techniques used to find the information needed for marketing decision making. Topics include problem definition, design of research methods, questionnaire construction, data analysis, and the implications of the findings for marketing strategy decisions. *Prerequisites: BU 2510 and either BU 2110 or MT 2310.*

BU 3610 Leadership

This course examines leadership as the critical interpersonal dynamic necessary for effective management. It includes leadership assessment, leadership development, the process of leadership, productivity, motivation, and effective leadership styles and theories. Leadership in other cultures is examined. Current readings, research, and practical exercises are incorporated. *Prerequisite: BU 1110, OL 1110, or SM 1510.*

BU 3620 International Business

This course focuses on special issues of international management enabling students to compete in the current global environment. Issues covered include evaluation of how the legal, political, financial, competitive, and cultural environment affect international business strategies. *Prerequisites: LAS 1-6 or permission of the instructor. Fulfills LAS 7 requirements.*

BU 3810 Advertising and Promotion

This course focuses on the need to advertise, the media, consumer motivation, creating the message, the use of agencies, the design and use of promotion techniques, and the organization and functions of a corporate advertising staff. *Prerequisite: BU 2510.*

BU 3880 Legal and Ethical Environment of Business

This course provides an overview of the regulatory, legal, and political environment in which business operates. Emphasis is placed on how the legal environment influences decision-making. This course will present such topics as the legal system, anti-trust, consumer, and administrative law, and role of stakeholders in decision making.
Prerequisite: Sophomore status.

BU 4040 Strategic Management

The purpose of this course is to apply the various skills, competencies, and discipline-based perspectives students have experienced during their undergraduate careers toward solving problems likely to be faced in the world of work. Course work consists primarily of case studies that provide insight into analysis of environment and situation; risk-taking, personal and organizational values, tactics, and developing an organizational vision.

EC 2110 Introduction to Macroeconomics

A study of basic tools and concepts of economic analysis necessary to study, understand, analyze, and evaluate fundamental operations and behavior of various economic agents at the aggregate macro level in a market based economy. Topics will include national income accounting and output determination; business cycle; employment and unemployment; price level and inflation; money and monetary institutions; government budgets and deficits; fiscal and monetary stabilizing policies; international trade and finance; growth theories; alternative policy mixes and competing schools of thoughts. All topics are presented in a framework hospitable to critical mode of thinking and helpful to development and enhancement of systematic investigative skills and logical reasoning required by decision-makers in

addressing domestic and international macroeconomic issues.

EC 2120 Introduction to Microeconomics

A study of basic tools and concepts of economic analysis and principles necessary to study, understand, analyze, and evaluate behavior of various economic agents regarding production, exchange, pricing, and distribution of goods and services under free market constraints. Topics will include concepts of scarcity; economic way of thinking including marginal analysis; study of demand and supply; operation of a market including equilibrium price-quantity determination and resource allocation; theory of consumer behavior; theory of the firm and cost analysis; economic efficiency and market outcomes; perfect and imperfect market structures; resource markets; and cases and causes of market failure. All topics are presented in a framework hospitable to critical mode of thinking and helpful to development and enhancement of systematic investigative skills and logical reasoning required by decision-makers in addressing domestic and international microeconomic issues.

AC 3210 Financial Reporting I

A study of the theory and practice of the accounting for most balance sheet accounts, revenues, and expenses. May include other advanced topics. Pronouncements of the AICPA, FASB and other authoritative sources are an integral part of this course. *Prerequisite: AC/BU 2210.*

AC 3220 Financial Reporting II

A continuation of the concepts begun in Financial Reporting I. Balance sheet topics will include liabilities like long term debt, pensions, and leases along with stockholders' equity accounts. May include other advanced topics. Pronouncements of the AICPA, FASB and

other authoritative sources are an integral part of this course.

Prerequisite: AC 3210 or permission of the instructor

AC 3230 Cost Accounting

This course is designed to track the individual components that make up the cost of a manufactured product: materials, labor, and overhead. It expands beyond the management accounting course in that cost accumulation systems like job order and process costing are studied. Other topics of note include quality costs, learning curve theory, just-in-time costing, and activity-based costing. *Prerequisites: AC/BU 2210 & AC/BU 2220.*

CT 1510 Introduction to Programming Logic and Design

The course will provide the student with knowledge on the principles of programming logic and design. An emphasis will be placed on using the correct rules of program engineering, structure of data, basic algorithms and problem solving in computer programming. A hands-on approach will be used to conceptualize programming concepts and techniques. Additional importance will be placed on understanding the value of creating flowcharts or writing pseudo code and will include top-down program development using algebraic notation, standard control structures, and arrays in an appropriate programming language. The course stresses planning, building, coding, testing, debugging and documenting program applications. Additional programming concepts covered include binary representation, storage, and general architecture and functioning of a computer system.

CT 2510 Object Oriented Programming

This course covers topics in object oriented programming utilizing a variety of visual programming languages. Major

topics include analysis and design, and use of object oriented programming techniques. A hands-on approach will be used to conceptualize programming modeling and techniques such as concepts in classes, inheritance, encapsulation, and abstraction.

Prerequisite: CT 1510 or Permission of instructor

CT 3610 Database Management

This course provides the student with in-depth knowledge of database analysis, design, and implementation principles. Students who successfully complete this course will be able to use the entity-relationship data model to represent business data requirements. Students will gain the skills needed to identify business solutions through the use of data structure design, and to understand the interconnections between data structure and business policies. Students will learn how to design, build and use databases and non-procedural applications appropriate to business problems. In addition, students will develop an understanding of relational databases through the use of queries to retrieve specific fields and records and will learn to appreciate the accuracy and integrity of stored data by incorporating referential and data integrity into relational databases.

Degree Programs in Criminal Justice

The criminal justice major emphasizes a multidisciplinary and experiential approach to crime, justice, and the reduction of violence. It is a liberal arts major, requiring students to think critically, contemplate and appreciate alternative viewpoints, and communicate effectively. It encourages students to take both an analytical and experiential approach to criminal justice.

Students who complete the criminal justice program may go on to careers in law enforcement, corrections, social services, the justice system, or law. Regardless of student career track, the study of criminal justice provides a deeper understanding of crime and justice in contemporary American society.

Learning Outcomes

Students completing the Criminal Justice Program should be able to:

- Articulate the purpose, structure, and function of the American criminal justice system.
 - Discuss the roles of law enforcement, the courts and the corrections system and compare the common values each shares with the competing goals of crime control and due process.
 - Demonstrate proficiency in the use of terminology and fundamental constructs necessary for competence in the field.
 - Identify and evaluate basic theories of crime causation.
 - Explain how research in criminology can result in changes in social policy and legislation.
 - Identify the foundation of our system of laws and explain the philosophical underpinnings of criminal responsibility and punishment.
- Recognize that crime is defined by, and is a reflection of, societal attitudes and tolerances.
 - Apply the concepts of justice, morality and ethics to law enforcement practice and the trial process.
 - Demonstrate analytical and problem solving skills in reading and writing about issues in law and criminal justice.
 - Articulate accepted standards of professional and ethical behavior.
 - Produce written material that demonstrates a proficiency in composition, grammar, and proper documentation.

Requirements for Associate of Arts in Criminal Justice:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	PS1000	Overcoming Prejudice & Discrimination	4
LAS 4 & Major Requirement (<i>Non-Lab Science</i>)	Choose 2 of these courses (LAS3 through LAS6)	Writing & Research in the Social Sciences	4
LAS 3 Requirement (<i>Fine Arts</i>)		Beginning Creative Writing	4
LAS 5 Requirement (<i>Lab Science</i>)		Environmental Science: A Global Concern	4
LAS 6 Requirement (<i>Humanities</i>)		<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
Major Requirement	CJ1110	Introduction to Criminal Justice	4
Major Requirement	CJ/SO1130	Criminology	4
Major Requirement	CJ2320	Criminal Justice Ethics	4
Major Requirement	CJ3010	Corrections	4
Major Requirement	CJ3140	Criminal Law	4
Major Requirement	CJ3210	Contemporary Law Enforcement	4
ELECTIVE			4
ELECTIVE			4

Requirements for Bachelor of Arts in Criminal Justice:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement (<i>Fine Arts</i>)	EN2570	Beginning Creative Writing	4
LAS 4 Requirement (<i>Non-Lab Science</i>)	NSM1000	The Way of Science	4
LAS 5 Requirement (<i>Lab Science</i>)	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement (<i>Humanities</i>)	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement (<i>Global Perspectives</i>)	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4
Major Requirement	CJ1110	Introduction to Criminal Justice	4
Major Requirement	CJ/SO1130	Criminology	4
Major Requirement	CJ2320	Criminal Justice Ethics	4
Major Requirement	CJ3010	Corrections	4
Major Requirement	CJ3140	Criminal Law	4
Major Requirement	CJ3210	Contemporary Law Enforcement	4
Major Requirement	CJ4000	Issues in Professional Practice: Criminal Justice	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	CJxxxx	Criminal Justice Elective (Any level)	4
Major Requirement	CJ3xxx	Criminal Justice Elective (3000 level or higher)	4
Major Requirement	CJ3xxx	Criminal Justice Elective (3000 level or higher)	4
ELECTIVE	Choose from available electives	Choose from available electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4



Requirements to Minor in Criminal Justice (20 credits):

- CJ 1110 - Introduction to Criminal Justice
- CJ/SO 1130 - Criminology
- CJ 3140 - Criminal Law
- Two upper level electives (*at least one course must be at the 3000 level or higher*) may be selected from either the courses listed under the Criminal Justice Core Courses.

Course Descriptions:

CJ 1110 Introduction to Criminal Justice

An overview and analysis of the various parts of the criminal justice system: law enforcement, criminal law and courts, and criminal punishment and corrections.

CJ 1130 (SO 1130) Criminology

This course examines the types, patterns and extent of crime in U.S. society. We will also study the immense and varied individual and social costs of crime. Finally, the many responses to crime that are found at the local and national levels will be examined. Special attention will be paid to grassroots initiatives intended to create safer communities. Though the focus is on crime in the U.S., some international comparisons will be integrated into the course.

CJ 2320 (PA 2320) Criminal Justice Ethics

Introduces basic ethical theories, emphasizing how ethical theory can be applied to contemporary problems in law enforcement, corrections and adjudication. Topics covered include criminal justice policy, and the ethics of law enforcement, court processes, and corrections. The course also considers issues such as police corruption and brutality, race, class and gender disparities, capital punishment, gun control, drug policy, pornography, gambling, and other current issues in criminal justice. Especially pertinent for

those planning careers in criminal justice professions, but designed for all interested students. *Prerequisite: CJ 1110.*

CJ 3010 Corrections

This course examines current correctional practices (diversion, community supervision, and institutionalization) in terms of the historical, philosophical, and social perspectives. *Prerequisite: CJ 1110.*

CJ 3110 (PS/SO 3110) Juvenile Delinquency

This course offers an in-depth analysis of the (anti-) social phenomenon of delinquent youth gangs. We are currently witnessing a rise in the number of gangs, the degree of violence they exhibit, and their impact on American society. This course will combine psychological theory with the delinquents' own accounts of their gang affiliations and behavior. This is a seminar-type course that requires some research and presentation on topics chosen by the student and in agreement with the instructor.

CJ 3140 Criminal Law

This course is designed to introduce students to the study of crimes and criminal law. We will examine the origins of criminal law, its role in society and the concept of criminal responsibility. In addition, we will discuss the sources of criminal law; definitions within the field; the general principles of criminal responsibility; defenses; the specifics of numerous crimes including homicide, sex offenses, crimes against persons, and property crimes; narcotic and alcohol offenses; punishment; and sentencing options. *Prerequisite: CJ 1110 or LS 1110. Limited to junior or senior standing, or, by permission of the instructor. At least one additional 2000 or 3000 level CJ course is recommended.*



CJ 3170 (PS 3170) Forensic Psychology

The goal of this course is to acquaint the student with the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior. Homicide will be presented, not as a unitary event, but as a complex behavior, with different phenomenology, psychopathology, and dynamics. The course focuses on a number of case studies that illustrate the complex psychological issues involved in domestic violence, hate crimes, sexual homicide, and the role of mental illness in crime. In addition, the course covers the relationship of psychology to the practice of law and justice, and the role a forensic psychologist plays within the criminal justice arena. Concepts of personality assessment, expert testimony, and profiling of various offenders are discussed.

Prerequisite: Any 2000-level CJ or PS course.

CJ 3210 Contemporary Law Enforcement

This course examines current law enforcement practices including community policing, theories of incarceration, minority group relations, constitutional issues, and the special problems associated with law enforcement in this decade. *Prerequisite: CJ 1110.*

CJ 4000 Issues in Professional Practice: Criminal Justice

This capstone course prepares students for the challenges and responsibilities of professional practice and study in the field of Criminal Justice. Discussion of ethics in research and practice, consideration of current controversies in the fields and exploration of future trends and opportunities within the discipline is included. *Prerequisite: Senior standing.*

PS 2310 Statistics for the Social Sciences

The focus of the course is on the application of statistics to answer questions in social science. Students will be introduced to the theoretical aspects of probability, sampling, and hypothesis testing and taught to utilize statistical software for social science research. Topics include data file creation, data entry, descriptive statistics, basic inferential statistics, pictorial representation of data, and the interpretation of statistical analysis. Students will learn when to use the various statistics (including r , t , F , and χ^2), how to interpret them, and how to write up an APA-style results section.



Degree Programs in Healthcare Administration

The Healthcare Administration program integrates a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today's challenging and growing health industry, or to improve their skills and knowledge if already in the field.

Learning Outcomes

Graduates of the Healthcare Administration Program will be able to:

- Understand current organizational theory and apply it to contemporary healthcare issues;
- Identify leadership qualities unique to the healthcare professional and show how to apply them in supervisory and managerial situations;
- Recognize current public and community health issues and their impact on healthcare leaders;
- Understand contemporary financial management and economic issues in healthcare and recognize and apply analytical tools to relevant problems;
- Demonstrate problem-solving and communication skills by applying leadership concepts in an investigative research project.

Requirements for Associate of Science in Healthcare Administration:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •College Algebra •Intro to Quantitative Reasoning 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	BU2420	Org Behavior & Management	4
LAS 3 Requirement (<i>Fine Arts</i>)	Choose Two of the Following (no more than one from each row): (4 credits each)	Beginning Creative Writing	8
LAS 4 Requirement (<i>Non-Lab Science</i>)		The Way of Science	
LAS 5 Requirement (<i>Lab Science</i>)		Environmental Science: A Global Concern	
LAS 6 Requirement (<i>Humanities</i>)		<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	
Major Requirement	HCA1010	Organization & Management in Healthcare	4
Major Requirement	HCA1060	Issues in Ethics for Healthcare	4
Major Requirement	HCA2030	Marketing for Healthcare	4
Major Requirement	HCA3010	Financial Management of Healthcare	4
Major Requirement	HCA3020	Health Informatics	4
Major Requirement	HCA3030	Health Plans & Insurance	4
ELECTIVE	Choose from available electives	See List of Electives	4
ELECTIVE			4

Requirements for Bachelor of Science in Healthcare Administration:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 Requirement <i>(Communities in America)</i>	Choose one of the following	<ul style="list-style-type: none"> •Organizational Behavior & Management •Evolution of American Democracy •Overcoming Prejudice & Discrimination •US Politics •Web U: Using the Internet to Understand Your World 	4
LAS 3 Requirement <i>(Fine Arts)</i>	EN2570	Beginning Creative Writing	4
LAS 4 Requirement <i>(Non-Lab Science)</i>	NSM1000	The Way of Science	4
LAS 5 Requirement <i>(Lab Science)</i>	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement <i>(Humanities)</i>	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 & Major Requirement <i>(Global Perspectives)</i>	HCA1040	Cultural Diversity in Healthcare	4
Major Requirement	HCA1010	Organization & Management in Healthcare	4
Major Requirement	HCA1030	Introduction to Public & Community Health	4
Major Requirement	HCA1060	Issues in Ethics for Healthcare	4
Major Requirement	HCA1990	Healthcare Statistics	4
Major Requirement	HCA2020	Economics of Healthcare	4
Major Requirement	HCA2030	Marketing for Healthcare	4
Major Requirement	HCA2040	Long-Term Care	4
Major Requirement	HCA3010	Financial Management in Healthcare	4
Major Requirement	HCA3020	Health Informatics	4

Major Requirement	HCA3030	Health Plans & Insurance	4
Major Requirement	HCA3040	Outcomes Assessment & Quality Management	4
Major Requirement	HCA4030	Managerial Accounting for Healthcare	4
Major Requirement: Final Capstone Project	HCA4050	Strategic Leadership for Healthcare	4
ELECTIVE	Choose from available electives	Choose from available electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Requirements to Minor in Healthcare Administration (20 credits)

Students must take: HCA1030 - Introduction to Public and Community Health and 4 (*four*) additional courses in Health Care Administration, two of which must be at the 3000 or 4000 level.

Course Descriptions:

HCA1010 Organization & Management in Healthcare

In this course, students are introduced to management and leadership within health service organizations, particularly as they differ from other kinds of business and service entities. Students will study effective ways of managing short-term goal achievement and long-term strategy, leadership styles, interpersonal dynamics, the role of power balance and imbalance within an organization, and the leader's role in successfully managing at the border between the internal organization and its external environment.

HCA 1030 Introduction to Public and Community Health

This course will introduce students to the field of Public Health, with an emphasis on the role of Public Health in resolving community health problems. Students trace the development of public health from its primary focus on fundamental

issues of sanitation, water quality, and infectious disease control, to a broader perspective on chronic diseases and life style behaviors, including social, political, economic, geographic, demographic, and physiologic factors affecting health status.

HCA1040 Cultural Diversity in Healthcare

The concept of patient-centered care requires a more focused awareness of how diversity in the U.S. population constitutes a relatively new challenge to healthcare providers and administrators. Attitudes toward health and healing, life and death, and interaction with complex systems vary from culture to culture. Variations in those attitudes among both patients and providers call for effective management strategies that maximize the value of diversity and meet challenges effectively.

HCA 1060 Issues in Ethics for Healthcare Administrators

This course focuses not only on key ethical decisions that arise in health care administration, but also the analytical skills required for sound decision-making. Case studies and readings in ethics are used to address administrative issues, and an appreciation of issues facing



clinicians is also included in order to enable administrators to provide effective support to their organizations.

HCA 1990 Healthcare Statistics

This course provides students with skills to understand and demonstrate the use of statistics in various aspects of healthcare administration, including clinical practice, business applications, and research. Through conceptual learning, sample problems, and cases, students learn how to process and present data, including use of software applications for statistical analysis. Content includes basic concepts such as averages, probability, frequency, correlations, regression analysis, test design, and problems related to statistical design and analysis, including ethical issues and research protocols.

HCA 2020 Economics of Healthcare

This course enables the student to understand how the healthcare industry is organized from the perspective of economics. Current public and community health issues are considered from an economics perspective, and students acquire skills to apply economics to relevant problems in their workplace.

HCA 2030 Marketing for Healthcare

This course focuses on aligning health services offerings with the demands of markets, in order to maximize customer/client value and organizational competitive advantage. Course components include: the nature of marketing function; differences in services and product markets and marketing; market analysis; fundamentals of individual and organizational buying behavior; elements of the tactical marketing mix; and marketing strategies.

HCA 2040 Long Term Care

This course will help you acquire a broad understanding of long-term care, including nursing facilities, sub-acute care settings, adult day care, and home care

and hospice. Primary components of this course include characteristics of each segment of the long-term care continuum, how providers work with payers, regulators and consumers, and how long-term care programs are structured and operationalized. We will also explore managerial skills required of long-term care managers today and in the future.

HCA 3010 Financial Management in Healthcare

This course will present an overview of current day financial management of healthcare organizations. It is designed for students without a deep background in finance. Topics addressed include fundamental principles of finance, accounting, and budgeting for both short-term and long-term assets and programs, financial investments and managing capital assets, in a survey style course with a broad-based focus.

HCA 3020 Health Informatics

Emphasis is placed on hospital and medical staff organization, patient record content, procedures in filing, numbering and retention of patient records, quantitative analysis, release of patient information, forms control and design, indexes and registers, reimbursement, regulatory and accrediting agencies, and alternate health care delivery systems.

HCA 3030 Health Plans and Insurance

This course provides an overview of health insurance in the US from the perspectives of key stakeholders. Topics addressed include basic terminology and history of the industry, and "visioning" of the future of health insurance. The focus of the course is on sensitizing healthcare administrators to the clinical, financial, and administrative implications of various approaches to health plans and insurance, as they function to both enable and manage access to healthcare.



HCA 3040 Outcomes Assessment and Quality Management

This course focuses on understanding and skills necessary to understand aspects of “quality” as they apply to healthcare settings, both clinical and non-clinical. Emphasis is on the development of quality and performance improvement activities designed to achieve desired outcomes, and to analyze and interpret data for quality purposes.

HCA 4030 Managerial Accounting for Healthcare

This course introduces students to the management and analysis of quantitative information that should influence effective decision-making in healthcare environments. Included are concepts in accounting required for effective resource management, the sources of information and how it is managed to produce meaningful reports, and the role of accounting in monitoring the organization's operations.

HCA4050 Strategic Leadership for Healthcare

This course introduces students to strategic planning for healthcare organizations, encouraging modern business approaches. It also focuses on leadership development for healthcare administrators to become agents of positive change in their organizations. Participants learn to gauge their organization's readiness; how to develop strategies that align with their organization's core values; and how to involve both internal and external stakeholders in the planning process. Participants will also learn how to collect and analyze data to identify areas in need of improvement.

Degree Programs in Humanities

The Bachelor of Arts in Humanities provides a strong education in the liberal arts. Students acquire the writing, critical thinking, aesthetic, and analytical abilities required to pursue a graduate degree, or to advance in their career. The broad-based humanities curriculum encourages them to think in the cross-cultural and cross-disciplinary way needed to succeed in today's increasingly globalized and diverse business, cultural, and communication environments. The program's content and structure is directly linked to NEC's transformational mission and provides students ample opportunities to reflect on their natural and civic environments, cornerstones of the NEC Shared Commitments.

Learning Outcomes

Students who complete the Humanities program at NEC should be able to:

- Define the major concepts and theoretical perspectives of at least two humanities subjects
- Show critical thinking ability
- Discuss the historical development of at least two humanities subjects
- Articulate logical arguments based on relevant information, using integrated data and insights from different disciplines, and evaluating information for its relevance and reliability
- Analyze historical sources and evaluate the interpretative perspectives contained therein
- Recognize the ways in which knowledge and the arts are socially constructed and sanctioned
- Demonstrate familiarity with the methods and procedures of several humanities disciplines
- Show an awareness of diverse forms of knowledge and ways of understanding the human situation.
- Write clearly, structured, and well-documented essays and reports.

Requirements for Bachelor of Arts in the Humanities:

Requirement	Course(s)	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	LAS1110	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning 	4



LAS 2 & Major Requirement <i>(Communities in America)</i>	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement <i>(Fine Arts)</i>	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement <i>(Non-Lab Science)</i>	NSM1000	The Way of Science	4
LAS 5 Requirement <i>(Lab Science)</i>	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement <i>(Humanities)</i>	EN1020	Introduction to Literature	4
LAS 7 Requirement <i>(Global Diversity)</i>	PO2420	World Geography	4
Major Requirement	AR1230	Introduction to Art and Art History	4
Major Requirement	EN1930	Survey of American Literature	4
Major Requirement	HS1130	Evolution of American Democracy	4
Major Requirement	HS1150	World Civilization	4
Major Requirement	PL1100	Making Sense of the World	4
Major Requirement	PO3210	Global Issues	4
Major Requirement	CO2850	Social Media	4
Major Requirement	PA 3110	Religion and Philosophy	4
Major Requirement	HU3990	Topics in Humanities	4
Major Requirement	HU4950	Capstone in Humanities	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4



ELECTIVE		4
ELECTIVE		4
ELECTIVE		4
ELECTIVE		4
		Total credits: 120

Course Descriptions:
In addition to the General Education courses:

AR 1230 Introduction to Art and Art History

This course will explore the ways in which social, cultural, religious, political and aesthetic values have been expressed in art and architecture throughout history. A thematic approach will encourage students to develop a deeper understanding of connections, issues, and influences across time periods and cultures. While focusing primarily on Western society since antiquity, other cultures and civilizations will be covered as well. Projects and papers assigned will allow students to demonstrate their understanding of these connections, as well as to clearly articulate the characteristics, both culturally and aesthetically, of a particular historical time and place. Students will become familiar with the vocabulary and media of art and architecture as well as develop their visual analysis and critical thinking skills.

EN 1930 Survey of American Literature

A survey of the works of major writers of literature and literary movements in America. Beginning with Native American voices, this course will progress through the 18th and 19th centuries to modern times. Though this course focuses on the major writers and movements, it does not ignore the importance of some unrecognized voices that have shaped American literature.

HS 1130 Evolution of American Democracy

This course will provide an analysis of American history from the perspectives of political thought & process, as well as the concurrent developments in economics and culture. The course begins amidst the turmoil of the early modern Scientific Revolution and the Protestant Reformation and traces the development of the sovereignty of the people from 16th century Europe to the electoral landscape of the 21st century.

HS 1150 World Civilization

Analyzes patterns of historical change and interaction in various world civilizations, with special emphasis on the modern period. Students in this class will seek answers to these questions: How have different cultures imagined themselves? What are the rules that they draw up for human behavior? How do they represent the role of the individual in society? How do they imagine 'universal' concepts like love, family, or duty? How have their writers and artists dealt with encounters with other cultures and other civilizations?

PL 1100 Making Sense of the World: An Introduction to Great Works in Philosophy and Literature

The stories we tell are a reflection of our self-understanding. They present us with who we believe ourselves to be and create a context for interpreting the experiences that are definitive of the human condition. All knowledge begins with this process, as does our search for meaning and our need



for purpose. Bringing together the great philosophic and literary narratives of cultures, this course will demonstrate how the literary imagination, in concert with philosophical reasoning, serves as a compass for navigating the landscape of experience as we continue to explore the boundaries of morality and the contours of our own humanity.

PO 3210 Global Issues

This course will look at the major issues facing the countries of the world today. The issues that will be discussed in detail will include globalization, development, human rights, the environment, weapons proliferation, terrorism, WMD, sweatshops and ethnic conflict. In addition, specific, current examples from every region in the world will be used to understand these issues much better.

SO 2850 Social Media

This course will explore the development and uses of social media as well as some of the social issues/controversies (e.g., cyber-bullying, privacy rights, impact on interpersonal skills) that have emerged with this rapidly evolving form of communication. In addition, students will have opportunities to build upon their knowledge of the many social media platforms and tools now available, and learn how they can be applied in their professional lives, for example in non-profit fundraising, journalism, and social advocacy, among other possibilities.

PA 3110 Religion and Philosophy

Introduction to philosophical issues concerning religion including the existence and nature of God, arguments for and against the existence of God, the problem of evil, faith versus knowledge, mysticism, the problem of religious language, and attacks on religion.

HU3990 Topics in Humanities

From the immediacy of the headlines to the enduring problems of our age, this course provokes inquiry into special topics driven by student demand or the current research interest of the instructor. *May be repeated for credit under different topics.*

HU4950 Capstone in Humanities

This course represents the culmination of a student's course of study in Humanities. Projects may range from the more mundane "senior thesis" to any of the media in which the human experience can be expressed the options are limited only by the imagination of the student and the availability of expertise and appropriate technologies.

Degree Programs in Liberal Studies

The liberal arts program provides students with a wide-ranging education that develops important critical and creative thinking skills that can be utilized in a vast number of occupations and academic programs. Students will develop these skills through the exploration of a number of disciplines including the sciences, humanities, mathematics and the creative arts. Through the study of the liberal arts students will also develop important understandings of personal integrity and community responsibility.

Learning Outcomes

Students completing a Liberal Arts degree at NEC will be able to:

- Demonstrate an understanding of the basis of a liberal arts education: i.e. a recognition of the inter-relationships between the arts/humanities, social sciences and natural sciences;
- Apply critical thinking and creative thinking skills;
- Perform quantitative skills;
- Apply information literacy skills;
- Demonstrate an understanding of what it means to be human and how humans interact in societies, both locally and globally;
- Demonstrate an understanding of the interdependence between humans and the natural World;
- Apply the writing process in the context of a sound rhetorical and disciplined approach in order to develop competency as effective writers.

Requirements for the Associate of Arts in Liberal Studies

- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

- Mathematics 1000+ course or pass Math Proficiency Test
- LAS 1110 - On Being Human (*LAS 1*)
- LAS 1120 Communities in America
- LAS 2110 - The Creative Arts (*LAS 3*)
- LAS 2120 - The Scientific Process (*LAS 4*)
- LAS 2140 - Humanities (*LAS 6*)
- LAS 3110 - Global Perspectives (*LAS 7*)
- Social Science electives - 12 credits
- Humanities electives - 12 credits
- Elective Course

Writing Requirement Courses

Foundations in Writing (Writing 990)
Depending on the student's need of foundational work in writing.

Requirements for the Bachelor of Arts in Liberal Studies:

- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II
- Mathematics 1000+ course
- LAS 1110 - On Being Human (*LAS 1*)
- LAS 1120 Communities in America (*LAS2*)
- LAS 2110 - The Creative Arts (*LAS 3*)
- LAS 2120 - The Scientific Process (*LAS 4*)
- LAS 2140 - Humanities (*LAS 6*)
- LAS 3110 - Global Perspectives (*LAS 7*)
- Social Science electives - 40 credits
- Humanities electives - 40 credits
- Elective Courses: 40 credits



Degree Programs in Psychology

Psychology emphasizes the fundamental importance of understanding human behavior and thought. It is a wide-ranging discipline, encompassing diverse fields of study. It is also, by its history and nature, an applied discipline. Students focus on such diverse topics as human development, prejudice, aggression, Abnormal Psychology/Psychopathology, health, and social interaction, not solely to acquire knowledge, but also with the intent of using this knowledge to better their community and their world.

At New England College, it is the goal of the faculty to merge practical skills with theoretical content and critical thinking abilities. One aim of the program is to prepare students for continued study at the graduate level. Another goal is to prepare students for careers in counseling and human services, business, education, community health, and political and social service. A psychology major provides students with a variety of career options upon graduation. In all courses, students are challenged to move beyond their common sense and personal history and to acquire an understanding of how questions about human functioning are answered through systematic investigation and hypothesis testing. Moreover, the faculty make psychology meaningful and relevant to students so that what they learn can be applied to real life skills such as parenting, interpersonal relationships, health, conflict resolution, motivational and emotional difficulties, and personal development.

Learning Outcomes

Students completing the Psychology Program should possess the following:

- Knowledge Base of Psychology - Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Research Methods in Psychology - Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Critical Thinking Skills in Psychology - Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Application of Psychology - Understand and apply psychological principles to personal, social, and organizational issues.
- Values in Psychology - Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.
- Information and Technological Literacy - Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communication Skills - Communicate effectively in a variety of formats.
- Multicultural Awareness - Recognize, understand, and respect the complexity of multicultural communities.
- Personal Development - Develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
- Career Planning and Development - Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings.
- Knowledge Base of Psychology - Demonstrate familiarity with the major concepts, theoretical

Requirements for Associate of Arts in Psychology:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement <i>(Communities in America)</i>	PS1000	Overcoming Prejudice & Discrimination	4
LAS 4 & Major Requirement <i>(Non-Lab Science)</i>	Choose 2 of these courses (LAS3 through LAS6)	Writing & Research in the Social Sciences	8
LAS 3 Requirement <i>(Fine Arts)</i>		Beginning Creative Writing	
LAS 5 Requirement <i>(Lab Science)</i>		Environmental Science: A Global Concern	
LAS 6 Requirement <i>(Humanities)</i>		<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	
Major Requirement	PS1110	Introduction to Psychology	4
Major Requirement	PS3210	Abnormal Psychology	4
Major Requirement	PS4220	Research Methods	4
Major Requirement	PS2050	Social Psychology	4
Major Requirement	PSxxxx	Psychology Elective (2000 level or higher)	4
Major Requirement	PSxxxx	Psychology Elective (2000 level or higher)	4
ELECTIVE	Choose from Available Electives	See List of Electives	4
ELECTIVE			4

**Requirements for Bachelor of Arts in Psychology:
No concentration option:**

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement (<i>Fine Arts</i>)	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement (<i>Non-Lab Science</i>)	PS2110	Writing & Research in Psychology	4
LAS 5 Requirement (<i>Lab Science</i>)	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement (<i>Humanities</i>)	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement (<i>Global Diversity</i>)	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4
Major Requirement	PS1110	Introduction to Psychology	4
Major Requirement	PS4000	Issues in Professional Practice: Psychology	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	PS4220	Research Methods	4
Major Requirement	PSxxxx	Psychology Elective (1000 level or higher)	4
Major Requirement	PSxxxx	Psychology Elective (2000 level or higher)	4
Major Requirement	PSxxxx	Psychology Elective (2000 level or higher)	4
Major Requirement	PSxxxx	Psychology Elective (3000 level or higher)	4
Major Requirement	PSxxxx	Psychology Elective (3000 level or higher)	4
Major Requirement	PSxxxx	Psychology Elective (3000 level or higher)	4

ELECTIVE	Choose from available electives	Choose from available electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Requirements to Minor in Psychology (20 Credits)

Students must take: PS 1110 - Introductory Psychology and 4 (*four*) additional courses in Psychology, two of which must be at the 3000 or 4000 level.

Concentration in Clinical Psychology:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement (<i>Fine Arts</i>)	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement (<i>Non-Lab Science</i>)	PS2110	Writing & Research in the Social Sciences	4
LAS 5 Requirement (<i>Lab Science</i>)	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement (<i>Humanities</i>)	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement (<i>Global Diversity</i>)	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4



Major Requirement	PS1110	Introduction to Psychology	4
Major Requirement	PS4000	Issues in Professional Practice: Psychology	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	PS4220	Research Methods	4
Major Requirement: Concentration in Clinical Psychology	PS4320	Counseling and Therapy	4
Major Requirement: Concentration in Clinical Psychology	PS3210	Abnormal Psychology	4
Major Requirement: Concentration in Clinical Psychology	PS4120	Substance Use	4
Major Requirement: Concentration in Clinical Psychology	PS2140	Human Development I: Childhood and Adolescence	4
Major Requirement: Concentration in Clinical Psychology	PS2150	Human Development II: Adulthood and Aging	4
Major Requirement: Concentration in Clinical Psychology	PS2050	Social Psychology	4
ELECTIVE	choose from available electives	See list of electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Concentration in Criminal Justice:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement (<i>Fine Arts</i>)	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement (<i>Non-Lab Science</i>)	PS2110	Writing & Research in the Social Sciences	4
LAS 5 Requirement (<i>Lab Science</i>)	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement (<i>Humanities</i>)	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement (<i>Global Diversity</i>)	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4
Major Requirement	PS1110	Introduction to Psychology	4
Major Requirement	PS4000	Issues in Professional Practice: Psychology	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	PS4220	Research Methods	4
Major Requirement	CJ/PS3110	Juvenile Delinquency	4
Major Requirement: Concentration in Criminal Justice	PS3210	Abnormal Psychology	4
Major Requirement: Concentration in Criminal Justice	SO3150	Deviance	4
Major Requirement: Concentration in Criminal Justice	PS/CJ 3170	Forensic Psychology	4
Major Requirement: Concentration in Criminal Justice	CJ3210	Contemporary Law Enforcement	4



Major Requirement: Concentration in Criminal Justice	CJ3150	Victimology	4
ELECTIVE	choose from available electives	See list of electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Concentration in Developmental Psychology:

Requirement	Courses	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement <i>(Communities in America)</i>	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement <i>(Fine Arts)</i>	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement <i>(Non-Lab Science)</i>	PS2110	Writing & Research in the Social Sciences	4
LAS 5 Requirement <i>(Lab Science)</i>	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement <i>(Humanities)</i>	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement <i>(Global Diversity)</i>	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4
Major Requirement	PS1110	Introduction to Psychology	4
Major Requirement	PS4000	Issues in Professional Practice: Psychology	4



Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	PS4220	Research Methods	4
Major Requirement: Concentration in Developmental Psychology	PS3260	Cognitive Psychology	4
Major Requirement: Concentration in Developmental Psychology	PS2140	Human Development I: Childhood and Adolescence	4
Major Requirement: Concentration in Developmental Psychology	PS2150	Human Development II: Adulthood and Aging	4
Major Requirement: Concentration in Developmental Psychology	PS2050	Social Psychology	4
Major Requirement	PSxxxx	Psychology Elective	4
ELECTIVE	choose from available electives	See list of electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Course Descriptions

PS 1000 Overcoming Prejudice and Discrimination

In overcoming Prejudice and Discrimination we will examine the forces that promote unity, theories and concepts related to prejudice and discrimination, and specific strategies to reduce conflict and promote respect and understanding among diverse populations. This course was created as a collaborative effort of faculty in criminal justice, education, kinesiology, psychology, and sociology, and has a strong applied (project-based) component.

PS 1110 Introduction to Psychology

A survey course in the fundamentals of psychology. A wide range of topics are covered such as the biological bases of behavior, learning, motivation, human development across the lifespan, emotion, cognition, intelligence, personality, social interaction, abnormal behavior, methods of therapy, and stress and adjustment.

PS 2110 Writing and Research in the Social Sciences

This course helps students identify issues of interest and analyze how texts make claims, invoke social science literature, offer evidence, and deploy key terms. Through analysis and imitation, students are exposed to the challenges of the social science project, including the collection of data on human subjects and the ethical presentation of evidence.

PS 2050 (SO 2050) Social Psychology

An examination of the way the individual's behavior is affected by the behavior of others. Areas covered include aggression, conformity, attitude formation, methods of persuasion, altruism, environmental effects on behavior, prejudice and discrimination, and interpersonal attraction.

PS 2120 WEB U

In this course we view many videos from *YouTube* and other internet sites, including a number of talks from the *TED* series. The first videos stress important concepts about community, personal responsibility, and the critical place that art and beauty play in society. Later videos stress how education can succeed or fail to enlighten and move us, and how the ways in which we tend to our own health and those around us can shape our communities. Students also choose videos for the entire class to view, and all students write brief reaction papers on each of the videos seen.

PS 2140 (ED 2140) Human Development I - Childhood and Adolescence

This course studies human development from conception through adolescence. It examines the impact of heredity and environmental forces on the formation of the child. The history of developmental psychology, cross-cultural child rearing practices and gender role socialization are examined. Also included are specific topics, such as modern reproductive technology and its legal/emotional implications, the changing role of fathers, the daycare dilemma, the effects of divorce on the child, family systems, culture and learning, computers and learning.

PS2150 Human Development II: Adulthood and Aging

A study of human development from late adolescence through old age in a variety of social/cultural settings. Examined are the challenges that confront us as human beings at different stages of growth and development.

PS 2310 Statistics for the Social Sciences

The focus of the course is on the application of statistics to answer questions in social science. Students will



be introduced to the theoretical aspects of probability, sampling, and hypothesis testing and taught to utilize statistical software for social science research. Topics include data file creation, data entry, descriptive statistics, basic inferential statistics, pictorial representation of data, and the interpretation of statistical analysis. Students will learn when to use the various statistics (including r , t , F , and χ^2), how to interpret them, and how to write up an APA-style results section.

PS 3110 (CJ/SO 3110) Juvenile Delinquency

This course offers an in-depth analysis of the (anti-) social phenomenon of our time: delinquent youth gangs. We are currently witnessing a rise in the number of gangs, the degree of violence they exhibit, and their impact on American society. This course will combine psychological theory with the delinquents' own accounts of their gang affiliation and behavior. This is a seminar-type course that requires some research and presentation on topics chosen by the student in agreement with the instructor.

CJ 3150 Victimology

Victimology seeks to explain crime through a focus on the victims of crime. This course covers research in the field, including rates of victimization and how they differ according to social categories. Next, the course addresses the impact of criminal victimization upon individuals' mental (and physical) health, but also the macro-social and economic costs of victimization. Finally, the course closes with practical responses to victimization.

PS 3170 (CJ 3170) Forensic Psychology

The goal of this course is to acquaint the student with the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior. Homicide will be presented, not as a unitary event, but as a complex behavior,

with different phenomenology, psychopathology, and dynamics. The course focuses on a number of case studies that illustrate the complex psychological issues involved in domestic violence, hate crimes, sexual homicide, and the role of mental illness in crime. In addition, the course covers the relationship of psychology to the practice of law and justice, and the role a forensic psychologist plays within the criminal justice arena. Concepts of personality assessment, expert testimony, and profiling of various offenders are discussed. *Prerequisite: Any 2000-level CJ or PS course.*

PS3260 Cognitive Psychology

An introduction to experimental study of higher mental procedures including pattern recognition, perception and comprehension of language, memory and problem-solving.

PS 4000 Issues in Professional Practice - Psychology

This capstone course prepares students for the challenges and responsibilities of professional practice and study in the field of Psychology. Discussion of ethics in research and practice, consideration of current controversies in the fields and exploration of future trends and opportunities within the discipline are included. *Prerequisite: Junior standing.*

PS4120 Substance Use

This course focuses on the various types of addiction as well the effects of Substance Use and the various medical and mental health conditions that may coexist with addiction. The second part of the course examines the various aspects of substance use disorder treatment processes and interventions.

PS 4220 (SO 4220) Research Methods

This seminar course involves an examination of the various research strategies used by psychologists and



other social scientists. The advantages and disadvantages of each methodology are analyzed. Control, experimental and alternative designs, context, and standards for ethical research are discussed. A research project constitutes a major feature of the course. Students generate, conduct, write up, and present an original APA style research study.

PS4320 Counseling and Therapy

This course involves an in-depth examination of the various approaches to the process of counseling and psychotherapy applied to a variety of life conflicts. Included are the accepted theoretical approaches to counseling and therapy as well as the specific skills of communication, listening and empathy.

Degree Programs in the Social Sciences

Bachelor of Science in the Social Sciences

The social science major provides breadth of knowledge in the social sciences through interdisciplinary study in areas such as criminal justice, healthcare, psychology, and sociology. It also offers depth and focus through selection of core courses in one social science area. Graduates in social science may pursue a variety of careers in which understanding of social science issues is important, including business administration, elder care, government, health services, law enforcement, human resources, and community service.

Learning Outcomes

The student who graduates with a major in social science should be able to:

- Integrate theoretical perspectives and research findings in the social sciences, using quantitative and qualitative data and applying social science research methods.
- Communicate effectively to professional and nonprofessional audiences.
- Analyze complex social problems and work towards realistic solutions using awareness, acceptance, and appreciation of diversity, social factors, and global multicultural perspectives.
- Apply critical and creative thinking and information literacy to solve practical problems in the social sciences.

Requirements for the Bachelor of Science in the Social Sciences:

Requirement	Course(s)	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement (<i>On Being Human</i>)	Choose one of the LAS1 courses	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement (<i>Communities in America</i>)	PS1000	Overcoming Prejudice & Discrimination	4

LAS 3 Requirement (<i>Fine Arts</i>)	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement (<i>Non-Lab Science</i>)	PS2110	Writing & Research in the Social Sciences	4
LAS 5 Requirement (<i>Lab Science</i>)	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement (<i>Humanities</i>)	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement (<i>Global Diversity</i>)	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4
Major Requirement	SO1110	Introduction to Sociology	4
Major Requirement	PS2110	Writing and Research in the Social Sciences	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	Choose one of the following: (1000 level)	<ul style="list-style-type: none"> •Introduction to Business •Introduction to Criminal Justice •Introduction to Healthcare in the U.S. •U.S. Politics 	4
Major Requirement	Choose one of the Following: (2000 level)	<ul style="list-style-type: none"> •Organizational Behavior & Management •Economics of Healthcare •Social Psychology 	4
Major Requirement	Choose one from the following: (3000 level)	<ul style="list-style-type: none"> •International Business •Contemporary Law Enforcement •Legal and Ethical Environment of Business •Global Issues •Social Media 	4
Major Requirement	Choose one from the following: (4000 level)	<ul style="list-style-type: none"> •Issues in Professional Practice •Research Methods 	4



Major Requirement	S04950	Capstone in Social Sciences	
Major Requirement	XXXX	Elective in SO, PS, CJ	4
Major Requirement	XXXX	Elective in SO, PS, CJ	
Major Requirement	XXXX	Elective in SO, PS, CJ	4
ELECTIVE	choose from available electives	See list of electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
Total credits: 120			

Course Descriptions

S04950 Capstone in Social Sciences

This course represents the culmination of a student's course of study in Humanities. Projects may range from the more mundane "senior thesis" to any of the media in which the human experience can be expressed the options are limited only by the imagination of the student and the availability of expertise and appropriate technologies.

Additional course descriptions are included in program information for degree in Sociology. Cross-listed course descriptions can be found in other sections of this Catalog.



Degree Programs in Sociology

The Sociology Program focuses on the themes of social change and social justice. It is designed to equip students with a broad knowledge of social issues and with the analytical and practical skills needed to pursue graduate study and careers in fields such as social work, community development, criminal justice, and peace and justice activism.

Learning Outcomes

- Understand contemporary domestic and global social problems, the ways they affect people's lives, and the role individuals and organizations play in the change process on a micro and macro level.
- Identify basic methodological approaches and describe the general role of methods in building sociological knowledge.
- Describe how sociology differs from and is similar to other social sciences and give examples of these differences and similarities.
- The internal diversity of U.S. society and the significance of variations by race/ethnicity, gender, sexuality, class, age.
- Show how patterns of thought and knowledge are directly influenced by political-economic social structures.
- Present opposing viewpoints and alternative hypotheses on various issues.

Requirements for the Associate of Arts in Sociology:

Requirement	Course(s)	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement <i>(Communities in America)</i>	PS1000	Overcoming Prejudice & Discrimination	4
LAS 4 & Major Requirement <i>(Non-Lab Science)</i>	Choose 2 of these courses (LAS3 through LAS6)	Writing & Research in the Social Sciences	8
LAS 3 Requirement <i>(Fine Arts)</i>		Beginning Creative Writing	
LAS 5 Requirement <i>(Lab Science)</i>		Environmental Science: A Global Concern	
LAS 6 Requirement <i>(Humanities)</i>		<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	
Major Requirement	SO1110	Introduction to Sociology	4
Major Requirement	PS2050	Social Psychology	4
Major Requirement	SO3060	Social Inequality	4
Major Requirement	SO3020	Sustainable Communities	4
Major Requirement	SO3150	Deviance	4
Major Requirement	PSxxxx	SO, PS, or CJ Elective (2000 level or higher)	4
ELECTIVE	Choose from Available Electives	See List of Electives	4
ELECTIVE			4

Requirements for the Bachelor of Arts in Sociology:

Requirement	Course(s)	Title	CR
Writing Requirement I	WR1010	Writing in the Lib Arts/Sciences I	4
Writing Requirement II	WR1020	Writing in the Lib Arts/Sciences II	4
Math Requirement	Choose one of the following	<ul style="list-style-type: none"> •Intro to Quantitative Reasoning •College Algebra 	4
LAS 1 Requirement <i>(On Being Human)</i>	Choose one of the following	<ul style="list-style-type: none"> •One Love: Marley, Language & Learning •History of Political Thought 	4
LAS 2 & Major Requirement <i>(Communities in America)</i>	PS1000	Overcoming Prejudice & Discrimination	4
LAS 3 Requirement <i>(Fine Arts)</i>	EN2570	Beginning Creative Writing	4
LAS 4 & Major Requirement <i>(Non-Lab Science)</i>	PS2110	Writing & Research in the Social Sciences	4
LAS 5 Requirement <i>(Lab Science)</i>	ES1110	Environmental Science: A Global Concern	4
LAS 6 Requirement <i>(Humanities)</i>	Choose one of the following	<ul style="list-style-type: none"> •Intro to Art & Art History •Survey of American Lit •Intro to Literature 	4
LAS 7 Requirement <i>(Global Diversity)</i>	Choose one of the following	<ul style="list-style-type: none"> •World Geography •International Business 	4
Major Requirement	SO1110	Introduction to Sociology	4
Major Requirement	CJ/PS/SO4000	Issues in Professional Practice: Sociology	4
Major Requirement	PS2310	Statistics for the Social Sciences	4
Major Requirement	PS4220	Research Methods	4
Major Requirement	SO3060	Social Inequality	4
Major Requirement	BU2420	Organizational Behavior and Management	4
Major Requirement	SO3020	Sustainable Communities	4
Major Requirement	SO3150	Deviance	
Major Requirement	PS2050	Social Psychology	4
Major Requirement	XXXX	Elective in SO, PS, CJ	4
Major Requirement	XXXX	Elective in SO, PS, CJ	4

ELECTIVE	choose from available electives	See list of electives	4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4
ELECTIVE			4

Course Descriptions:

SO 1110 Introduction to Sociology

This course introduces students to the dynamic and varied discipline of sociology. It provides an overview of major concepts, perspectives, and methods used in sociological inquiry. Students are encouraged to look at society and its institutions in new ways, and to identify and challenge social injustice.

PS 2050 (SO 2050) Social Psychology

An examination of the way the individual's behavior is affected by the behavior of others. Areas covered include aggression, conformity, attitude formation, methods of persuasion, altruism, environmental effects on behavior, prejudice and discrimination, and interpersonal attraction.

PS 2110 Writing and Research in the Social Sciences

This course helps students identify issues of interest and analyze how texts make claims, invoke social science literature, offer evidence, and deploy key terms. Through analysis and imitation, students are exposed to the challenges of the social science project, including the collection of data on human subjects and the ethical presentation of evidence.

PS 2310 Statistics for the Social Sciences

The focus of the course is on the application of statistics to answer

questions in social science. Students will be introduced to the theoretical aspects of probability, sampling, and hypothesis testing and taught to utilize statistical software for social science research. Topics include data file creation, data entry, descriptive statistics, basic inferential statistics, pictorial representation of data, and the interpretation of statistical analysis. Students will learn when to use the various statistics (including r , t , F , and χ^2), how to interpret them, and how to write up an APA-style results section.

SO3060: Social Inequality

This course explores the main mechanisms and institutions important in structuring inequality in the U.S., including education, labor markets, welfare policy and family structure, residential segregation and neighborhoods, health and the environment and the criminal justice system. Within each topic area, the course focuses on the significance of race and ethnicity, social class and gender. Special attention is also given to the popular and scientific explanations of inequality, especially with respect to the high and low ends of the distribution of income and wealth.

SO3020 Sustainable Communities

The course addresses how social and economic forces shape community development practices locally, nationally



and globally. The course analyzes the impact of corporations in local communities and how the private and public sectors, together with not for profit organizations, can work together to foster well-being and community development in the regions where they operate.

SO3150 Deviance

An introduction to the general phenomenon of social deviance. Focuses on criminal as well as non-criminal deviance. Theoretical approaches which seek to explain deviance will be critically explained.

PS4000 Issues in Professional Practice

This capstone course prepares students for the challenges and responsibilities of professional practice and study in the social sciences. Discussion of ethics in research and practice, consideration of current controversies in the fields and exploration of future trends and opportunities within the discipline are included. Prerequisite: Junior standing.

PS 4220 (SO 4220) Research Methods

This seminar course involves an examination of the various research strategies used by social scientists. The advantages and disadvantages of each methodology are analyzed. Control, experimental and alternative designs, context, and standards for ethical research are discussed. A research project constitutes a major feature of the course.

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