
NEW ENGLAND COLLEGE
2016-2017 RESIDENTIAL
UNDERGRADUATE CATALOG

Residential Undergraduate

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.

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 nonprofit organization in Hillsboro that caters to individuals with autism in a capacity to use the accounting software, Quickbooks, to update their books of record.

Major

Accounting, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

Accounting Core Courses

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. *(4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: AC 2210/BU 2210. (4 Credits)*

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. *Prerequisites: AC 3210 or permission of the instructor. (4 Credits)*

AC 3230 - 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.

Prerequisites: AC 2220/BU 2220. Offered every other year. (4 Credits)

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. *Prerequisite:* AC 2210/BU 2210 or permission of the instructor. *Offered every other year. (4 Credits)*

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 5640 - Auditing & 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.

Prerequisites: AC 3210, AC 3220. *Offered every other year. (4 Credits)*

Electives

Take one course from the following list:

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. *Prerequisites:* AC 3220. *Offered on a rotating basis. (4 Credits)*

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 valuation, changes in price levels, controls, taxes and transfer pricing, as well as ethical, social, legal, and cultural considerations. *Prerequisites: AC 3210. Offered on a rotating basis. (4 Credits)*

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.. *Prerequisites: AC 3220. Offered on a rotating basis. (4 Credits)*

Related Courses Required for the Major

(4 courses, 16 Credits)

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. *(4 Credits)*

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. (4 Credits)

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. Sophomore status (4 Credits)

Strongly Recommended Course

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 (4 Credits)

Other Programs

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

Fall

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. (4 Credits)

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)

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

WR 1010 - Composition

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. *(4 Credits)*

Spring

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Elective or Quantitative Literacy Requirement
- Elective

Second Year

Fall

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. *Prerequisites:* AC 2210/BU 2210. (4 Credits)

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. (4 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. *Prerequisites:* MT 1020 or greater (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. *(4 Credits)*

Spring

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. *Prerequisites: AC 3210 or permission of the instructor. (4 Credits)*

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. (4 Credits)

- Elective *or*

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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

Third Year

Fall

AC 3230 - 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.

Prerequisites: AC 2220/BU 2220. Offered every other year. (4 Credits)

- LAS 2130 (LAS 5)
- Elective *or*

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 (4 Credits)*

- Elective

Spring

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. *Prerequisite: AC 2210/BU 2210 or permission of the instructor. Offered every other year. (4 Credits)*

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. *(4 Credits)*

- Elective
- Elective

4th Year

Fall

- AC Elective

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. *(4 Credits)*

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. Sophomore status (*4 Credits*)

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. (*4 Credits*)

- Elective

Spring

AC 5640 - Auditing & 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.

Prerequisites: AC 3210, AC 3220. *Offered every other year. (4 Credits)*

- AC Internship
- Elective
- Elective

Art: Fine Arts Concentration and Media Arts Concentration

Program Description:

The art program provides majors with the opportunity to acquire a thorough knowledge and practice of the basic means of visual expression and a broad exposure to the history of art. Those who major in art 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
- Develop a cohesive body of work and articulate its concepts and methods of production
- Write creatively and critically about the arts and understand research methods and principles
- Read critically and interpret art historical texts and art criticism.
- Understand and articulate the interrelationship 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.

Experiential Learning Components - Required

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 discipline-based vocabulary essential to the study of art and visual culture.

Internships are strongly encouraged and can be substituted for a studio art or art history course at the intermediate (2000,3000) level.

CAPSTONE: 3 Courses (10 Credits)

Themes in Fine and Media Arts Topics (4 credits) is an interdisciplinary capstone class that allows students working in 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 encourages students to broaden their perspectives on art and art making. Emphasis is also placed on professional studio practice, skilled execution, and self-direction.

Senior Project (4 credits) consists of a self-determined study under faculty supervision to create and develop a body of work for portfolio and/or senior exhibition. Students produce a minimum of six to ten presentation quality and/or exhibition ready works. The project usually culminates at the end of the senior year with an exhibition.

Professional Practices in Art (2 credits) provide students with knowledge and practical field experience necessary for the promotion and development of a professional career in the visual arts. In addition to gallery, studio and museum visits, and practical assignments relating to a career as a professional artist, designer or curator, students expand their professional experience by applying for competitive exhibits or participating in internships, community involvement and other related visual arts opportunities. In addition, the Signature Experience for all majors is embedded in this course. Students spend 2-3 days together at an urban destination and visit galleries, artists' studios, museums, design and photography studios to gain an understanding of the profession.

Other Experiential Learning Opportunities - Not Required - Highly Recommended

Senior Exhibition (4 credits) focuses on exhibition strategies, practices and standards encountered when soliciting opportunities and preparing work for exhibition. Students gain experience and knowledge regarding exhibition consideration, venues, planning, contracts, design, and marketing and promotion. Working collaboratively, students organize and present an exhibition of the work they produced for their senior project.

Experiential Learning Opportunities at the Program Level:

Annual Student Art Exhibition: Student work from all courses is exhibited in the Chester Gallery (yearly Student Exhibition) and at the Simon Center gallery (on a regular basis). Students work is selected by faculty 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.

Study Away opportunities: Short and long term- are strongly encouraged.

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 Chester Gallery. Various offices on the NEC campus also provide photography and design internships.

Travel Opportunities (Immersion): Art faculty periodically lead college funded trips abroad during March break.

Major

Art 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

Fall

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

- Fine Arts or Media Arts Studio
- Elective

Second Year

Fall

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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 Quantitative Literacy requirement. Students who do not need to take a higher level mathematics course should find this an interesting way of meeting the Quantitative Literacy requirement. *(4 Credits)*

- Fine Arts or Media Arts Studio
- Elective

Spring

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. *(4 Credits)*

- Fine Arts or Media Arts Studio (outside of chosen concentration)

- Elective
- Elective

Third Year

Fall

- Art History (2 credits)
- Fine Arts or Media Arts Studio
- Elective
- Elective

Spring

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. (4 Credits)

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- Art History (2 credits)

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. *Prerequisites: 46 Credits Earned Offered every Fall. (2 Credits) Required course for all art majors.*

- Fine Arts or Media Arts Studio

Fourth Year

Fall

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

- Elective
- Elective

Spring

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

- Elective
- Elective

Art: Fine Arts Concentration and Media Arts Concentration, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

Core Introductory Courses

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments.

Offered every Fall. (4 Credits) Required of every art and communications major.

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

Core Capstone Courses

AR 4440 - Fine and Media Arts Topics

This interdisciplinary capstone class allows 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. *Prerequisites: 3000 level Fine Arts or Media Arts Course Offered each Fall. (4 Credits) May be repeated for credit. Required course for all art majors.*

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. *Prerequisites: 46 Credits Earned Offered every Fall. (2 Credits) Required course for all art majors.*

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

Art History Course Requirements

Select 8 credits from the following list:

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

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. *Seven week course. Offered every fourth year. (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. (4 Credits) *Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every four years. (2 Credits) Seven week course.*

AR 3990 - Intermediate Topics in Art and Art History

The study of a selected topic in art or art history at an intermediate level. *Prerequisites:* AR 2520 or AR 1240/CO 1240. *Variable Credit : 2-4 May be repeated for credit with different topics.*

AR 4810 - Directed Study in Art or Art History

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

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. *College requirements for eligibility for intership met. Variable credit: 1-16 May be repeated according to college guidelines. Only 4 credits may be substituted for studio art or art history requirement. Permission of advisor and appropriate faculty member required.*

AR 4990 - Advanced Topics in Art or Art History

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

Fine Arts Concentration Requirements

Select 16 credits from the following list:

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. (*Credits 2-4*) *Various topics may be repeated for credit.*

AR 2120 - Intro to 3-D Design & 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. *Offered every Spring. (4 Credits)*

AR 2612 - Painting 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. *Prerequisites: AR 1610. (4 Credits)*

AR 2314 - 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. *Prerequisites: AR 1610. Offered every Spring. (4 Credits)*

AR 2610 - 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 may include study of the 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. *Prerequisites:* AR 1610. *Offered every Fall. (4 Credits)*

AR 3511 - Sculpture / 3D Design II

A continuation of the concepts introduced in AR2120 Sculpture / 3D Design I with an emphasis on aesthetic and expressive concerns of sculpture, emphasizing the basic forming processes: modeling, building, casting and carving. *Prerequisites:* AR 2120. *Once every 2 years. (4 Credits)*

AR 3612 - Painting 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. *Prerequisites:* AR 2612. *(4 Credits)*

AR 3313 - Printmaking II

This course introduces more advanced techniques and skills of printmaking as a fine art medium. Includes developing a deeper understanding of visual concepts as they relate to prints. Students are encouraged to work in a variety of print processes and processes in combination. *Prerequisites:* AR 2314. *Offered every other Spring. (4 Credits)*

AR 4650 - Structured Studio

This advanced course offers students the opportunity to utilize the skills acquired in their discipline of choice to gain further technical competency while applying these skills to a series of structured assignments that allow them to develop conceptually and discover their personal artistic voice. Students are expected to be more self-directed and take initiative as they address idea-based, generative exercise assignments to create portfolio ready work. Students will need to conceptually defend their work orally and in written form to successfully complete this course. *Prerequisites:* Studio courses in the discipline of choice at the 2000 and 3000 level. *(4 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. *Prerequisites:* AR 2520 or AR 1240/CO 1240. *Variable Credit : 2-4 May be repeated for credit with different topics.*

AR 4810 - Directed Study in Art or Art History

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

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. *College requirements for eligibility for intership met. Variable credit: 1-16 May be repeated according to college guidelines. Only 4 credits may be substituted for studio art or art history requirement. Permission of advisor and appropriate faculty member required.*

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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

AR 4990 - Advanced Topics in Art or Art History

Study of a selected topic in art or art history at an advanced level. *Prerequisites: 8 credits at*

3000 level Studio Art or Art History. Variable Credit: 1-4 Credits May be repeated for credit with different topics.

Fine Arts Concentrates

Select one course (4 credits) from the list of Media Arts courses.

Media Arts Concentration Requirements

Select 16 credits from the following list:

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

AR 2414 - Graphic Design I

This course builds on skills acquired in the Design Fundamentals course. It focuses on the elements and principles 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 techniques. *Prerequisites: AR 1110. Offered every Fall. (4 Credits)*

AR 2710 - Photography II

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. *Prerequisites: AR 1710. (4 Credits)*

AR 3414 - Graphic Design 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. Offered every Spring. (4 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. *Prerequisites: AR 2520 or AR 1240/CO 1240. Variable Credit : 2-4 May be repeated for credit with different topics.*

AR 4650 - Structured Studio

This advanced course offers students the opportunity to utilize the skills acquired in their discipline of choice to gain further technical competency while applying these skills to a series of structured assignments that allow them to develop conceptually and discover their personal artistic voice. Students are expected to be more self-directed and take initiative as they address idea-based, generative exercise assignments to create portfolio ready work. Students will need to conceptually defend their work orally and in written form to successfully complete this course. *Prerequisites: Studio courses in the discipline of choice at the 2000 and 3000 level. (4 Credits)*

AR 4810 - Directed Study in Art or Art History

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

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. *College requirements for eligibility for intership met. Variable credit: 1-16 May be repeated according to college guidelines. Only 4 credits may be substituted for studio art or art history requirement. Permission of advisor and appropriate faculty member required.*

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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

AR 4990 - Advanced Topics in Art or Art History

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

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, 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. *(4 Credits)*

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, an art-based project that will explore alternative narrative and expression. The second, a 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. *Prerequisites: CO 3210. (4 Credits)*

Media Arts Concentrates

Select one course (4 credits) from the list of Fine Arts courses.

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 the 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.

Minor

Art History Minor

- Description and Learning Outcomes

Requirements

24 Credits

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

- 4 Credits of Studio Art elective
- 8 credits of Art History Electives

Studio Art Minor

- Description and Learning Outcomes

Requirements

24 Credits

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

- 8 Credits of Studio Electives
- 4 Credits of Art History Electives

Other Programs

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

Fall

WR 1010 - Composition

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. *(4 Credits)*

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)*

- LAS 1010 (LAS 1)

Core Requirement

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

Core Requirement:

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

- Quantitative Literacy Requirement

Second Year

Fall

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. *(4 Credits)*

Choice of course

Choice of course from Fine Arts Concentration at Studio I level

Core Requirement:

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

- Electives (6 credits)

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

Core Requirement

AR 2120 - Intro to 3-D Design & 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. *Offered every Spring. (4 Credits)*

Choice of course

- Choice of course from Fine Arts Concentration at Studio I level
- Elective (6 credits)

Third Year

Fall

- LAS 2130 (LAS 5)

Choice of course

Choice of course from Fine Arts Concentration at Studio I or II level

Required

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

2 credits each, 7 week courses taken in sequence

- Electives (6 credits)

Spring

- LAS Elective

Choice of course

Choice of course from Fine Arts Concentration at Studio I or II

- Elective (10 credits)

4th Year

Fall

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. (4 Credits)

Required

AR 4440 - Fine and Media Arts Topics

This interdisciplinary capstone class allows 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. *Prerequisites: 3000 level Fine Arts or Media Arts Course Offered each Fall. (4 Credits) May be repeated for credit. Required course for all art majors.*

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

- Electives (6 credits)

Spring

Required

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 (4 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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

- Electives (10 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

Fall

WR 1010 - Composition

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. *(4 Credits)*

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)*

- LAS 1010 (LAS 1)

Core Requirement

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

Required

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. *(4 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

Core Requirement

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

- Quantitative Literacy Requirement

Second Year

Fall

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. *(4 Credits)*

Core Requirement

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

Choice of course

Choice of course from Media Arts Concentration at Studio I level

- Elective (4-6 credits)

Spring

LAS 2120 (LAS 4) - 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. (4 Credits)

Core Requirement

AR 2120 - Intro to 3-D Design & 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. *Offered every Spring. (4 Credits)*

Choice of course

Choice of course from Media Arts Concentration at Studio I or II

- Elective (4-6 credits)

Third Year

Fall

- LAS 2130 (LAS 5)

Choice of course

Choice of course from Media Arts Concentration at Studio I or II level

Required

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

2 credits each, 7 week courses taken in sequence

- Elective (4-6 credits)

Spring

- LAS Elective

Choice of course

Choice of course from Media Arts Concentration at Studio I or II level

- Elective (8-10 credits)

4th Year

Fall

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. (4 Credits)

Required

AR 4440 - Fine and Media Arts Topics

This interdisciplinary capstone class allows 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. *Prerequisites: 3000 level Fine Arts or Media Arts Course Offered each Fall. (4 Credits) May be repeated for credit. Required course for all art majors.*

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

- Elective (10 credits)

Spring

Required

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 (4 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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

- Elective (10 credits)

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 analysis).
- 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-BI 1114) will satisfy the LAS 2130 requirement for students majoring in Biology, Health Science, and Kinesiology.

The Sophomore Review

Upon completion of BI 1111 - General Biology - Biodiversity, Evolution and Ecology to BI 1114 - General Biology - Cellular 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.

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.

Major

Biology, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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

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). Offered 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*). Offered every Fall. (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. 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. (*Meets the second seven weeks of every spring semester.*) Offered every spring (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-BI 1112. Offered every other Fall. (4 Credits)

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. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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)*

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. *Prerequisites: MT 1510. (4 Credits)*

Plus one of the following organismal level courses:

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. *Prerequisites:* BI 1111-BI 1112. *Offered in odd falls. (4 Credits)*

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs. (4 Credits)*

Plus one of the following micro-level courses:

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

Plus 4 of the following courses

(ones not taken above)

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. (4 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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 integumentary, immune, digestive, urinary, and reproductive systems. *Prerequisites:* BI 1113-BI 1114. *Offered every spring. (4 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. *Prerequisites:* BI 1111-BI 1112 or ES 1110 *Offered in odd falls. (4 Credits)*

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.

Prerequisites: BI 1111-BI 1114, CH 2110. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

BI 4910 - Internship

Students are encouraged to seek internships in area hospitals, research facilities, nonprofit 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) May be repeated for credit

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. *Prerequisites:* CH 2120. *(4 Credits)*

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. *Prerequisites:* CH 3310 *(4 Credits)*

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.

Prerequisites: CH 3310. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement.

Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)

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. *Prerequisites:* PH 2210. (4 Credits)

Minor

Biology Minor

- Description and Learning Outcomes

Requirements

A minor in Biology will consist of the following courses:

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*). Offered 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*). Offered every Fall. (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. 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. (*Meets the second seven weeks of every spring semester.*) Offered every spring (2 Credits)

- And at least 16 credits of additional biology courses.

Other Programs

Biology 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:



First Year

Fall

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. (4 Credits)

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*). Offered 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*). Offered every Fall. (2 Credits)

- Math as determined by MPA

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

- Bio or a general elective

Second Year

Fall

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. *(4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 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. *Prerequisites: BI 1111-BI 1112. Offered in odd falls. (4 Credits)*

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. *Prerequisites: BI 1111 -BI 1114. Offered in even falls. (4 Credits)*

- Bio elective

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution

of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

Third Year

Fall

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. (4 Credits)

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.

Prerequisites: MT 1510. (4 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. *Prerequisites:* BI 1111-BI 1112. *Offered in odd falls.* (4 Credits)

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls.* (4 Credits)

- Bio elective

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-BI 1112.
Offered every other Fall. (4 Credits)

Spring

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.
Prerequisites: BI 1111-BI 1114, CH 2110. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution

of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114.
Offered in even springs. (4 Credits)

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective
- LAS elective

4th Year

Fall

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. *(4 Credits)*

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. (4 Credits)*

- Bio or a general elective

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-BI 1112. *Offered every other Fall. (4 Credits)*

Spring

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. (4 Credits)*

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.

Prerequisites: BI 1111-BI 1114, CH 2110. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective
- General or Bio elective
- General elective

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

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.

Major

Business Administration, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)

LAS 2120 (LAS 4) - 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. (4 Credits)

- LAS 2130

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. *(4 Credits)*

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. *(4 Credits)*

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

4 credits from one of the following courses:

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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)

Twenty additional credits

Twenty additional credits taken from the following disciplines:

- Accounting
- Business
- Economics

General electives

General electives to complete 60-credit requirement.

Business Administration, Accounting, B.A.

- Description and Learning Outcomes
- Business Administration Suggested Course Sequence

Requirements

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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 (4 Credits)*

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. Sophomore status *(4 Credits)*

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. Completion of all other BU Major requirements (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

Accounting

(*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 nonprofit 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

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. *Prerequisites:* AC 2210/BU 2210. (4 Credits)

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. *Prerequisites:* AC 3210 or permission of the instructor. (4 Credits)

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. *Prerequisite:* AC 2210/BU 2210 or permission of the instructor. Offered every other year. (4 Credits)

Plus One elective chosen from:

AC 3230 - 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.

Prerequisites: AC 2220/BU 2220. Offered every other year. (4 Credits)

AC 3990 - Topics in Accounting

A changing selection of courses designed to offer a variety of enrichment studies in Accounting. *Offered on a rotating basis. (4 Credits) The course may be repeated for credit with different topics.*

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. *Prerequisites: AC 3220. Offered on a rotating basis. (4 Credits)*

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 valuation, changes in price levels, controls, taxes and transfer pricing, as well as ethical, social, legal, and cultural considerations. *Prerequisites: AC 3210. Offered on a rotating basis. (4 Credits)*

AC 5640 - Auditing & 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.

Prerequisites: AC 3210, AC 3220. Offered every other year. (4 Credits)

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.. *Prerequisites: AC 3220. Offered on a rotating basis. (4 Credits)*

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. *(4 Credits)*

Business Administration, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. (4 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 (4 Credits)

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. (4 Credits)

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. (4 Credits)

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 (4 Credits)

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. Sophomore status (4 Credits)

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. Completion of all other BU Major requirements (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

Business Administration, Marketing, B.A.

- Description and Learning Outcomes

Requirements

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 (*4 Credits*)

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. (*4 Credits*)

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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. (*4 Credits*)

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 (*4 Credits*)

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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. Sophomore status (*4 Credits*)

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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. Completion of all other BU Major requirements (*4 Credits*)

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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. (*4 Credits*)

Required Courses for 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

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. *(4 Credits)*

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.

Prerequisites: BU 2510. *(4 Credits)*

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 nonprofit 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. *Prerequisites:* BU 2510 *Offered every fall. (4 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. *Prerequisites: BU 2510. (4 Credits)*

BU 3990 - Topics in Business

A changing selection of courses designed to offer a variety of enrichment studies in Business. Permission of Associate Dean or Accepted into MBA Program *(4 Credits) The course may be repeated for credit with different topics.*

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. Senior status is preferred. *Prerequisites: BU 2510, BU 2210/AC 2210, BU 2220/AC 2220, BU 2410. (4 Credits) This course may be repeated with permission of the department.*

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. *(4 Credits)*

Business Administration, Strategic Sales Management, B.A.



Business Administration, Strategic Sales Suggested Course Sequence

Sales and sales management professionals are in high demand, and long-term job growth prospects are strong. In addition to building a career in sales, the ability to communicate effectively, leverage evolving technology, and build strong relationships among customers and stakeholders are critical elements in almost any successful career. The art and science of selling is a highly marketable and transferable skill set - and a big competitive advantage for your career. Salesmanship is best developed through experience, so students will be exposed to the material through a variety of methods including mock sales scenarios, class projects, and case studies.

Because this concentration relies on graduate level courses as part of the undergraduate program, students wishing to concentrate in Strategic Sales Management must either be accepted into New England College's MBA - program or get permission from the Associate Dean of Management or the Dean of the Undergraduate Program in order to take MG 5360 and MG 6230.

Requirements

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 *(4 Credits)*

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. *(4 Credits)*

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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. *(4 Credits)*

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 *(4 Credits)*

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. Sophomore status *(4 Credits)*

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. Completion of all other BU Major requirements *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

- S.M. Requirements

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. *(4 Credits)*

MG 5360 - Technology and the Art of the Sale

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to provide the marginal value necessary to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. Students will learn how to successfully leverage technology to their advantage and negotiate a sale in this

constantly shifting environment. Emphasis will be placed on a range of likely sales venues, ranging from social media to a conference.

Permission of Associate Dean or Accepted into MBA Program *4 credits*

MG 6230 - Strategic Sales Management

This course provides students with the tools to develop, implement, and analyze a strategic sales plan. Students will learn how to recognize the strengths and weaknesses of forecasting techniques as well as how to hire and incent a sales force to achieve sales goals. Emphasis will be placed on identification of potential customers and the strategic allocation of resources to effectively reach those customers. Students will review Customer Relationship Management (CRM) Software as well as successful tools for sales negotiations. Eligible students can use the knowledge gained in this course to sit for the Certified Sales Executive exam.

Permission of Associate Dean or Accepted into MBA Program. *4 credits*

Electives

- Select 4 credits from the following

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.

Prerequisites: BU 2510. (4 Credits)

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 nonprofit 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. *Prerequisites:* BU 2510 Offered every fall. (4 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. *Prerequisites: BU 2510. (4 Credits)*

BU 3990 - Topics in Business

A changing selection of courses designed to offer a variety of enrichment studies in Business. Permission of Associate Dean or Accepted into MBA Program *(4 Credits) The course may be repeated for credit with different topics.*

BU 4510 - 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.

Prerequisites: BU 2210, BU 2220, BU 2410, BU 2510 Senior status is preferred., 2 credits This course may be repeated with permission of the department.

BU 2800 - Public Speaking for the Business Professional

Whether it be a board-room or a conference in front of 1,000 people, effective public speaking is crucial in today's business environment. Yet this vital skill is intimidating for novices and seasoned veteran's alike. Part theater class and part business communication, this course will provide students with the necessary skill set to engage an audience in a public forum and work through stage intimidation. Emphasis will be placed on effective communication using powerpoint and story. *2 credits*

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)*

Minor

Business Administration Minor

Description and Learning Outcomes

Requirements

(20 Credits)

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. *(4 Credits)*

Select one of the following:

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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. (4 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 (4 Credits)

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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. (*4 Credits*)

Plus:

Three additional business or economics courses, designated 2000+

Other Programs

Associate Degree in Business 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

Fall

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*)

WR 1010 - Composition

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. (*4 Credits*)

LAS 1110 (LAS 1) - The Natural Environment

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. (*4 Credits*)

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Business Administration 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

Fall

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)*

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Spring

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

- Elective
- Quantitative Literacy Requirement

Second Year

Fall

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. (4 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 (4 Credits)

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

- Elective

Spring

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 *(4 Credits)*

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

- Elective

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. (4 Credits)

Third Year

Fall

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. *(4 Credits)*

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. *(4 Credits)*

- Elective *or*

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. Sophomore status *(4 Credits)*

- Elective or Internship
- Elective

Spring

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. Sophomore status (*4 Credits*)

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 (*4 Credits*)

- LAS 2130 (LAS 5)
- Elective or Internship

4th Year

Fall

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. Completion of all other BU Major requirements (*4 Credits*)

- Elective or Internship

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. *(4 Credits)*

- Elective

Spring

- Elective or Internship
- Elective

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. *(4 Credits)*

- Elective

Business Administration, Strategic Sales 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. *(4 Credits)*

Spring

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Elective
- Quantitative Literacy Requirement

Second Year

Fall

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. (4 Credits)

or

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 (4 Credits)

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

- Elective

Spring

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 (*4 Credits*)

or

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. (*4 Credits*)

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. (4 Credits)

or

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. (4 Credits)

- Elective

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. (4 Credits)

Third Year

Fall

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. *(4 Credits)*

or

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. *(4 Credits)*

Elective or

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. Sophomore status *(4 Credits)*

- Elective or S.M. Concentration Course

Spring

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. Sophomore status (*4 Credits*)

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 (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

Fourth Year

Fall

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. Completion of all other BU Major requirements (*4 Credits*)

MG 5360 - Technology and the Art of the Sale

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to provide the marginal value necessary to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. Students will learn how to successfully leverage technology to their advantage and negotiate a sale in this constantly shifting environment. Emphasis will be placed on a range of likely sales venues, ranging from social media to a conference.

Permission of Associate Dean or Accepted into MBA Program *4 credits*

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. (*4 Credits*)

- S.M. Concentration Course

Spring

- Elective or Internship

MG 6230 - Strategic Sales Management

This course provides students with the tools to develop, implement, and analyze a strategic sales plan. Students will learn how to recognize the strengths and weaknesses of forecasting techniques as well as how to hire and incent a sales force to achieve sales goals. Emphasis will be placed on identification of potential customers and the strategic allocation of resources to effectively reach those customers. Students will review Customer Relationship Management (CRM) Software as well as successful tools for sales negotiations. Eligible students can use the knowledge gained in this course to sit for the Certified Sales Executive exam.

Permission of Associate Dean or Accepted into MBA Program. *4 credits*

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. (*4 Credits*)

Chemistry

Communication Studies

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.

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.

Major

Communication Studies, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

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. *(4 Credits)*

CO 1240 (AR 1240) (WS 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. *(4 Credits)*

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. (4 Credits)

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. *Prerequisites: 70 Credits Earned.* (4 Credits)

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)*

Communication Electives

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

Note:

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

Minor

Communication Studies Minor

- Description and Learning Outcomes

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

(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.

Other Programs

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

Fall

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

CO 1240 (AR 1240) (WS 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. *(4 Credits)*

- Quantitative Literacy Requirement

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

CO 1240 (AR 1240) (WS 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. *(4 Credits)*

- Quantitative Literacy Requirement

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. *(4 Credits)*

- CO Elective

Second Year

Fall

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- CO Elective
- Electives
- Electives

Spring

- LAS 2130 (LAS 5)
- CO Elective
- Electives

- Electives

Third Year

Fall

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. *(4 Credits)*

- CO Elective
- Electives
- Electives

Spring

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. *(4 Credits)*

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. (4 Credits)

- CO Elective
- Elective

4th Year

Fall

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. *Prerequisites: 70 Credits Earned. (4 Credits)*

- Electives
- LAS Elective
- Electives

Spring

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)*

- (Internship or Practicum)
- CO Elective
- Electives
- Electives

Computer Information Systems

Program Description:

This program is designed to prepare graduates to work in a variety of computer and data related fields. Students will build foundational knowledge in systems that are:

- a) within the requirements of budgetary constraints
- b) incorporate ethical and legal considerations
- c) meet specific organizational goals for customer service.

This degree path is designed to combine the benefits of a traditional liberal arts college education with the benefits of hands-on training in state-of-the-art computer technology. Through the core curriculum and the elective offerings graduates will be prepared to plan, design, and optimize scalable software systems and/or mobile applications for use in business environments. This degree is ideal for students who have a technical background and an interest in the theory, practice, art, and science of computer systems and programming.

Revisions to this degree path have been made since it was last listed as a major at NEC. Specifically, business management classes have been replaced with more technical computer technology classes. The intention is to create a more technical degree that explores a greater range of topics within computer information services with less focus on management.

Learning Outcomes:

Students who complete New England College's Bachelors of Science in Computer Information Systems should be able to:

- Apply communication, teamwork, and leadership skills to translate technical information that will help align computer information systems and tools with organizational goals.

- Analyze technical aspects of IT projects and apply project management strategies to meet business needs and organizational goals.
- Apply IT methods and tools to the development of applications and administration of computing system, as well as to the adoption of new technologies in the organization.
- Identify information tools and technologies that may have strategic value for the organization, and manage the implementation of those technologies.

Experiential Component:

This degree path utilizes hands-on training in state-of-the-art computer technology, helping students to build practical skills in the digital economy. Course curriculums are focused on developing these skill sets through relevant projects, so that students gather a thorough knowledge of the theory and technical aspects of a given subject area. In addition, students are encouraged but not required to pursue internships as part of the degree path. Ideas for a signature experience for the major are being discussed.

Major

Computer Information Systems, B.S.

Program Description

Learning Outcomes

Experiential Component

Major Requirements

(44 credits)

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. *(4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: CT 1510 or Permission of instructor. (4 Credits)*

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number to technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites: CT 2430 (4 credits)*

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. (4 Credits)*

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. *(4 credits)*

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. Prerequisites: CT 1510 (4 credits)

(CT5610 & CT5750 are offered at the graduate level with a prerequisite of 3.0 or higher within the major.)

Electives:

Choose three from the following list.

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.

Prerequisites: BU 2510. (4 Credits)

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. *Prerequisites: CT 1510. (4 Credits)*

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. *Prerequisites: CT 1510. (4 Credits)*

CT 3990 - Topics in Computer Systems

A changing selection of courses offering a variety of specialized applications of computer technology and contemporary situations. *Prerequisites: Permission of instructor. (4 Credits)*
May be repeated for credit with different topics.

CT 4810 - Directed Study in Computer Information Systems

Course of study to be arranged between faculty and student(s) in the field of Computer Information Systems beyond regular course offerings. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract. May be repeated for credit.*

CT 4830 - Independent Study in Computer Information Systems

Advanced, independent study of a specific topic beyond regular course offerings. Course of study to be arranged with a faculty member. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract.*

CT 4910 - Internship in Computer Information Systems

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

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)*

CT 6670 - Network Communications

This course undertakes the study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. This course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. Data and network security will be examined. *(4 credits)*

(CT6670 is offered at the graduate level with a prerequisite of 3.0 or higher within the major.)

Minor Requirements

(20 credits)

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. *(4 Credits)*

Electives:

Choose four of the following:

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. *(4 Credits)*

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. *Prerequisites: CT 1510 or Permission of instructor. (4 Credits)*

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.

Prerequisites: BU 2510. (4 Credits)

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number of technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites:* CT 2430 (4 credits)

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. *Prerequisites:* CT 1510. (4 Credits)

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. *Prerequisites:* CT 1510. (4 Credits)

CT 3990 - Topics in Computer Systems

A changing selection of courses offering a variety of specialized applications of computer technology and contemporary situations. *Prerequisites:* Permission of instructor. (4 Credits)
May be repeated for credit with different topics.

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. (4 Credits)*

CT 4810 - Directed Study in Computer Information Systems

Course of study to be arranged between faculty and student(s) in the field of Computer Information Systems beyond regular course offerings. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract. May be repeated for credit.*

CT 4830 - Independent Study in Computer Information Systems

Advanced, independent study of a specific topic beyond regular course offerings. Course of study to be arranged with a faculty member. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract.*

CT 4910 - Internship in Computer Information Systems

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

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)*

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. (4 credits)

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. Prerequisites: CT 1510 (4 credits)

CT 6670 - Network Communications

This course undertakes the study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. This course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. Data and network security will be examined. (4 credits)

(CT5610, CT5750, CT6670 are offered at the graduate level with a prerequisite of 3.0 or higher within the major.)

Accelerated Program Requirements

(BS & MS in Computer Information Systems in 148 credits)

Students wishing to pursue both a BS and MS in CIS can apply to participate in the accelerated masters program. Under this degree path undergraduate students complete 12 MS CIS credit hours while pursuing a BS in CIS. These credit hours will count as required hours for both the

BS and MS degree, allowing students to complete a BS and MS in 148 credits instead of 160. Students wishing to pursue this option must have a cumulative GPA of 3.0, approval of the Associate Dean of the Management Division, Dean of Undergraduate Programs, Dean of Professional and Graduate Studies, and acceptance into the School of Graduate and Professional Studies. The three classes that will qualify for dual BS/MS credit are:

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. Prerequisites: CT 1510 (4 credits)

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. (4 credits)

CT 6670 - Network Communications

This course undertakes the study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. This course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. Data and network security will be examined. (4 credits)

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 New Englander*, 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 clarify 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, aesthetic, 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 aesthetic value and importance of creative writing and literature.

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.

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.

Major

Creative Writing, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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

ALL CREATIVE WRITING MAJORS MUST COMPLETE THE FOLLOWING COURSE REQUIREMENTS

(48 credits)

CW Core Courses:

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. (4 Credits)*

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

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)*

CW 2520 - Performance Practicum

This course works in conjunction with TH 2520 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. *Offered the second seven weeks of every fall. This course is offered as Pass/No Record.*

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.

- **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 NewEnglander** *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.

Prerequisites: 60 Credits earned. (4 Credits)

CW 4300 - 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. *Prerequisites: 90 Credits earned and one advanced genre workshop. Offered every year in the spring. (4 Credits)*

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. (4 Credits)*

Genre Workshops:

Take two courses from the following list:

CW 2100 - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

CW 2110 (EN 3520) - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

Advanced Genre Workshops:

Take one course from the following list:

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). *Prerequisites: CW 2100 and one of either CW 2110 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2110 and one of either CW 2100 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2120 and one of either CW 2100 or CW 2110. (4 Credits)*

Literary Movements

Take one course from the following

Take one course from the following 2000 level literary movements courses.

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. (4 Credits) (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. (4 Credits) (May be repeated with permission)

- EN 2003 - Topics in Contemporary Literary Movements

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.* (4 Credits)

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.* (4 Credits)

EN 2850 (EN 3850) - 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. (4 Credits)

Take one course from the following

Take one course from the following 3000 level literary movements courses.

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. (4 Credits)

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. *Prerequisites: a lower level literature course, or permission of instructor. Offered every other year. (4 Credits)*

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. *Prerequisites: one 2000 level Literary Movements course. (4 Credits) Not open to students who have taken EN 4860*

Select one course from following:

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. (4 Credits)*

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 New Englander*. *This course is offered every other spring. (4 Credits)*

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. (4 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. *This course is offered every fall. (4 Credits)*

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. *Prerequisites: at least a lower level literature course. Offered every other year. (4 Credits)*

Minor

Creative Writing Minor

- Description and Learning Outcomes
(20 credits)

All students must take:

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. (4 Credits)*

CW 2520 - Performance Practicum

This course works in conjunction with TH 2520 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. *Offered the second seven weeks of every fall. This course is offered as Pass/No Record.*

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)*

Take one course from the following:

Take one course from the following level literary movements courses.

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. *(4 Credits) (May be repeated with permission)*

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. (4 Credits)*

EN 2850 (EN 3850) - 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. *(4 Credits)*

Take two courses from the following:

CW 2100 - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

CW 2110 (EN 3520) - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

Other Programs

Creative Writing Suggested Course Sequence

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

Fall

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. (4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

- Elective

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)

Spring

- 2000 level Literary Movements Course
- Elective

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

Workshop:

CW 2100 - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

CW 2110 (EN 3520) - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

Second Year

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. (4 Credits)*

- LAS or Elective
- LAS or Elective

Workshop:

CW 2100 - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

CW 2110 (EN 3520) - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

- Elective

Spring

- Elective in Major *or*
- General Elective
- Quantitative Literacy Requirement
- LAS or Elective

Workshop:

CW 2100 - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

CW 2110 (EN 3520) - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

- Elective

Third Year

Fall

- TH 2530 - (Speech for the Performer)

CW 2520 - Performance Practicum

This course works in conjunction with TH 2520 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. *Offered the second seven weeks of every fall. This course is offered as Pass/No Record.*

- Elective
- Elective in Major *or*
- General Elective
- LAS or Elective

Spring

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

- Elective

- LAS or Elective
- LAS or Elective

Advanced Workshop:

- 3000 Level Literary Movements Course *or*

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). *Prerequisites: CW 2100 and one of either CW 2110 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2110 and one of either CW 2100 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2120 and one of either CW 2100 or CW 2110. (4 Credits)*

4th Year

Fall

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.

- **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 NewEnglander** *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.

Prerequisites: 60 Credits earned. (4 Credits)

- Elective
- LAS or Elective

Advanced Workshop:

- 3000 Level Literary Movements Course *or*

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). *Prerequisites: CW 2100 and one of either CW 2110 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2110 and one of either CW 2100 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2120 and one of either CW 2100 or CW 2110. (4 Credits)*

Spring

CW 4300 - 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. *Prerequisites: 90 Credits earned and one advanced genre workshop. Offered every year in the spring. (4 Credits)*

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

- Elective

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.

- **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 NewEnglander** *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.

Prerequisites: 60 Credits earned. (4 Credits)

- Elective
- Elective

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.

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. Many classes include 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 in a manner that demonstrates competence in the use of standard English conventions, including grammar and other mechanics, organization, and proper attribution.

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.

Major

Criminal Justice, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

An overview and analysis of the key components of the criminal justice system: law enforcement, criminal law and the courts, and corrections. *(4 Credits)*

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. *(4 Credits)*

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. *Offered every Fall. (4 Credits)*

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. *Prerequisites: CJ 1110. (4 Credits)*

CJ 3010 - Corrections

This course provides an 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. *Prerequisites: CJ 1110. (4 Credits)*

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; *Prerequisites: CJ 1110 or CJ 1130 and one additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall. (4 Credits)*

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. *Prerequisites:* CJ 1110. *Offered every Fall. (4 Credits)*

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites:* CJ 1110. *(4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites:* PO 1110 or CJ 1110 and minimum of 30 credits. *(4 Credits)*

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. CJ majors only. *Prerequisites:* Minimum 90 credits earned. *Offered every spring. (4 Credits)*

Criminal Justice Electives

(8 Credits)

Students may choose any two electives from the following list

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. *(4 Credits)*

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. *Prerequisites: CJ 1110. (4 Credits)*

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. (4 Credits)*

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites:* CJ 1110. (4 Credits)

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. (4 Credits)

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.

Prerequisites: CJ 1110 Must have completed 30 credits. (4 Credits)

- CJ 3160 - Profiling Criminal Behavior

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. *Prerequisites: Any 2000-level CJ or PS course. (4 Credits)*

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. *Prerequisites: CJ 1110, CJ 2320. CJ 2130 Criminal Procedure is recommended. Must have completed 30 credits. (4 Credits)*

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. (4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

CJ 3990 - Topics in Criminal Justice

Special topics in the study of Criminal Justice at the intermediate level. *Prerequisites: CJ 1110 and CJ 1130 (4 Credits) Course may be repeated for credit with different topics.*

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)*

Minor

Criminal Justice Minor

- Description and Learning Outcomes

Requirements:

(20 credits)

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. *(4 Credits)*

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. *(4 Credits)*

Plus One of the following courses:

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; *Prerequisites: CJ 1110 or CJ 1130 and one additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall. (4 Credits)*

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites: CJ 1110. (4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

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**.

Other Programs

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

Fall

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. *(4 Credits)*

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

- Elective

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)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)

- Elective
- Elective

Second Year

Fall

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. (4 Credits)

- Elective

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. *Prerequisites:* CJ 1110. (4 Credits)

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.

Prerequisites: CJ 1110. (4 Credits)

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. *Prerequisites:* CJ 1110. *Offered every Fall.* (4 Credits)

Spring

LAS 2120 (LAS 4) - 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. (4 Credits)

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites:* CJ 1110. (4 Credits)

- CJ or other Elective (4 credits)

Third Year

Fall

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; *Prerequisites: CJ 1110 or CJ 1130 and one additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall. (4 Credits)*

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. *Offered every Fall. (4 Credits)*

- LAS 2130 (LAS 5) Lab Science
- Elective

Spring

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

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. *(4 Credits)*

4th Year

Fall

CJ Electives or remaining requirements.

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. *(4 Credits)*

Spring

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. CJ majors only. *Prerequisites: Minimum 90 credits earned. Offered every spring. (4 Credits)*

Economics

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 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 the New England College Education program 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.

Learning Outcomes

The teacher certification major is designed for students interested in certification in elementary education, secondary education (Social Studies, English, Life Science, general special education K-12, physical education K-12, theatre education K-12, principal, or superintendent). New England College recommends students for certification in New Hampshire upon successful completion of 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.

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.

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 certification (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.

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

Life Science 7-12

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 and a major area of concentration consisting of a minimum of 24 credits in social studies, English Language Arts, science, or mathematics. The K-8 teacher certification candidate should work closely with his/her 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 and receive passing scores on the Core Academic Skills Test prior to being eligible to apply to the major and they must take and receive passing scores on Praxis II in order to be eligible for certification.

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:

1. Language arts;
2. Reasoning;
3. Information literacy;
4. Mathematics;
5. Sciences;
6. Social sciences; and
7. The arts;

Creative competencies in the following areas:

1. Creative expression;
2. Critical thinking;

3. Innovative and collaborative problem-solving; and
4. Resourcefulness;

Communication competencies in the following areas:

1. Languages;
2. Digital media;
3. Networking; and
4. Content creation technologies; and

Cultural competencies in the following areas:

1. Cultural understanding;
2. Taking responsibility for self and others;
3. Adaptability and resilience;
4. Ability to engage in productive teamwork; and
5. Social and civic engagement.

The General Education requirements are fulfilled through the General Education program at NEC: WR 1010 - Composition, College Math, and LAS 1 through LAS 7.

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 1010 - Teaching Portfolio I. Once successfully completed, enroll in ED 2050 - Teaching Portfolio II. At the conclusion of this class, and providing the minimum requirements for acceptance into the major have been met, the student will submit a completed e-portfolio to the Associate Dean of Education. If all requirements are met, see below, an interview will be scheduled.

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 1000 Issues in Professional Practice and School Law (undergraduate) or ED 6410 - Dynamics of Educational Reform and Systems Change (including a practicum) (graduate);
- completion of Math 1015 Number Sense (required of elementary education, secondary education English, or social studies, general special education K-12, and theatre K-12 majors), Math 1510 Pre-calculus (required of secondary education life sciences), Math 1000 or above (required of physical education K-12) 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 6410 (graduate);
- have grades of B or better in at least three education courses; 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 and retained 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 education; and
- all students must clearly identify their content major - secondary education majors may select English, social studies, life sciences; K-8 certification candidates complete at least 24 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. Physical Education K-12 and Theatre Education K-12 must complete all requirements associated with those majors.

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.

Obtaining Certification

The State of New Hampshire has reciprocity with other states therefore when you receive your New Hampshire certification you can apply for certification in a different state. Please be aware that you may need to take additional tests so it is important to review the requirements for certification for each state in which you want certification.



In New Hampshire all certification candidates must pass the CORE Academic Skills Test and have their scores sent to New England College and the NH State Department of Education. Each certification area has specific testing requirements, which are subject to change at any time. They are as follows:

Elementary Education -

- Core Academic Skills Test,
- Praxis II in Middle School based on your concentration area of social studies, mathematics, sciences, or English Language Arts,
- Praxis II for elementary education, and
- Foundations of Reading Test.

Secondary Education (English, life sciences, social studies. NOTE: Certification in Mathematics is only available for graduate teacher conversion students) -

- Core Academic Skills Test and
- Praxis II based on your area of certification, English, life sciences, social studies. (NOTE: Certification in Mathematics is only available for graduate teacher conversion students).

Theatre Education K-12 -

- Core Academic Skills Test

Physical Education K-12 -

- Core Academic Skills Test and
- Praxis II (when required by the NH State Department of Education).

Special Education K-12 (must have certification in Elementary Education or Secondary Education Secondary Education (English, life sciences, social studies. NOTE: Certification in Mathematics is only available for graduate teacher conversion students) -

- Core Academic Skills Test

- Praxis II based on your area of certification, English, life sciences, social studies. (NOTE: Certification in Mathematics is only available for graduate teacher conversion students)

Post-Baccalaureate Conversion

New England College also offers a postbaccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary, secondary (English, Life Science, Social Studies, Mathematics), general special education K-12, physical education K-12, and theatre 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. 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 for more information.

Experiential Learning Component of the Education Program

The Education program has woven throughout it many opportunities for students to see theories learned in the college classroom applied in area schools and agencies. Every four credit education core course has an applied, experiential element woven into it.

- In the ED 1001 Issues in Professional Practice and School Law course students work to fill a need in an area school or agency. Students spend a minimum of 30 hours in their placement assisting educators in a variety of capacities.
- In ED 1030 Introduction to Special Education: Disabilities, Issues, and Laws students interview a range of professionals who work with students with disabilities becoming familiar with their roles and how they can help an educator working with students with disabilities while becoming familiar with different placement options.
- In ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum students visit a range of schools and classrooms to see how the curriculum is organized and taught from kindergarten through high school.
- In ED 2030 Meeting the Needs of All Learners students become familiar with case management and develop a resource notebook that they can use when they enter teaching and share with parents.

- In ED 3000 Literacy and Language Arts students develop tools to assist readers at all grades kindergarten through high school and share these tools with area educators.
- In ED 3010 Teaching Math students develop math interventions and bring these tools to students in area schools to enhance their skills in math.
- ED 4010 Methods Practicum happens right before student teaching and requires the student to spend a minimum of 15 hours a week in a school setting. In this Practicum students develop and are observed teaching four lessons and assist the cooperating teacher in a variety of ways.
- The final experience is student teaching. This is a full-time teaching experience in a school within 30 miles of campus. The student teacher assumes the role of the teacher in a tiered, cohesive, extended model. Those seeking general education student teaching will participate in their placement from mid-August up to the December holiday break, or from right after the New Year until the public school's April vacation. Those seeking dual certification will participate in their general education student teaching experience from mid-August through the end of October and then transition to their special education placement from November up to the public school's February vacation, or from right after the New Year to the end of March in the general education setting and then from the end of March to the end of the public school academic year in a special education placement.

Major

Education, B.A.

Requirements

Elementary Education and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems

perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a*

Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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*). Offered every Fall semester. (2 Credits)

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)

ED 3010 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. *Prerequisites:* Must have successfully

completed ED 1000 : Issues in Professional Practice and School Law and College Level Math. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every spring. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4915 - Student Teaching: Elementary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to

set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and



formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

- LAS Elective *(4 Credits)*

Concentration Courses

Must have a minimum of 24 credits in one concentration: English, Social Studies, Mathematics, or Science - courses to be approved by advisor.

Physical Education K-12 and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general

education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral,

referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4914 - Student Teaching: Physical Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component -*



Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

- MT 1000+ College Level Math Requirement *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 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. *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. *(Meets the second seven weeks of every spring semester.) Offered every spring (2 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

- LAS Elective *(4 Credits)*

Content Courses

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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. *Prerequisites: KI 2140 . 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. *Prerequisites: 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. *Prerequisites: 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, badminton, 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. *Prerequisites: 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. (4 Credits)*

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. (4 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. *Prerequisites: BI 2030. Offered every spring. (4 Credits)*

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. *Prerequisites:* KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)

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. (4 Credits)

Theatre Education K-12 and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course

include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member

with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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). Offered every Fall semester. (2 Credits)*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment.

The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current

research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of

instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4916 - Student Teaching: Theatre Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 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. *This course is offered every fall. (4 Credits)*

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. *(4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 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. (4 Credits)*

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. (4 Credits)*

Content Courses

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 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 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 Main stage 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. (4 Credits) 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. (4 Credits)*

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 3950 (EN 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. (4 Credits)*

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. *Prerequisites:* TH 3210. *Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites:* TH 1310 and TH 1320. *Offered every spring. (2 Credits) May be repeated for credit with different topics.*

Electives

- Elective (4 Credits)

Secondary Education: English/Language Arts and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:*

Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.



Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to

implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal

Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

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). Offered every Fall semester. (2 Credits)*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and



formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

Content Courses

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

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. (4 Credits)*

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. (4 Credits)*

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 plays 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. (4 Credits)*

TH 3950 (EN 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. (4 Credits)*

- Literature Elective (Chosen in consultation with advisor to round out understanding of literature) *(4 Credits)*

Electives

- Elective *(3 Credits)*

Secondary Education: Social Studies and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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). Offered every Fall semester. (2 Credits)*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum,

including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Experiential Component - full-time placement in a school. Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required*

courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites: C- or better in MT 1002 or adequate performance on the mathematics placement test. 4 Credits*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

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. *(4 Credits)*

Content Courses

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *(4 Credits)*

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. *(4 Credits)*

HS 2040 (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 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. *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)

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. (4 Credits)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

Secondary Education: Life Sciences and General Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet

the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different

related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Experiential Component - applied in general education included - minimum of 3*



hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Experiential Component - full-time placement in a school. Prerequisites: Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to

set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

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. This



course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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. *(4 Credits)*

- LAS Elective *(4 Credits)*

Content Courses

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). Offered 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). Offered every Fall. (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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (2 Credits)*

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites: BI 1111-BI 1114. Offered in even springs. (4 Credits)*

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. *Prerequisites: BI 1111 -BI 1114. Offered in even falls. (4 Credits)*

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. *Prerequisites: BI 1111-BI 1114. Offered in odd springs. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. *Prerequisites: MT 1510. (4 Credits)*

Electives

- Elective (4 Credits)
- Elective (4 Credits)

Physical Education Courses

Courses

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. No prerequisites required for these activity courses unless specifically noted in a course description.

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. (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. 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 actively participate in designated exercises to increase their strength using weights and/or other resistance devices. *(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. *(1 Credit) Note: Fitness for Life is intended for the relatively sedentary person who wants to learn and become more motivated in physical activity.*

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. *(1 Credit)*

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. (1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit) Course may be repeated for credit with a different instructor and/or topic.*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1850 - 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. *(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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1990 - Topics in Movement Skills

Varied topics in Movement Skills. *(1 Credit) May be repeated with different topics for credit.*

Educational Communities, B.A.

Requirements for Acceptance to Educational Communities

STEP ONE

Develop an essay indicating why you want to be in the Educational Communities major. What is it you hope to accomplish as a result and how does being in the major assist you in accomplishing your career goals.

STEP TWO

Enroll in ED 1010 - Teaching Portfolio I. Once successfully completed, enroll in ED 2050 - Teaching Portfolio II. At the conclusion of this class, and providing the minimum requirements



for acceptance into the major have been met, the student will submit a completed e-portfolio to the Associate Dean of Education.

Minimum requirements for acceptance are:

- grades of C or better in WR 1010 ;
- a grade of B- or better in ED 1000 Issues in Professional Practice and School Law;
- completion of Math 1015 Number Sense or Math 1000 or above with a grade of C or;
- a minimum cumulative grade point average of 2.75 for acceptance into and retention in the major;
- sophomore status; 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 form,
- A typed essay sharing the student's reasons for wanting to major in Educational Communities and any personal experiences that have led the student to pursue a career in education,
- copies of mid-semester and final evaluations from Practicum experiences; and
- other materials the applicant believes attest to his/her qualifications and ability to major in education.

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 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 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 ineligible to continue or who need to make revisions to their portfolios will be asked to meet with their academic advisor to discuss alternatives. Students will be evaluated for acceptance/retention into the major 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.

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;
- students are responsible for knowing the requirements associated with the major; and
- the student must have an academic advisor in education.

Educational Communities Major

College Requirements and LAS Courses

WR 1010 - Composition

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. (*4 Credits*)

- MT 1000+ College Level Math (*4 Credits*)

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- LAS Elective *(4 credits)*

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)

Requirements

Education Core Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment.

The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 4920 - Field Experience

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 and must be taken twice. *(1-6 Credits)*

General Education Courses

LAS 1000 - Bridges to Learning

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LAS 1 (LAS 1110) - The Natural Environment - Understanding Our Place in the Natural World

An Introduction to the Art of Questioning

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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. *(4 Credits)*

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

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LAS 3 (LAS 2110) - Creative Arts

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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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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WR 1010 - Composition

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. *(4 Credits)*

- MT 1000+ College Level Math Requirement *(4 Credits)*
- LAS Elective *(4 Credits)*

Concentration Courses

Must take a minimum of four courses (16 credits) determined in consultation with your advisor and linked to your career aspiration (paraeducator, outdoor education, private school, non-profit)

Electives

Electives that help you attain the required 120 credits for graduation.

Other Programs

Education Suggested Course Sequences

First Year

Fall

Elementary Education and General Special Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

LAS 1 (LAS 1110) - 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.

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LAS 1000 - Bridges to Learning

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WR 1010 - Composition

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. (4 Credits)

Physical Education K-12 and General Special Education Certification

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. (4 Credits)*

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum*



Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.

LAS 1 (LAS 1110) - The Natural Environment - Understanding Our Place in the Natural World

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WR 1010 - Composition

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. *(4 Credits)*

Theatre Education K-12 and General Special Education Certification

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)*

LAS 1 (LAS 1110) - The Natural Environment - Understanding Our Place in the Natural World

An Introduction to the Art of Questioning

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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. *(4 Credits)*

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified



by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

Secondary Education: English/Language Arts and General Special Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

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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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

Secondary Education: Life Sciences and General Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

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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. *(4 Credits)*

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*). Offered 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*). Offered every Fall. (2 Credits)

Secondary Education: Social Studies and General Special Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. Offered every fall and spring. Requires a Practicum



Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

Spring

Elementary Education and General Special Education Certification

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. *(4 Credits)*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

Physical Education K-12 General Special Education Certification

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)*

AND

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.) Offered every spring (2 Credits)*

LAS 5 (Natural and Biological Science)

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology

and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

Theatre Education K-12 and General Special Education Certification

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)*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

Secondary Education: English/Language Arts and General Special Education Certification

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral,

referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and



formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

Secondary Education: Life Sciences and General Education Certification

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall*

and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 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. *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. (*Meets the second seven weeks of every spring semester.*) Offered every spring (2 Credits)

Secondary Education: Social Studies and General Special Education Certification

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. Offered every semester. (1 Credit)

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. Offered every fall and spring. (3 Credits)

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. Offered every fall



and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

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. *(4 Credits)*

Second Year

Fall

Elementary Education and General Special Education Certification

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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). Offered every Fall semester. (2 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Physical Education K-12 General Special Education Certification

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. *(4 Credits)*

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. (4 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites: BI 1113-BI 1114. Offered every fall. (4 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction

across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Theatre Education K-12 and General Special Education Certification

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. (4 Credits)*

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)*

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. *(4 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Secondary Education: English/Language Arts and General Special Education Certification

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

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. (4 Credits)*

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)*

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. (4 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a*

Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.

Secondary Education: Life Sciences and General Education Certification

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

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. *(4 Credits)*

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. *Prerequisites:* MT 1510. *Offered every Fall. (4 Credits)*

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. *(4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

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. *(4 Credits)*

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. (4 Credits)

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. (4 Credits)

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*). Offered every Fall semester. (2 Credits)

Spring

Elementary Education and General Special Education Certification

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to

inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

Physical Education K-12 General Special Education Certification

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. *Prerequisites: KI 2140 . 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

KI 2116 - Movement Instruction: Fitness Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

OR

KI 2118 - Movement Instruction: Individual and Lifetime Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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, badminton, 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. *Prerequisites:* KI 2140 . *Offered every year. (2 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Theatre Education K-12 and General Special Education Certification

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. (4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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Secondary Education: English/Language Arts and General Special Education Certification

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring.*



Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Secondary Education: Life Sciences and General Education Certification

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs. (4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

Third Year

Fall

Elementary Education and General Special Education Certification

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites: Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

Physical Education K-12 General Special Education Certification

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum,, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 Credits)*

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. *Prerequisites:* KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)

- MT 1000+ College Level Math Requirement (4 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. *Prerequisites:* KI 2140. *Offered every year.* (2 Credits)

OR

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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

OR

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, badminton, 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. *Prerequisites:* KI 2140 . *Offered every year. (2 Credits)*

Theatre Education K-12 and General Special Education Certification

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. *This course is offered every fall. (4 Credits)*

TH 3950 (EN 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. (4 Credits)*

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*). Offered every Fall semester. (2 Credits)

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)

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. (4 Credits)

Secondary Education: English/Language Arts and General Special Education Certification

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

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). Offered every Fall semester. (2 Credits)*

TH 3950 (EN 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. (4 Credits)*

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. *(4 Credits)*

Secondary Education: Life Sciences and General Education Certification

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

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. (4 Credits)

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls.* (4 Credits)

- Elective (4 Credits)

Secondary Education: Social Studies and General Special Education Certification

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided.* (4 Credits)

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. *(4 Credits)*

HS 2040 (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)*

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. *(4 Credits)*

Spring

Elementary Education and General Special Education Certification

ED 3010 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. *Prerequisites:* Must have successfully

completed ED 1000 : Issues in Professional Practice and School Law and College Level Math. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every spring. Requires a Practicum Contract with all signatures provided. (4 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

- LAS Elective *(4 Credits)*
- Elective *(3 Credits)*

Physical Education K-12 General Special Education Certification

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

- LAS Elective *(4 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. (4 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. *Prerequisites:* BI 2030. *Offered every spring. (4 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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

OR

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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

OR

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, badminton, 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. *Prerequisites:* KI 2140 . *Offered every year. (2 Credits)*

Theatre Education K-12 and General Special Education Certification

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. (4 Credits)*

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 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. *Prerequisites:* TH 3210. *Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites:* TH 1310 and TH 1320. *Offered every spring. (2 Credits) May be repeated for credit with different topics.*

- Elective (4 Credits)

Secondary Education: English/Language Arts and General Special Education Certification

CO 1240 (AR 1240) (WS 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. (4 Credits)

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. *Prerequisites:* WR 1010 and CW 1100. *This course is offered every other spring semester. (4 Credits)*

- Elective (3 Credits)
- Literature elective chosen in consultation with advisor to round out understanding of literature (4 Credits)

Secondary Education: Life Sciences and General Education Certification

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. *Prerequisites: BI 1111-BI 1114. Offered in odd springs. (4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

- Elective *(4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *(4 Credits)*

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. *(4 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. *(4 Credits)*

Fourth Year

Fall

Elementary Education and General Special Education Certification

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more

than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)
(4 Credits)

Physical Education K-12 General Special Education Certification

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. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites: Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction,*



and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

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. *(4 Credits)*

Theatre Education K-12 and General Special Education Certification

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 Main

stage 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. (4 Credits) May be repeated for credit.*

- Elective (4 Credits)

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more

than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

Secondary Education: English/Language Arts and General Special Education Certification

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal

Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 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. *This course is offered every fall. (4 Credits)*

- Literature elective chosen in consultation with advisor to round out understanding of literature *(4 Credits)*

Secondary Education: Life Sciences and General Education Certification

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.

Prerequisites: MT 1510. *(4 Credits)*

- LAS Elective *(4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction,



and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction,



and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

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. *(4 Credits)*

Spring

ONLY IF STUDENT IS RECOMMENDED AND ELIGIBLE

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Elementary Education and General Special Education Certification

ED 4915 - Student Teaching: Elementary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to

set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and*

special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.

Physical Education K-12 General Special Education Certification

ED 4914 - Student Teaching: Physical Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Theatre Education K-12 and General Special Education Certification

ED 4916 - Student Teaching: Theatre Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special



education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Secondary Education: English/Language Arts and General Special Education Certification

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Experiential Component - full-time placement in a school. Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student

teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Secondary Education: Life Sciences and General Education Certification

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. Experiential Component - full-time placement in a school. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the

education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Secondary Education: Social Studies and General Special Education Certification

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Experiential Component - full-time placement in a school. Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to

set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Educational Communities Suggested Course Sequence

First Year

Fall

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum*



Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.

WR 1010 - Composition

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. *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. (4 Credits)

- MT 1000+ College Math Requirement (4 Credits)

Spring

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the

laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

- Elective *(4 Credits)*

Second Year

Fall

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The

curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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. *(4 Credits)*

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. *(4 Credits)*

- Concentration (Must have a minimum of 16 determined in consultation with your advisor and linked to your career aspiration - paraeducator, outdoor education, private school, non-profit, for example *(4 credits)*)

Spring

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. *(4 Credits)*

EDC Concentration * - ED Communities Concentration

- Concentration (Must have a minimum of four courses (16 credits) determined in consultation with advisor and linked to career aspiration - paraeducator, outdoor educator, private school, non-profit)

4 Credits

Third Year

Fall

ED 4920 - Field Experience

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 and must be taken twice. (*1-6 Credits*)

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- Elective (*4 Credits*)

EDC Concentration * - ED Communities Concentration

- Concentration (Must have a minimum of four courses (16 credits) determined in consultation with advisor and linked to career aspiration - paraeducator, outdoor educator, private school, non-profit)

4 Credits

Spring

- Concentration (Must have a minimum of 16 determined in consultation with your advisor and linked to your career aspiration - paraeducator, outdoor education, private school, non-profit, for example *(4 credits)*)
- LAS Elective *(4 Credits)*
- Educational Communities elective course *(4 Credits)*
- Elective *(4 Credits)*

EDC Concentration * - ED Communities Concentration

- Concentration (Must have a minimum of four courses (16 credits) determined in consultation with advisor and linked to career aspiration - paraeducator, outdoor educator, private school, non-profit)

4 Credits

- LAS Elective *(4 Credits)*
- Elective *(4 Credits)*
- Elective *(4 Credits)*

Fourth Year

Fall

ED 4920 - Field Experience

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 and must be taken twice. *(1-6 Credits)*

- Elective *(4 Credits)*
- Elective *(4 Credits)*
- Elective *(4 Credits)*

Spring

- Elective *(4 Credits)*

- Elective (4 Credits)
- Elective (4 Credits)
- Elective (4 Credits)

English, Comparative Literature, Creative Writing

Environmental Science

Environmental science along with environmental studies and sustainability 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.

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 - Environmental Science and Sustainability Internship (SUS)

ES 4000 - Senior Thesis (SUS)

Major

Environmental Science, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(Total of 52 credits)

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ES 2300 - Principles of Sustainability (SUS)

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." Real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 2410 - Environmental Ethics (SUS)

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding meaning, attitudes and value. Topics included 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. (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. *Offered every other Spring. (2 Credits)*

ES 3000 - Careers in Environmental Science (SUS)

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 (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3300 - Environmental Research Methods (SUS)

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, surveys and measurements and studies utilizing experimental treatments and controls. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completion of 45 credits Offered every other Fall. (4 Credits)*

ES 4000 - Senior Thesis (SUS)

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs all 4 credits can be completed in a single semester with permission from the

instructor. *Prerequisites: 75 credits earned and either be an Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

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). Offered 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). 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-BI 1112. Offered every other Fall. (4 Credits)*

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. *Prerequisites:* MT 1510. *Offered every Fall. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1510 *Offered every year. (4 Credits)*

Take one from the following list

ES 4910 - Environmental Science and Sustainability Internship (SUS)

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) May be repeated for credit.*

ES 4830 - Independent Study in Environmental Science (SUS)

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

ES 4810 - Directed Study in Environmental Science (SUS)

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

Electives

Students must complete 3 courses from the following list of courses.

ES 1120 - Environmental Science Practicum (SUS)

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 (SUS)

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. *Offered upon demand. (2 Credits)*

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. *Offered every other Fall. (2 Credits)*

ES 2990 - Topics in Environmental Science (SUS)

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. *(Variable Credits 2-4) May be repeated for credit with different topics.*

ES 3350 - Introduction to Soil Science (SUS)

The nature and properties (chemical, physical, and biological) of soil are examined along with the importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control.

Prerequisites: ES 1110 or BI 1110 or CH 2510.

Offered every other Fall. (2 Credits)

ES 3550 - Water Resources (SUS)

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). *Prerequisites: ES 1110 Offered every other Fall. (2 Credits)*

ES 3655 - Solid Waste Management (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3850 - Geographic Information Systems (SUS)

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. *Prerequisites: ES 1110 Offered every Spring. (2 Credits)*

ES 4680 - Energy and the Environment (SUS)

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 Fall. (2 Credits)*

Minor

Environmental Science Minor

- Description and Learning Outcomes

Requirements

(Total of 20 Credits)

ES 1110 - Environmental Science: A Global Concern (SUS)

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 the natural environment. *Offered every semester. (4 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. Offered every other Fall. (4 Credits)*

ES 2300 - Principles of Sustainability (SUS)

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." Real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 2410 - Environmental Ethics (SUS)

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding meaning, attitudes and value. Topics included 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. (2 Credits)*

Complete 4 credits of the following courses:

(not more than one of these can be a 4 credit course)

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. *Offered upon sufficient demand. (2 Credits)*

ES 1120 - Environmental Science Practicum (SUS)

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 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. *Offered every other Spring. (2 Credits)*

ES 2990 - Topics in Environmental Science (SUS)

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. *(Variable Credits 2-4) May be repeated for credit with different topics.*

ES 3850 - Geographic Information Systems (SUS)

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. *Prerequisites: ES 1110 Offered every Spring. (2 Credits)*

ES 4680 - Energy and the Environment (SUS)

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 Fall. (2 Credits)*

ES 3255 - Environmental Policy (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3350 - Introduction to Soil Science (SUS)

The nature and properties (chemical, physical, and biological) of soil are examined along with the importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control.

Prerequisites: ES 1110 or BI 1110 or CH 2510.

Offered every other Fall. (2 Credits)

ES 3655 - Solid Waste Management (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3550 - Water Resources (SUS)

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). *Prerequisites: ES 1110 Offered every other Fall. (2 Credits)*

- ES 2550 (EC 2550) - Environmental Economics and Management

ES 3300 - Environmental Research Methods (SUS)

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, surveys and measurements and studies utilizing experimental treatments and controls. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completion of 45 credits Offered every other Fall. (4 Credits)*

ES 2070 (BI 2070) - New England Natural History (SUS)

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. *Prerequisites: BI 1111-BI 1112 or ES 1110 Offered every other Fall. (4 Credits)*

Other Programs

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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

ES 1110 - Environmental Science: A Global Concern (SUS)

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 the natural environment. *Offered every semester. (4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

LAS 2120 (LAS 4) - 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. *(4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

- ES Elective

Second Year

Fall

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. *(4 Credits)*

ES 2410 - Environmental Ethics (SUS)

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding meaning, attitudes and value. Topics included 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. (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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). Offered 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). Offered every Fall. (2 Credits)*

Spring

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. (4 Credits)

- BU 1010 - Excel Programming

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

ES 2300 - Principles of Sustainability (SUS)

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." Real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisites: ES 1110 Offered every other Spring. (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. *Offered every other Spring. (2 Credits)*

Third Year

Fall

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. (4 Credits)

ES 3300 - Environmental Research Methods (SUS)

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, surveys and measurements and studies utilizing experimental treatments and controls. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completion of 45 credits Offered every other Fall. (4 Credits)*

ES 3255 - Environmental Policy (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

Spring

- Computer Course

ES 3000 - Careers in Environmental Science (SUS)

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)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

- Internship/Ind. Study
- ES Elective

4th Year

Fall

ES 4000 - Senior Thesis (SUS)

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 credits earned and either be an Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (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-BI 1112. Offered every other Fall. (4 Credits)*

- Elective
- Elective

Spring

Environmental Studies and Sustainability

Environmental science along with environmental studies and sustainability are interdisciplinary fields that draw upon 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.

Major

Environmental Studies and Sustainability, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(Total of 40 Credits)

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 2410 - Environmental Ethics

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding 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. (2 Credits)*

ES 2550 (EC 2550) - Environmental Economics and Management (SUS)

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. *Offered every other Spring. (2 Credits)*

ES 3000 - Careers in Environmental 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. *Prerequisites: ES 1110. Offered every other Spring. (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. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completions of 45 credits Offered every other Fall. (4 Credits)*

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

Take one from the following list

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) May be repeated for credit.*

ES 4830 - Independent Study in Environmental Science

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

ES 4810 - Directed Study in Environmental Science

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

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. *Offered every other Fall. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

Electives

Students must complete 4 courses from the following list of courses:

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. *Offered upon sufficient demand. (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. *(Variable Credit 2-4) May be repeated for credit with different topics*

ES 3350 - Introduction to Soil Science

The nature and properties (chemical, physical, and biological) of soil are examined along with the importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control. *Prerequisites: ES 1110 or BI 1110 OR CH 2510 Offered every other Fall. (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). *Prerequisites: ES 1110 Offered every other Fall. (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. Prerequisites: ES 1110 *Offered every other Spring. (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. *Prerequisites: ES 1110. Offered every other Spring. (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 Fall. (2 Credits)*

ES 2070 (BI 2070) - New England Natural History (SUS)

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. *Prerequisites: BI 1111-BI 1112 or ES 1110 Offered every other Fall. (4 Credits)*

Experiential Component

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 - 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) May be repeated for credit.*

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

Other Programs

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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

LAS 2120 (LAS 4) - 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. *(4 Credits)*

ES 2410 - Environmental Ethics

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding 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. (2 Credits)*

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

Second Year

Fall

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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 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. Offered every other Fall. (4 Credits)*

- Elective
- Elective

Spring

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. (4 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. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completions of 45 credits Offered every other Fall. (4 Credits)*

ES 2550 (EC 2550) - Environmental Economics and Management (SUS)

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. *Offered every other Spring. (2 Credits)*

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. *Prerequisites: ES 1110. Offered every other Spring. (2 Credits)*

- Elective

Third Year

Fall

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. (4 Credits)

- Elective
- ES Elective
- Elective
- Elective

Spring

- ES Elective

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) May be repeated for credit.*

- NSM 3000 - Careers in Science
- Elective

4th Year

Fall

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

- ES Elective
- Elective
- Elective
- Elective

Spring

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

- ES Elective
- Elective

- Elective

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 analysis).
- 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 volunteer 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 - General Biology - Biodiversity, Evolution and Ecology to BI 1114 - General Biology - Cellular 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.

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.

Major

Health Science, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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-BI 1114) will satisfy the LAS 2130 requirement for Biology, Health Science, and Kinesiology students.

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. (4 Credits)*

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). Offered 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). Offered every Fall. (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. *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. *(Meets the second seven weeks of every spring semester.) 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites: BI 1113-BI 1114. Offered every fall. (4 Credits)*

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 integumentary, immune, digestive, urinary, and reproductive systems. *Prerequisites: BI 1113-BI 1114. Offered every spring. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

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. (4 Credits)*

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. *Prerequisites:* MT 1510. *Offered every Fall. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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)*

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.

Prerequisites: MT 1510. (4 Credits)

Required Electives

Students take 3 courses from the lists below that support their choice of preprofessional 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

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. *Prerequisites: CH 2120. (4 Credits)*

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.

Prerequisites: CH 3310. (4 Credits)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

Recommended electives For Pre- Doctorate in Pharmacy

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. *Prerequisites:* CH 2120. (4 Credits)

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. *Prerequisites:* CH 3310 (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1510 *Offered every year. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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. *(4 Credits)*

Recommended electives for pre DPT (doctorate in physical therapy)

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. (4 Credits)*

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. (4 Credits)*

- KI 2180 - Applied Biomechanics

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. *Prerequisites: PH 2210. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

Recommended Track for pre-Med, pre- Dental, or pre-Vet

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. *Prerequisites: CH 2120. (4 Credits)*

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. *Prerequisites:* CH 3310 (4 Credits)

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. *Prerequisites:* CH 3310. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1510 Offered every year. (4 Credits)

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. *Prerequisites:* PH 2210. (4 Credits)

Recommended Track for pre-nursing

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Other Programs

Health Sciences 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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). Offered 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*). Offered every Fall. (2 Credits)

- Math as determined by MPA

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 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. 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. (*Meets the second seven weeks of every spring semester.*) Offered every spring (2 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. (4 Credits)*

Second Year

Fall

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. (4 Credits)

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. *Prerequisites:* MT 1510. *Offered every Fall.* (4 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall.* (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester.* (4 Credits)

- General elective

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

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 integumentary, immune, digestive, urinary, and reproductive systems. *Prerequisites:* BI 1113-BI 1114. *Offered every spring. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

- A general elective

Third Year

Fall

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. *(4 Credits)*

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.

Prerequisites: MT 1510. (4 Credits)

- Bio elective
- Bio or general elective

Spring

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 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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective
- Bio or chemistry elective
- LAS elective

4th Year

Fall

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. (4 Credits)

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. (4 Credits)*

- Bio or general elective
- Biology elective

Spring

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. (4 Credits)*

- Bio elective
- Bio elective
- General elective

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;

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.

Major

History, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(40 Credits)

Core Courses

(20 Credits)

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. *(4 Credits)*

or

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. *(4 Credits)*

HS 1110 - Western Civilization to 1500

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. *(4 Credits) Not open to students who have taken HS1120.*

or

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

or

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. *(4 Credits)*

HS 2040 (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 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 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 *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. *Prerequisites:HS 4930 (PO 4930). (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. *(2 Credits)*

Required Electives

Twenty-four (24) credits from among the following:

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 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. *(4 Credits)*

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. *(4 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. *(4 Credits)*

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. *(4 Credits) May be repeated for credit under different topics.*

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. *(4 Credits) May be repeated for credit with different topics.*

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. *(4 Credits) May be repeated for credit with different topics.*

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. *Variable Credits 2-4 May be repeated for credit under different topics.*

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. *Variable Credits 2-4 May be repeated for credit under different topics.*

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 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*

Note:

* An internship of four to twelve credits is required for the History 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.

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.

Minor

History Minor

- Description and Learning Outcomes

Core Courses and Elective Requirements

(20 Credits)

HS 1110 - Western Civilization to 1500

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. *(4 Credits) Not open to students who have taken HS1120.*



or

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

or

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. *(4 Credits)*

or

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. *(4 Credits)*

HS 2040 (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 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)

Plus:

12 credits from History Electives numbered 3000 and up, total 20 credits.

Other Programs

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

Fall

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. (4 Credits)

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 is designated as a writing-intensive General Education course. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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)*

Spring

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. *(4 Credits)*

HS 1110 - Western Civilization to 1500

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. *(4 Credits) Not open to students who have taken HS1120.*

or

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

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. *(4 Credits)*

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 Quantitative Literacy requirement. Students who do not need to take a higher level mathematics course should find this an interesting way of meeting the Quantitative Literacy requirement. *(4 Credits)*

Second Year

Fall

HS 2040 (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 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)*

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. *(4 Credits)*

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. *(4 Credits)*

Spring

- HS Elective
- HS Elective

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. *(4 Credits)*

- General Elective

Third Year

Fall

- HS Elective
- HS Elective

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- General Elective

Spring

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 *Offered spring or summer. (2 Credits)*

- General Elective
- General Elective
- General Elective

Fourth Year

Fall

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. *Prerequisites: HS 4930 (PO 4930). (2 Credits)*

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*

Spring

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. *(2 Credits)*

- HS Elective
- General Elective
- General Elective

Note:

** 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.

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.

Major

Humanities, A.A.



- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Twelve Credits

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 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)

LAS 2120 (LAS 4) - 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. (4 Credits)

- LAS 2130

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. (4 Credits)

- LAS 215

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. (*4 Credits*)

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

24 additional credits

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



General electives to complete 60-credit requirement.

Other Programs

Associate Degree in Humanities 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

Fall

Spring

Second Year

Fall

Spring

Humanities, A.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:

First Year

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course

- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

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.

Major

Integrated Studies in Philosophy and Literature, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

Required Courses in Philosophy and Literature

(8 credits)

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. 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. *(4 Credits)*

PL 4300 - Imagining the World: The Poetic Mind in the Digital Age

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. *(4 Credits)*

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

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 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 (*4 Credits*) *Not available for students who have taken PA 3050*

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.* *Prerequisites: A lower-level literature course or permission of instructor. Offered every other spring. (4 Credits)*

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 (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. *(4 Credits)*

TH 3950 (EN 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. (4 Credits)*

Or

Modern Philosophy/Literature

(4 credits)

One course from the following:

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.*

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. *(4 Credits)*

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. *(4 Credits) (May be repeated with permission)*

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. *Prerequisites: a lower level literature course, or permission of instructor. Offered every other year. (4 Credits)*

Contemporary Philosophy/Literature

(4 credits)

One course from the following:

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. *(4 Credits) Since topics change, it may be repeated for credit.*

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. (4 Credits)

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. (4 Credits)

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.* (4 Credits)

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. (4 Credits) *(May be repeated with permission)*

EN 2850 (EN 3850) - 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. (4 Credits)

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.

Prerequisites: one 2000 level Literary Movements course. (4 Credits) Not open to students who have taken EN 4860

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

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 3992 - Topics in Renaissance Philosophy and Literature

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 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. (4 Credits) *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 (4 Credits) *Not available for students who have taken PA 3050*

- PL 3990 - Topics in Philosophy and Literature

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. (4 Credits)

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. (4 Credits)*

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. (4 Credits)*

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. *(4 Credits)*

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. *(4 Credits) (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. *(4 Credits) (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. *(4 Credits) (May be repeated with permission)*

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. (4 Credits)*

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. (4 Credits)*

EN 2850 (EN 3850) - 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. (4 Credits)

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. (4 Credits)

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. *Prerequisites: a lower level literature course, or permission of instructor. Offered every other year. (4 Credits)*

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. *Prerequisites: one 2000 level Literary Movements course. (4 Credits) 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. *Prerequisites: at least a lower level literature course. Offered every other year. (4 Credits)*

- CO 1000 - Learning to Look: Contemporary Art and Media *or*
- AR 1000 - Learning to Look: Contemporary Art and Media

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. (4 Credits)*

Minor

Integrated Studies in Philosophy and Literature Minor

- Description and Learning Outcomes

Requirements

(20 Credits)

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. 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. (*4 Credits*)

- Two designated Cultural History courses (8 Credits)
- Two designated Interpretive Experience courses (8 Credits)

Other Programs

Suggested Sequence of Major Courses for Integrated Studies in Philosophy & Literature

1st year

Fall

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. 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. (*4 Credits*)

- A 1000-2000 level designated course EN, PA, or PL

WR 1010 - Composition

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. *(4 Credits)*

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)*

- LAS 1010 (LAS 1)

Spring

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. 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. *(4 Credits)*

- A 1000-2000 level designated course EN, PA, or PL
- LAS 1020 (LAS 2)

- Elective
- Elective

2nd year

Fall

- 2000-3000 level designated Cultural History course(s) in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)
- PL Elective

LAS 2120 (LAS 4) - 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. (*4 Credits*)

- Elective

Spring

- 2000-3000 level designated Interpreting Experience courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)
- LAS 2130 (LAS 4)
- Quantitative Literacy Requirement
- Elective

3rd year

Fall

- 3000 level and above designated Cultural History courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)

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. (*4 Credits*)

- LAS Elective
- Elective

Spring

- 3000 level and above designated Interpreting Experience courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)

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. (*4 Credits*)

- Elective
- Elective

4th year

Fall

- 3000-4000 level courses in Philosophy (PA), Literature (EN), or Integrated Studies (PL)
or

PL 4300 - Imagining the World: The Poetic Mind in the Digital Age

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. (4 Credits)

- Elective
- Elective
- Elective

Spring

PL 4300 - Imagining the World: The Poetic Mind in the Digital Age

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. (4 Credits)

- 3000-4000 level courses in Philosophy (PA), Literature (EN), or Integrated Studies (PL)
- Elective
- Elective
- Elective

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.

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.

Major

Kinesiology, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(48 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

(48 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. *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. (*Meets the second seven weeks of every spring semester.*) 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. Offered every fall. (4 Credits)

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. (4 Credits)

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 Credits)*

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. (4 Credits)*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 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. *Prerequisites: BI 2030. Offered every spring. (4 Credits)*

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. *Prerequisites:* KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites:* KI 1110, *Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

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, oral

presentation, and poster presentation) is the culminating outcome of this course. Open to kinesiology majors only. *Prerequisites: Minimum of 90 credits earned. Offered every spring. (4 Credits)*

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. (4 Credits)*

Complete a minimum of two (2) from the following:

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. *Prerequisites: KI 2140 . 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. *Prerequisites: 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 movement s 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. *Prerequisites: 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 movement s 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, badminton, 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. *Prerequisites: KI 2140 . Offered every year. (2 Credits)*

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.

Minor in Coaching

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 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. (4 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

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This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

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. *Prerequisites: Minimum of 60 credits earned. (4 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. (4 Credits)*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites: KI 1110, Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

Electives in Kinesiology

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 (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: Minimum of 30 credits earned. Offered every other year. (4 Credits)*

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

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 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. (4 Credits)

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

KI 3990 - Topics in Kinesiology

Examination of selected topics in kinesiology. *Offered upon sufficient demand. Variable Credit (2-4) May be repeated for credit with different topics.*

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. *Prerequisites: Minimum of 60 credits earned. (4 Credits)*

KI 4810 - Directed Study in Kinesiology

This is a course of study to be arranged between faculty and student in the field of Kinesiology. *Contract required. Variable Credits (1-4) May be repeated for credit with varied topics.*

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)*

Physical Education Courses

Courses**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. No prerequisites required for these activity courses unless specifically noted in a course description.

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. *(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. 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 actively participate in designated exercises to increase their strength using weights and/or other resistance devices. *(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. *(1 Credit) Note: Fitness for Life is intended for the relatively sedentary person who wants to learn and become more motivated in physical activity.*

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. *(1 Credit)*

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. (1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit) Course may be repeated for credit with a different instructor and/or topic.*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1850 - 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. *(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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1990 - Topics in Movement Skills

Varied topics in Movement Skills. *(1 Credit) May be repeated with different topics for credit.*

Minor

Coaching Minor

- Description and Learning Outcomes

Requirements

(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

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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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. (4 Credits)*

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students in each course section. Kinesiology majors are required to complete a minimum of two Movement Instruction courses. *Prerequisites:* 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 movement s 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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

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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. *Prerequisites: Minimum of 60 credits earned. (4 Credits)*

Choose one of the following:

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. (4 Credits)*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum,, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites: KI 1110, Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

Other Programs

Kinesiology 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:

First Year

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. (4 Credits)*

Spring

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. (4 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. *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. *(Meets the second seven weeks of every spring semester.) Offered every spring (2 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

- Elective (4 Credits)

Second Year

Fall

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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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)*

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. *(4 Credits)*

- Elective *(4 Credits)*

Spring

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. (4 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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, badminton, 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. *Prerequisites: KI 2140 . Offered every year. (2 Credits)*

- Elective (4 Credits)

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. (4 Credits)

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites:* KI 1110, *Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

Third Year

Fall

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. *Prerequisites:* KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites:* Minimum of 60 credits earned. Offered every fall. (4 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. *Prerequisites:* KI 2140. Offered every year. (2 Credits)

OR

KI 2116 - Movement Instruction: Fitness Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

KI 2118 - Movement Instruction: Individual and Lifetime Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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, badminton, 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. *Prerequisites: KI 2140 . Offered every year. (2 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites:* KI 1110, *Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

- Elective (4 Credits)

Spring

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. *Prerequisites:* BI 2030. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites:* KI 1110, *Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

- Elective(s)

4th Year

Fall

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. (4 Credits)*

- Elective(s) (*minimum of 8 Credits*)

Spring

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, oral presentation, and poster presentation) is the culminating outcome of this course. Open to kinesiology majors only. *Prerequisites: Minimum of 90 credits earned. Offered every spring. (4 Credits)*

- Elective(s) (*minimum of 8 Credits*)

Note:

*** 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.**

Languages

Course Listings

All undergraduate courses are 4 credits unless otherwise noted.

Arabic

French

Italian

Mandarin Chinese

Spanish

Legal Studies

Mathematics

Music

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.

Major

Natural Sciences, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Twelve Credits

Twelve Credits, provided that these twelve credits do not also count for discipline specific requirements, to taken from the following list:

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

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. *(4 Credits)*

LAS 2120 (LAS 4) - 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. (4 Credits)

- LAS 2130

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. (4 Credits)

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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

24 additional credits



24 additional credits, selected from the following disciplines:

- Biology
- Chemistry
- Environmental Science
- Engineering
- Mathematics
- Physics

Other Programs

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:

Suggested Sequence of Courses:

First Year

Fall

Spring

Second Year

Fall

Spring

Natural Sciences, A.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:



First Year

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Outdoor Education

This program balances the theories of wilderness leadership and experiential education utilizing skills development with active and intentional opportunities to lead. In doing so, this major prepares students for careers in outdoor education and to lead wilderness and adventure trips within the field of Outdoor Education. The blending of experiences in science, sport and recreation management, education and other departments is designed to enable students to support students in developing broad scope skills in order to find careers in a variety of fields requiring leadership or education. Some students may benefit from more electives leading to a double major or a minor. These decisions are done in conjunction with meeting with the advisor and discussing professional goals.

Learning Outcomes

Students completing the Outdoor Education will:

- Demonstrate a working application of a variety of leadership and educational theories
- Demonstrate teaching practices that support and enhance the goals of learning in all academic and wilderness settings for all ages
- 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 education settings
- Be able to communicate effectively and emotionally both verbally and written
- Be able to lead individuals and groups effectively and accurately in a variety of wilderness and educational 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 that promotes sound judgment and skill development.

Experiential Learning Component

At the course level all OE courses embrace the Experiential Education mindset and maintain a comfortable balance between experiencing, reflecting, learning, and teaching. Many of the courses within the OE major are enhanced by student developed projects and incorporate the skills based courses as links to the lecture based courses to provide depth of the experience while in the classroom. Theories and experiences are aligned through a strong connection to the commitment of experiential education practices.

In addition to the courses within the major and minor New England College's Adventure Bound Programs for Educational and Leadership Opportunities is a prominent source of engagement for the students in the OE field. 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, Frisbee Golf, Camping, snowshoeing, XC skiing, nature education, wilderness skills, connecting with nature, and similar. Students are expected to participate in one AB offered experience during the OE 1110 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 Association for Experiential Education (AEE), Wilderness Education Association (WEA), and Association for Challenge Course

Technology (ACCT) and the students of NEC are an important 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.

Major

Outdoor Education, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(60 Credits Total)

Required Education Core

(20 Credits)

OE 3710 - Experiential Learning: From 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. Prerequisites: 60 credits/3rd year status.

Offered spring semester even years. (4 Credits)

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Required Outdoor Education Courses

(36 Credits)

Take either:

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

OR

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). Offered 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). Offered every Fall. (2 Credits)*

And Take:

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. *Prerequisites: BI 1111-BI 1112 or ES 1110 Offered in odd falls. (4 Credits)*

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.

Offered every fall. (3 Credits) to be taken with OE2200.

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 OE 1110 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. *Offered every fall. (3 Credits) To be taken with OE 1110.*

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.

Prerequisites: OE 1110 or SM 1510 or KI 1110. Minimum of 24 credits. Offered every spring. (4 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. Prerequisites: 30 credits/2nd year status. *Offered fall semesters even years. (4 Credits) Certification fees.*

OE 3870 - Outdoor Adventure 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. Prerequisites: 60 credits/Junior status. *Offered Fall semesters odd years. (4 Credits)*

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. Prerequisites: 60 credits/Junior status/OE major or minor. *Offered spring semesters odd years. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

Choose one from the following:

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. Other site specific requirements may apply. *Prerequisites: 75 credits/Junior status/OE major or minor. Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

OR

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. *Prerequisites: 75 credits/Junior status/OE major or minor. Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

Skills-Based OE courses (1 Credit Each)

Choose 4 skills-based courses (1 Credit each)

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/Backpacking in the White Mountains

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. *Variations offered frequently. (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 1290 - Mountain Biking

This course is designed to focus on either mountain biking technique or bike touring throughout New England and may include camping skills. *Variations offered frequently. (1 Credit)*

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 - 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 - 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 1350 - 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 1360 - 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 1370 - 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 1400 - Wilderness First Aid/ Wilderness First Responder Recertification

This course is designed to provide students with a review or introduction to wilderness medicine skills. *Prerequisites: OE 1110 or SM 1510 or KI 1110 or OE 2430. (1 Credit)*

Minor

Outdoor Education Minor

- Description and Learning Outcomes

Requirements

(20 Credits Total)

Students interested in earning a minor in Outdoor Education will complete:

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.

Offered every fall. (3 Credits) to be taken with OE2200.

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 OE 1110 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. *Offered every fall. (3 Credits) To be taken with OE 1110.*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

Select one class from the following:

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. *Prerequisites: OE 1110 or SM 1510 or KI 1110. Minimum of 24 credits. Offered every spring. (4 Credits)*

OE 3710 - Experiential Learning: From 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. Prerequisites: 60 credits/3rd year status.

Offered spring semester even years. (4 Credits)

Select one class from the following:

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. Prerequisites: 30 credits/2nd year status. *Offered fall semesters even years. (4 Credits) Certification fees.*

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Select 3 activity Courses from the following: (1 Credit each):

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/Backpacking in the White Mountains

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. *Variations offered frequently. (1 Credit)*

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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)*

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OE 1370 - 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 1400 - Wilderness First Aid/ Wilderness First Responder Recertification

This course is designed to provide students with a review or introduction to wilderness medicine skills. *Prerequisites: OE 1110 or SM 1510 or KI 1110 or OE 2430. (1 Credit)*

Other Programs

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

Fall

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)*

- MT 1000+ College Level Math Requirement (4 Credits)

WR 1010 - Composition

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. *(4 Credits)*

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 OE 1110 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. *Offered every fall. (3 Credits) To be taken with OE 1110.*

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.

Offered every fall. (3 Credits) to be taken with OE2200.

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Spring

- Elective (4 Credits)

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

LAS 1 (LAS 1110) - 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. (4 Credits)

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

Second Year

Fall

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. Prerequisites: 30 credits/2nd year status. *Offered fall semesters even years. (4 Credits) Certification fees.*

- OE 1200/OE 1300 (1 Credit)

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. (4 Credits)

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. (4 Credits)

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

Spring

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.

Prerequisites: OE 1110 or SM 1510 or KI 1110. Minimum of 24 credits. Offered every spring. (4 Credits)

- OE 1200/OE 1300 (1 Credit)

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.

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. (4 Credits)

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. (4 Credits)

Third Year

Fall

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. *Prerequisites:* BI 1111-BI 1112 or ES 1110 *Offered in odd falls. (4 Credits)*

- OE 1200/OE 1300 (1 cCredit)

OE 3870 - Outdoor Adventure 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. *Prerequisites:* 60 credits/Junior status. *Offered Fall semesters odd years. (4 Credits)*

- OE 1200/OE 1300 (1 Credit)

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

Spring

OE 3710 - Experiential Learning: From 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. *Prerequisites: 60 credits/3rd year status. Offered spring semester even years. (4 Credits)*

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. Other site specific requirements may apply. *Prerequisites: 75 credits/Junior status/OE major or minor. Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

OR

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.



Prerequisites: 75 credits/Junior status/OE major or minor. *Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

4th Year

Fall

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. Other site specific requirements may apply. Prerequisites: 75 credits/Junior status/OE major or minor. *Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits)* Other site specific requirements may apply.

OR

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. Prerequisites: 75 credits/Junior status/OE major or minor. *Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits)* Other site specific requirements may apply.

- LAS Elective (4 Credits)
- Elective (4 Credits)
- Elective (4 Credits)

Spring

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. Prerequisites: 60 credits/Junior status/OE major or minor. *Offered spring semesters odd years. (4 Credits)*

- Elective (4 Credits)
- Elective (4 Credits)
- Elective (4 Credits)

Philosophy

Physical Education

Physics

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.

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.

Major

Political Science, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

40 Credits

Core Courses

(20 credits)

Choose one of these two

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. *(4 Credits)*

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. *(4 Credits)*

Choose one of these two

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. *(4 Credits)*

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

Take each of the following

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 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 (HS 4930) - 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 (HS 4940) - 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 *Prerequisites: PO 4930 (HS 4930). offered every fall term. (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. *Prerequisites:* PO 4940 (HS 4940). (2 Credits)

Choose 20 credits from the following

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

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? (4 Credits)

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

PO 3580 - Global 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. *(4 Credits)*

PO 3910 (CJ 3910) - Understanding the Causes of 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. *(4 Credits)*

PO 3990 - Topics in Political Science

Special topics in the study of political science at the advanced level. *(4 Credits)*

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. *(4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 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)

Note:

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.

Minor

Political Science Minor

- Description and Learning Outcomes

Requirements

Choose one of these two

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. *(4 Credits)*

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. *(4 Credits)*

Choose one of these two

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. *(4 Credits)*

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

16 credits

- *AND Take 16 credits from course with a designation PO 2000 or above.*

Note(s):

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.

Other Programs

Political 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

Fall

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. *(4 Credits)*

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. *(4 Credits)*

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

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. *(4 Credits)*

- HS 1120

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Quantitative Literacy Requirement
- Elective

Second Year

Fall

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 Elective

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. *(4 Credits)*

- Elective

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- PO Elective
- Elective
- Elective

Third Year

Fall

- PO Elective
- LAS 2130 (LAS 5)
- Elective
- Elective

Spring

- PO Elective
- PO Elective

PO 4930 (HS 4930) - 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)*

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. *(4 Credits)*

4th Year

Fall

PO 4940 (HS 4940) - 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 *Prerequisites:* PO 4930 (HS 4930). *offered every fall term. (2 Credits)*

- PO Elective

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. *(4 Credits)*

- Elective

Spring

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. *Prerequisites:* PO 4940 (HS 4940). *(2 Credits)*

- PO Elective
- Elective

- Elective

Pre-Engineering Studies

Please note: New students will not be accepted after 2016-17 as this program will be phased out and no longer offered.

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 Associates 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.

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.

Major

Pre-Engineering, A.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(32 credits)

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. This course satisfies the Quantitative Literacy requirement.

Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)

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. *Prerequisites: C- or better in MT 2510. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

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. *Prerequisites: MT 2510. (4 Credits)*

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. *Prerequisites: PH 2310 and MT 2520. (4 Credits)*

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. *(4 Credits)*

Note:

Each student's progress will be regularly reviewed. Students who do not complete MT 1510 - Precalculus 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.

Other Programs

Pre-Engineering Studies 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

Fall

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)*

- WT 1000

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

Second Year

Fall

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. *(4 Credits)*

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. *Prerequisites: C- or better in MT 2510. (4 Credits)*

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. *Prerequisites: MT 2510. (4 Credits)*

- Elective

Spring

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. (4 Credits)

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. *Prerequisites:* MT 2510. (4 Credits)

- Elective

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.

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.

Major

Psychology, General, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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. *every semester (4 Credits)*

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. *Offered every Fall. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

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. Prerequisites: PS 1110 and 45 Credits *every Fall (4 Credits)*

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)

PS 4910 - Internship

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)*

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).

Psychology, Human Service, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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. *every semester (4 Credits)*

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. *Offered every Fall. (4 Credits)*

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.



This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

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. *Prerequisites: PS 1110 and 45 Credits every Fall (4 Credits)*

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

PS 4910 - Internship

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)*

Human Services Concentration

Required Courses for this concentration:

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.

*Prerequisites: PS 1110 and sophomore standing.
every Fall (4 Credits)*

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. Prerequisites: PS 2160 *every Spring (4 Credits)*

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.

*Prerequisites: Junior standing
Every Fall (4 Credits)*

PS 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.

*Prerequisites: PS 1110 and PS 3210
every Spring (4 Credits)*

Minor

Psychology Minor

- Description and Learning Outcomes

Requirements

(24 Credits)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

- Four additional courses totaling 20 credits, two of which must be 3000+ level.

Other Programs

Psychology General Concentration 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

Fall

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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)

- Elective

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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 life times. This course satisfies the LAS 4 Social Sciences requirement. (4 Credits)

- PS 2000 + Elective (4 credits)

Second Year

Fall

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. *(4 Credits)*

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. *every semester (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

- Elective

Spring

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. *(4 Credits)*

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. *Offered every Fall. (4 Credits)*

- PS 2000 + elective (4credits)
- Elective

Third Year

Fall

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

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. *(4 Credits)*

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. Prerequisites: PS 1110 and 45 Credits *every Fall (4 Credits)*

- Send ' Intent to Graduate' to Registrar

Spring

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

- 4000-level Experiential Course
- Elective
- Elective
- Graduate School Research and /or Job shadowing

4th Year

Fall

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. (4 Credits)

- Internship
- PS 2000 + Elective (4 credits)
- Elective

Spring

- Internship
- Complete any remaining req's
- Elective
- Elective

Psychology Human Services Concentration 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

Fall

WR 1010 - Composition

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. (4 Credits)

- LAS 1100 (LAS 1)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

Spring

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

- Elective

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. *every semester (4 Credits)*

- Elective

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

- Elective

Second Year

Fall

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. *(4 Credits)*

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. *every semester (4 Credits)*

- Elective

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

LAS 2120 (LAS 4) - 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. (4 Credits)

- Elective

Spring

- LAS 2130 (LAS 5)

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. *Offered every Fall. (4 Credits)*

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. Prerequisites: PS 2160 *every Spring (4 Credits)*

- Elective

Third Year

Fall

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: PS 1110 and 45 Credits every Fall (4 Credits)*

- Practicum *(1-3 credits)*
- Elective

Spring

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

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.

Prerequisites: Junior standing

Every Fall (4 Credits)

PS 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.

Prerequisites: PS 1110 and PS 3210

every Spring (4 Credits)

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.

Prerequisites: PS 1110 and sophomore standing.

every Fall (4 Credits)

4th Year

Fall

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. (4 Credits)

- Internship
- Elective
- Elective
- Elective

Spring

- Second Internship if Accepted
- Elective
- Elective
- Elective

Sociology

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.

Minor

Social Work Minor

- Description and Learning Outcomes

Required Courses

(20 Credits)

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. *(4 Credits)*

PS 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.

*Prerequisites: PS 1110 and PS 3210
every Spring (4 Credits)*

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.

*Prerequisites: Junior standing
Every Fall (4 Credits)*

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?

*Prerequisites: PS 2050 and 45 Credits
(4 Credits) (Not open to students who have taken SO 4500)*

And 2 of the following:

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. *(4 Credits)*

SO 2220 - 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. *(4 Credits) Not open to students who have taken SO 3040.*

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. *(4 Credits)*

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.

Major

Social Sciences, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Twelve Credits

Twelve Credits, provided that these twelve credits do not also count for discipline specific requirements, to taken from the following list:

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)

LAS 2120 (LAS 4) - 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. (4 Credits)

- LAS 2130

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. (4 Credits)

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. (*4 Credits*)

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

24 additional credits

24 additional credits, selected from the following disciplines:

- Business Administration
- Criminal Justice
- Economics
- Education
- Kinesiology
- Political Science
- Psychology
- Outdoor Education
- Sociology



Other Programs

Associate Degree in Social 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

Fall

Spring

Second Year

Fall

Spring

Social Sciences, A.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:

First Year

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course

- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

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

Major

Sport and Recreation Management, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(44 Credits)

Core Requirements

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. (4 Credits)*

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. *(4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. *(4 Credits)*

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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. *Prerequisites: BU 2510 Offered every fall. (4 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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)*

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. *Prerequisites: BU 2220. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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 online 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. *Prerequisites: 90 credits. (4 Credits)*

Choose either:

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

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)*

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 - 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)*

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 1510/KI 1510 and 30 credits. (4 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. (4 Credits)*

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. Variable Credit (1-4) Since topics change, the course may be repeated for credit for different topics.*

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. Variable Credit (1-4) May be repeated for credit for different topics.*

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)*

Minor

Sport and Recreation Management Minor

- Description and Learning Outcomes

Requirements

(28 Credits)

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. (4 Credits)*

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

Plus 20 credits from the following:

(See suggested *Recommended Course Groupings* below to assist in selecting appropriate courses.)

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. *(4 Credits)*

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. *(4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 Credits)*

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. *Prerequisites: KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 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. (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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. *Prerequisites: BU 2510 Offered every fall. (4 Credits)*

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 1510/KI 1510 and 30 credits. (4 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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)*

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. *Prerequisites: BU 2220. (4 Credits)*

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. Variable Credit (1-4) Since topics change, the course may be repeated for credit for different topics.*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

Recommended Course Groupings:

Emphasis on Sport Marketing

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. *(4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: BU 2510 Offered every fall. (4 Credits)*

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 1510/KI 1510 and 30 credits. (4 Credits)*

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)*

Emphasis on Coaching

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. (4 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

Emphasis on Facility Management

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 (*4 Credits*)

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. (*4 Credits*)

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 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 1510/KI 1510 *or* BU 1110, BU 2220, *and* BU 2510; 60 credits. *Offered every fall. (4 Credits)*

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. *Prerequisites:* 60 credits. *Offered every year. (4 Credits)*

Other Programs

Sport and Recreation Management 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. (4 Credits)*

- Elective

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

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. (4 Credits)*

- Elective
- Elective
- Elective

Second Year

Fall

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

- Quantitative Literacy Requirement

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. *(4 Credits)*

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. *(4 Credits)*

Spring

- Elective

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. *(4 Credits)*

- Elective

LAS 2120 (LAS 4) - 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. *(4 Credits)*

Third Year

Fall

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. *Prerequisites: BU 2510 Offered every fall. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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)*

- Elective

Spring

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

- LAS 2130 (LAS 5)
- Elective
- LAS Elective

4th Year

Fall

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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)*

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. *(4 Credits)*

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

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)*

- Elective

Spring

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 online 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. *Prerequisites: 90 credits. (4 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. *Prerequisites: BU 2220. (4 Credits)*

- Elective

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

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)*

Note:

A practicum (SM 4920) or internship (SM 4910) 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.

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.

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.

Major

Theatre, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(46 Credits)

Theatre Core Courses

(4 credits unless otherwise indicated)

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 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 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 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 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. (4 Credits)*

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. (4 Credits)*

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 Main stage 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. (4 Credits) May be repeated for credit.*

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. *This course is offered every fall. (4 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. (4 Credits)*

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 3950 (EN 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. (4 Credits)*

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. *Prerequisites: TH 3210. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites: TH 1310 and TH 1320. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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.*

Minor

Theatre Minor

- Description and Learning Outcomes

Requirements

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 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 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. *This course is offered every fall. (4 Credits)*

Choose one of the following:

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. (4 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. (4 Credits)*

Choose one of the following:

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. (4 Credits)*

TH 3950 (EN 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. (4 Credits)*

Choose one of the following:

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 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)*

Other Programs

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

Fall

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)*

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

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)*

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

- Elective

Second Year

Fall

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. (4 Credits)*

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 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 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 Main stage 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. (4 Credits) May be repeated for credit.*

- Elective

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. (4 Credits)*

- Quantitative Literacy Requirement

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- Elective

Third Year

Fall

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. *This course is offered every fall. (4 Credits)*

- LAS 2130 (LAS 5)

TH 3950 (EN 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. (4 Credits)*

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. *(4 Credits)*

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 Main stage 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. (4 Credits) May be repeated for credit.*

- Elective

Spring

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. (4 Credits)*

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)*

- LAS Elective

Summer

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.*

4th Year

Fall

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. (4 Credits)

TH 3950 (EN 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. (4 Credits)*

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. (4 Credits)

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 Main stage 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. (4 Credits) May be repeated for credit.*

- Elective
- Elective

Spring

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. *Prerequisites: TH 3210. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites: TH 1310 and TH 1320. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

- Elective
- Elective

Note:

* **Notes on suggested course sequence:** TH 2440 can be taken in 2nd, 3rd or 4th year and is offered every fall. TH 3950 can be taken in either 3rd or 4th year - however it is only offered every other fall.

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.

Major

Women's & Gender Studies, Individually Designed

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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.

Minor

Women's and Gender Studies Minor

- Description and Learning Outcomes

Requirements

(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) (WS 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. *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)*

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. *(4 Credits)*

WS 3990 - Topics Courses in Women & Gender Studies

A changing selection of courses designed to offer a variety of subjects in theatre. *Prerequisites: Permission of instructor required Offered upon sufficient demand Variable Credits (2-4) This course may be repeated for credit for different topics. Topics to be determined by the Woman's Study faculty.*

Theoretical Perspectives

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. *(4 Credits)*

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. (4 Credits)*

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. *(4 Credits)*

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. (4 Credits)*

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. *(4 Credits)*

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. *Every other year (4 Credits)*

- 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

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. *(4 Credits)*

WS 3060 (SO 3060) - Social Inequality

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. *(4 Credits)*

- 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.)

The following courses may count for credit in Women & Gender Studies:

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 to 1500

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. *(4 Credits) Not open to students who have taken 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. *(4 Credits)*

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. *(4 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. *(4 Credits)*

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. *(4 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. *(4 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. *(4 Credits) May be repeated for credit with different topics.*

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. *(4 Credits) May be repeated for credit with different topics.*

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. *(4 Credits)*

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.

Other Programs

Suggested Sequence of Courses for Integrated Studies in Women & Gender Studies

Suggested Sequence of Courses:

1st year

Fall

- 1000-2000 level designated/approved WS course.

Spring



- 1000-2000 level designated/approved WS courses.

2nd year

Fall

- 2000-3000 level designated/approved WS courses.

Spring

- 2000-3000 level designated/approved WS courses.

3rd year

Fall

Recommended:

- 3000 level and above designated/approved WS courses.

Spring

- 3000 level and above designated/approved WS courses.

4th year

Fall

- 3000-4000 level designated/approved WS courses

Recommended:

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. (4 Credits)

Spring

- 3000-4000 level designated/approved WS courses

Recommended:

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. (4 Credits)

2016-17 Academic Calendar

Fall Semester 2016

Friday, August 26

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

Friday, August 26

CONVOCATION to be held Friday during New Student Orientation

Friday - Monday, August 26 - 28

New Student Orientation

Sunday, August 28



Returning students arrive and complete student check-in process

Monday, August 29

Classes Begin

Wednesday, August 31

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

Friday, September 2

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

Friday, September 9

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

Friday, September 23

Last day to file Pass/No record full term courses

Wednesday, September 28

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

Friday, September 30

Last day to finish incompletes for Spring & Summer

Friday, October 14

Last day of classes (**first seven -weeks**)

Saturday-Tuesday, October 15-18

Mid-semester break

Monday, October 19

First day of 2nd *seven-week* courses

Wednesday, October 21

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



Tuesday, November 1

Last day to withdraw from *full-semester*

Last day to petition to Pass/No Record to grade

Friday, November 2

Wednesday, November 9

Pre-registration for Spring 2017

Tuesday, November 18

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

Wednesday-Sunday, November 23-27

THANKSGIVING BREAK

Sunday, November 27

Residence Halls open at 8:00 a.m.

Friday, December 9

Last day of classes (full term and 2nd *seven-week* courses)

Saturday-Sunday, December 10 - 11

Reading days

Monday-Thursday, December 12 - 15

FINAL EXAM DAYS

Thursday, December 15

Residence Halls close at 7:00 p.m.



January Term 2017

Monday, December 19

1st day
of
Classes
- J
Term

Friday, January 13

Last
day of
classes
- J
Term

Spring Semester 2017

Sunday, January 15

New Students Arrive
Returning Students Arrive
New Student Orientation

Monday, January 16

Classes begin

Wednesday, January 18

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

Friday, January 20

Last day to add or drop a full semester course
Last day to file intent to graduate form (current term)

Friday, January 27

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



Friday, February 10

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

Wednesday, February 15

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

Last day to finish incompletes for Fall & J Term

Friday, March 3

Last day of classes (1st *seven-weeks*)

Residence Halls close 7:00pm

Saturday-Sunday, March 4 - 19

SPRING BREAK

Monday, March 20

First day of 2nd *seven-week* courses

Wednesday, March 22

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

Friday, March 31

Last day to withdraw full semester courses

Last day to petition Pass/NO Record to grade

Last day to file Pass/NO Record 2nd *seven-week* course

Wednesday, April 19

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

Friday, May 5

Last day of classes (full term and 2nd *seven-weeks*)

Saturday, Sunday May 6 - 7

Reading days



Monday, Thursday May 8 - 11

FINAL EXAM DAYS

Thursday, May 11

Residence Halls close at 7:00 p.m.(**except for graduates**)

Saturday, May 13

COMMENCEMENT

Summer 2017 Term I

Monday, May 15

First day of classes - Summer I

Friday, June 30

Last of classes - Summer I

Summer 2017 Term II

Monday, July 3

First day of classes - Summer II

Friday, August 25

Last day of classes - Summer II

Catalog Home

New England College's Undergraduate Residential Program offers students 37 Bachelor's degree programs delivered in the liberal arts tradition by dedicated faculty. With approximately 1,000 undergraduate students from all over the world, New England College brings a richly diverse experience to the town of Henniker, New Hampshire. The Undergraduate Residential Program ensure students are met with an educational experience that is not only challenging, but fulfilling.

About New England College

- Mission Statement
- Description of Mission
- Basic Facts NEC at a Glance
- Shared Teaching Commitments: NEC's Approach to Teaching and Learning
- Campus Facilities



- A Brief History of NEC

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 CiviCorps, our organization of citizen scholars and activist. 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

Academic visionary Boone Tillet identified an important opportunity to serve the educational needs of the numerous veterans 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 their education, the service men and women of the Greatest Generation eagerly sought out the degree offerings of the nation's colleges and universities.

Tillet chose Henniker, New Hampshire, as the home 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 '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 online during this period.

The most recent addition to the New England College campus is the John Lyons Center, named after NEC's long time business professor. The Lyons Center, situated where Larter Hall was located, represents a major expansion of academic program. In addition to ten state of the art classrooms, there are a number of small group study area's, open study space, and a small cafe`. The Lyons Center is adjacent to the former Henniker railroad station, 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. Together these two buildings represent the first phases to expanding the southern portion of NEC'S campus.

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 the following 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 United States 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 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 technology 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 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 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 across campus 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, Public Information, Student Financial Services, 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.

Don Melander Turf Field

One of the cornerstones of the College's athletic facilities is the \$1.5 million dollar Don Melander 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 team building, 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 mentoring department.

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 Career & Life Planning department.

Davis House

Located across the street from Bridge Street House, Davis House serves as the Headquarters for the Office of the VPAA 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/>. NEC does not charge an application fee.
2. Send the completed application, including your written essay 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 / Email: admission@nec.edu
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. If students have unofficial copies of high school completion but official copies cannot be obtained, the Registrar will review submitted materials for admission only.

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

Transfer Students

In addition to the steps listed above in the "How to Apply" section, transfer students must arrange for official transcripts from all colleges attended to be sent to the New England College Office of Admission. Ask him/her to complete the form and mail it to the Office of Admission

cc2nec

CC2NEC is short for Community College to New England College. Any student who was accepted by a community college and is in good academic standing, is automatically accepted to New England College. Students complete an application for admission and submit transcripts, however they do so knowing that admission is guaranteed. NEC allows up to 90 credits to transfer, and all programs are open for either the fall or spring semesters.

Transfer Articulation Agreements



New England College has transfer articulation agreements with many two-year institutions. 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), IELTS or PTE. Students with TOEFL iBT scores 75 are eligible for unconditional admission. Students with scores between 40 and 74, are eligible for admission contingent upon their enrollment 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. Students should submit the "Declaration and Certification of Finances" form with original signatures and bank statements to the Office of Admission.

Standardized Tests

New England College is testing-optional for admission which means that standardized tests such as the SAT or the ACT are not required. Students who wish to submit their scores as part of their application may do so. 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.

Veteran applications should submit a copy of DD-214, Certificate of Eligibility (or DD2384 for National Guardsmen) for verification of eligibility for the veterans program. Applications for veteran benefits may be obtained directly from the VA by visiting the VONAPP (Veterans Online Applications) website. 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."

For more information, veterans are encouraged to visit www.nec.edu, and type "veterans" in the search bar in the upper right hand corner of the home page.

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 as all specified above. To speak with an admission counselor, contact the Office of Admission by phone at 603-428-2223.

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 admission standards with the exception of English proficiency.

All applicants must apply for admission and submit documentation as specified above. The ESL program runs parallel with undergraduate and graduate academic terms. When a student achieves a satisfactory level of English proficiency, s/he will be permitted to enroll in the full academic degree program without required English language instruction. Students may begin the ESL program either in late August or mid-January.



1. Any student whose first language is not English must an approved English proficiency test including the TOEFL, IELTS, PTE, or equivalent examination.
2. A student who scores 75 or higher on the TOEFL iBT will be unconditionally accepted to New England College.
3. Students who score between 40-74 on the TOEFL iBT 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 75 iBT, or equivalent.

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 contact the Registrar's Office registrarsoffice@nec.edu or 603-428-2203.

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.

Visiting Campus

Prospective students and their families are encouraged to visit New England College to experience the personal nature of campus life, and the beautiful environment. Every visit includes a guided campus tour, the opportunity to meet with an admission counselor and a financial aid counselor. We also routinely arrange for students to sit-in on one or more classes,



meet with the professor and/or coach, and enjoy a meal in Gilmore Dining Hall. Preview Days and special open house events are offered. On selected Saturdays throughout the school year. For a visit to the campus, contact the Office of Admission at 603-428-2223 or 800.521.7642, Extension 2223 or admission@nec.edu. Visits may be scheduled online at www.nec.edu/visit.

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 LAS 1*, *Honors LAS 2* and *Honors LAS 7* 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 \$1,092 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 \$1,673 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 on-line 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
West, Colby, Connor Double	\$3,060	\$6,120
Charter Single	\$4,750	\$9,500
East Single	\$4,750	\$9,500
Sanborn Single	\$4,350	\$8,700
Rowe Single	\$3,800	\$7,600
Rowe Apartment	\$4,750	\$9,500
Union Single	\$4,750	\$9,500

**Certain limitations apply. Please contact 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:

- *Upperclass residential 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; Only seniors are eligible to purchase the 5 meal plan; Once a meal plan has been selected, it cannot be decreased, only increased.*
- *All resident students in their first academic year at the College are required to purchase a 19 or 15 meal plan; Once a meal plan has been selected, it cannot not be decreased, only increased.*
- *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. Once a meal plan has been selected, it cannot be decreased, only increased.*
- *Non-residential students also have the option to purchase a "commuter" meal plan. (Please see the housing office for details); Once a meal plan has been selected, it cannot be decreased, only increased.*

Meal Plan Contract Release & Termination

- *Eligible students who have been released from the 3 year on campus housing requirements and/or their housing contract will not be charged for their meal plan.*
- *Between June 1 and July 31 of the upcoming academic year, eligible students wishing to cancel their meal plan contract must submit a request in writing to Residential Life and Housing. If approved, students will be released and charged a \$1,500 contract release fee.*
- *After July 31 of the upcoming academic year, all 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 petition. In addition these processes must be followed for any requests based on financial and/or disability accommodation. Please contact the Residential Life and Housing for more information. All meal plan contracts are binding agreements made for the entire academic year. Once a meal plan has been selected, it cannot be decreased, only increased.

Meal Plan Name	# of meals per week	Amount of Flex Cash per semester	Cost per semester	Cost per year
Extra	19	\$100	\$3,708	\$7,416
Gold	15	\$160	\$3,055	\$6,110
Silver	10	\$200	\$2,615	\$5,230
Bronze	7	\$240	\$2,200	\$4,400
Senior	5	\$400	\$2,055	\$4,110

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 prior to the start of the fall semester. 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 2016-2017 academic year are:

Tuition \$34,984

Student Services Fee \$968

Room (Shared) \$6,120

Board (19 Meal Plan) \$7,416

Health Insurance \$1,550

Estimated Total \$51,038

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

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

Graduation Fee: \$150

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

Improper Checkout: \$25

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. International payments may be made online at www.nec.flywire.com.

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 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 VPAA 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 catalog 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 time-frame 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. 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.studentaid.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 Loans

A Federal Direct Subsidized 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, 2016 and June 30, 2017, 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 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 Direct Loans, visit www.studentloans.gov.

Federal Direct Unsubsidized Loans

A Federal Direct Unsubsidized Loan is insured by the government. It provides an opportunity for students to benefit from the low interest of the Federal Direct 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 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 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 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 Loans of \$138,500. For more information on Direct 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 without adverse credit history 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 6.31%. The disbursement fee for these loans is 4.272%. 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 October 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 aid award letter 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 Satisfactory Academic Progress*
- *students receiving NEC scholarships may not be placed on any kind of academic or social probation*



- *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 most prestigious award, the Presidential Scholarship, is awarded to students with high school GPAs of 3.5 or higher.

Alta Petenda Scholarship

This scholarship is awarded to students with high school GPAs of 3.0 to 3.49.

New England Scholarship

This scholarship is awarded to students with high school GPAs of 2.5 to 2.99, who also indicate strong potential for achievement based upon academic or co-curricular accomplishments.

Academic Opportunity Scholarship

This scholarship is awarded to students with high school GPAs of 2.0-2.49.

Alumni Legacy Scholarship

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

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 half priced tuition each year.

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. This scholarship provides half priced tuition each year.

Endowed Scholarships

New England College students will be considered for a range of merit- and need-based endowed scholarships

Community College to NEC Scholarship

(CC2NEC)

The CC2NEC program offers four full-tuition scholarship each year to qualified students. Learn more at <http://www.nec.edu/admission/undergraduate-programs/transfer-students/cc2nec/>.

Transfer Scholarship

This scholarship is awarded to students who are transferring from one educational institutions with a minimum GPA of 2.0.

Student Development

Telephone: 603.428.2241

The Student Development Division is comprised of the offices of the Dean of Students, Associate Dean of Students and International Programs, Campus Safety, Residence Life and Housing, Student Engagement, Student Involvement, First- Year Programs, Diversity and Inclusion, Student Conduct, Career and Life Planning, and the Wellness Center. Student Development works collaboratively and across campus to provide services and experiences that foster personal growth and engaged citizenship.

Career & Life Planning (CLP)

Telephone: 603.428.2358



With the help of the CLP team, students can develop career and life plans consistent with their skills, interest, values and personal characteristics; acquire skills by engaging in internships, service activities, and study abroad; demonstrate the results of their experiences in and out of the classroom and effectively present themselves, and; make connections in the world of work and further study.

As part of Student Development, 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 and interest "testing"
- Resume and interview preparation, the job search and employer contact
- Internships
- Study abroad
- Community service work-study
- Graduate school application and acceptance

Career & Life Planning is open from 8:30 a.m. - 5:00 p.m. every day.

Residential 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 pre-approved commuter town, 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 must 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 Engagement

Phone: 603.428.2429

The Office of Student Engagement, or the OSEI, 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, the Charter Coffeehouse, Experiential Wednesdays, and major campus programming and traditions, the OSEI 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 OSEI 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.

New England College Queer Straight Alliance



NEC Queer Straight Alliance (QSA) 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. NEC QSA 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 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 91.7 FM is an opportunity for students to have internships, join the club, serve as a DJ on the radio, or help out a student organizations events on campus by playing music. 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*
- *Judicial Board Member*
- *Peer Leader*
- *Resident Advisor*

Athletics

Phone: 603.428.2292

Athletic Coaches

Alpine Skiing: 603.428.2484

Baseball: 603.428.TBD

Men's Basketball: 603.428.2396

Women's Basketball: 603.428.2435

Cross Country/Track: 603.428.2484

Field Hockey: 603.428.2401

Men's Ice Hockey: 603.428.2294

Women's Ice Hockey: 603.428.2406

Men's Lacrosse: 603.428.2313

Women's Lacrosse: 603.428.2317



Men's Rugby: 603.428.2558*

Men's Soccer: 603.428.2447

Women's Soccer: 603.428.2263

Softball: 603.428.2213

Women's Volleyball: 603.428.2387*

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 North Atlantic Conference (NAC) and the New England Hockey Conference (NEHC)

New England College sponsors varsity competition in men's and women's soccer, field hockey, men's and women's cross country, women's volleyball, men's and women's basketball, men's and women's ice hockey, men's and women's alpine skiing, men's and women's lacrosse, softball, 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, and Plymouth State University. NAC competitors in soccer, basketball, volleyball, baseball, softball, cross country, and lacrosse include: Colby-Sawyer, Lyndon State College, Johnson State College, Green Mountain College, Castleton University, Husson University, Maine Maritime Academy, Thomas College, and the University of Maine-Farmington. Alpine ski competes in the MacConnell Division of the Eastern Collegiate Ski Conference.

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. Ice 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 Vice President of Academic Affairs

Telephone: 603.428.2235

The Office of the Vice President of Academic Affairs (VPAA) 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 VPAA 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, ConNEctions, PASS, Tutoring, Disability Services, and Mentoring), and the Centers for Engaged Learning and Civic Engagement. As well, the Office of the VPAA 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.

Center for Community Engagement and Leadership

cce1@nec.edu

Co-Directors:

Wayne Lesperance, Interim Dean of Undergraduate Programs & 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. The Pathways Center (located on the 4th level of the Simon Center) is the central hub of our services and houses Academic Advising and the Registrar's Office. Additional supports located throughout campus include Tutoring Center (located on the second floor of the Danforth Library), Mentoring (Lewin House), Career and Life Planning (Lewin House) and Disability Services Office (Located in CEI),and First Year Programs (Simon Center). 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: 603.428.2929

Students wishing to improve their ability to be academically successful during their collegiate experience can receive supporting instruction through the Academic Advising Office. Advising staff can provide course requirements needed for graduation, help students track their progress, discuss academic policies, as well as connect students with appropriate campus resources. Students having academic difficulties are encouraged to meet with the advising staff to develop a plan to achieve academic 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

(Located in Lewin House)

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: 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 just for students with disabilities. We have found, however, that our support services can meet the needs of students who are good self-advocates and who do not require a formal, structured program, but who can find success when offered academic support in conjunction with small classes and personal attention by faculty and staff. 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. A month's notice is needed for housing accommodations for first time students.

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 Students 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

English Language Programs

New England College offers a range of credit-bearing ESL courses designed to target the specific needs and abilities of the incoming English language learner. These courses focus on the range of skills necessary to succeed in an academic environment. Our coursework is supplemented by a wide range of activities designed to speed the acquisition of the academic English language tools used to succeed in the classroom.

English as a second Language course sequence at New England College is for students who meet a minimum TOFL (or equivalent) proficiency. These courses are designed to improve English communication in an academic setting across four areas: Listening, oral communication, reading comprehension and written communication. Students are placed in the appropriate course, based upon their TOFL (or equivalent) score.

The goal of NEC's ESL courses is to prepare students for academic success. All courses in NEC's ESL sequence are highly participatory. Our program is designed to immerse students in the study of academic English and our faculty are committed to student success. The College provides



tailored academic advising, support, and recourse referral for all our international students throughout their studies.

Our graduate ESL classes also provide vocabulary, reading, research, listening, and writing skills in the context of each graduate program. Students frequently take a semester of ESL before beginning their graduate courses. New England College's ESL program is committed to facilitating the successful transition to your academic program.

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, the Boston metropolitan area, and New England.

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+
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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 meeting this requirement 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	1.7
D+	passing	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 VPAA 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 withdraws 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. 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 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, who, if necessary, can act as intermediaries to seek resolution. As a last resort, disagreements may be appealed to the Vice President of Academic Affairs.

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 accepted 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. This information is available to students and advisors to determine strategies for improvement.

All undergraduate students who have a cumulative GPA below 2.0 are subject to having their academic records reviewed by the Academic Standards 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 Academic Standards 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 attend a hearing with the Academic Standards Committee for readmission after they have complied with the conditions of their suspension. Academic Standards Committee will determine if a student is academically eligible to return. Students must still apply and meet all requirements for readmission located in the Readmission section.

Appeals

Undergraduate students who have been placed on probation or who are suspended may appeal their status to the Academic Standards Committee. Appeals requests must be submitted to the 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 must 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 student and parent(s), if appropriate, will be provided 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, who will review the matter and make a final determination.

Notification

Students placed on probation or who are suspended shall be notified in writing. 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 students Associate Dean. If petition is not granted, and appeal can be made to the Dean of Undergraduate Programs.

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 VPAA.

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. 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 normally 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 one-time 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 offenses 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 Academic Standards 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 (all questions answered correctly) 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 Academic Standards 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 Academic Standards 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 Vice President of Academic Affairs, 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 Vice President of Academic Affairs 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 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 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:
- 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.
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 education 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: Arts and Humanities, Education, Management, and Natural and Social Services.

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
- Computer Information Systems
- Associate Degree in Business Administration

Graduate

- MBA
- MS in Management
- MS in Accounting
- MS in Computer Information Systems
- MS in Engineering Project Management

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 careers.

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

- Educational Communities

- Elementary Education K-8 (certification)
- Kinesiology
- Outdoor Leadership
- Physical Education K-12 (certification)
- Secondary Education (English, Social Studies, or Life Science) (certification)
- Special Education K-12 (certification)
- Theatre Education K-12 (certification)

Graduate

- MED
- CAGS
- EdD
- Superintendent Certification
- Principal Certification
- Teacher Conversion
 - Elementary Education K-8 (certification)
 - Physical Education K-12 (certification)
 - Secondary Education (English, Social Studies, or Life Science) (certification)
 - Special Education K-12 (certification)
 - Theatre Education K- 12 (certification)

Continuing Education

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

Arts & Humanities Division

The mission of the Arts & Humanities Division is to promote the understanding of what it is to be human and explore the ways humans interact with each other and the environment. To those ends we seek to develop in our students.

- Critical and creative thought, communication skills, imaginative and curiosity;
- Ethical and humane values that reflect respect for all the members of our species and the cultural diversity of the world in which we live;
- An understanding of the rule of law, morality and ethics and how they inform a commitment to social justice;
- An appreciation for beauty and elegance in the creative and performing arts, and the search for meaning and truth;

- Knowledge of the variety of human cultures, the civic and natural environments in which we engage one another and the memory of the cumulative thoughts and acts of all humankind.

Undergraduate

- Art
- Communications Studies
- Creative Writing
- Criminal Justice
- History
- Integrated Studies (in Philosophy&Literature)
- Modern Languages/ESL
- Music
- Political Science
- Theatre
- Women's Studies (minor)
- Associate Degree in Humanities

Graduate

- MA in American Studies
- MA in International Relations
- MA in Professional Writing
- MA in Public Policy
- MFA in Creative Writing

Continuing Education

Associate and Bachelor degrees in:

- Communication Studies
- Criminal Justice
- Humanities
- Liberal Arts (shared with other Divisions)

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.

The majors emphasize both theoretical and applied approaches:

- Biology focuses primarily on theoretical aspects of organisms and their environment within the framework of evolution;
- Environmental Science applies this information to the "real world," the world of human and practical affairs;
- Psychology focuses on human development and interactions with the intent of using this knowledge to better one's community and the world;
- Health Science provides critical background in the natural sciences and facilitates the application to many health care careers.

Undergraduate

- Biology
- Environmental Science
- Environmental Studies & Sustainability
- Health Science (with various pre-professional tracts)
- Psychology (General and Human Services concentrations)
- Sociology Minor
- Associate Degrees: Natural Science and Mathematics; 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

The Liberal Arts and 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.

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MA, Ph.D., University of Texas

Russell Rattray
Assoc. Library Director for Acquisitions and Technical Services/Associate Professor
BA, University of Maine
MLIS, University of Rhode Island

Mark Rowland
Distance Services/ Instruction Librarian/ Assistant Professor
BA, Pennsylvania State University
MLIS, McGill University

Eric J. Simon 2002-
Adjunct Professor of Biology
BA, MA, Wesleyan University
PhD, Harvard University

Glenn M. Stuart 1984-
Professor of Theatre
BA, St. Michael's College
MA, State University of New York

Raelyn Viti 2008-
Associate Professor of Outdoor Education
BS, Plymouth State College
MEd, Lesley University

James L. Walsh 1999-
Professor of History
Associate Dean of Arts & Humanities Division
BS, Florida Southern College
MA, PhD, University of New Hampshire



Kittie Weber 2008-

Associate Professor of Psychology

BS, Psychology - Northern Michigan University

PhD, Psychology, Child Development -

The Union Institute

Matt Young 2016 -

Assistant Professor of Chemistry

BA, Chemistry (minor: Psychology) - Western Connecticut State University

MS, Organic Chemistry - University of New Hampshire

PhD, Organic Chemistry (cognate: College Teaching) - University of New Hampshire

Faculty Emeriti

Edith B. Allison

Associate Professor Emerita of Biology

BA, Swarthmore College

MA, University of Illinois

Donald G. Blanchard

Professor Emeritus of Engineering

BS, University of New Hampshire

ME, University of California

Sylva Boyadjian-Haddad

Professor Emeritus, English and Comparative Literature

BA, American University of Beirut

MA, University of Wisconsin-Milwaukee

Thea G. Braiterman

Professor Emerita of Economics and Business

BS, The Johns Hopkins University

MA, University of Maryland

PhD, Union Graduate School

Mira P. Braunstein

Associate Professor Emerita of Psychology

AB, MA, University of Zagreb

Joseph D. Considine

Professor Emeritus, Library IV



BA, University of New Hampshire
MLS, University of Rhode Island

Christopher Dale
Professor Emeritus, Sociology
BA, University of Vermont
MA, Ph.D., University of Kentucky

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Professor Emeritus of Humanities
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BD, Union Theological Seminary
PhD, University of Edinburgh

R. Bruce Elliott
Professor Emeritus of Accounting
BSBA, MBA, University of Denver

Mary Jo Faulkner
Associate Professor Emerita of Physical Education
BS, EdM, Boston University

George L. Fearnley, Jr.
Professor Emeritus of Business
BS, University of Massachusetts
MBA, Cornell University

Lyman G. Gilmore
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BA, Middlebury College
MA, University of Bridgeport
EdD, Boston University

Farid Haddad
Professor Emeritus, Art
BA, American University of Beirut
MFA, University of Wisconsin-Milwaukee

Kevin Harvey
Professor Emeritus, English and Creative Writing
BA, Worcester State College
MFA, Norwich University



Brian Hopkins
Professor Emeritus of Environmental Science
BSc, University of Manchester
PhD, University of London
Fellow, Linnean Society of London
Fellow, Science Association of Nigeria

Richard Hudson
Professor Emeritus of Humanities
AB, Syracuse University
BD, STM, Yale University
PhD, Syracuse University

Judy Jones
Professor Emerita of Communication
BS, MA, Eastern Illinois University
PhD, University of Illinois

Rimas Kalvaitis
Professor Emeritus of Business
BS, Drexel University
MS, California State University
MS, University of Southern California

Neal M. Kurk
Professor Emeritus of Business
AB, Brown University
LLB, Harvard University Law School

John Lyons
Professor Emeritus, Business
BA, MS, SUNY Albany

Thomas P. McGrevey
Professor Emeritus, Business
BS, University of New Hampshire
MBA, New Hampshire College

Ian W. Morrison
Associate Professor Emeritus of History
BA, Knox College



MA, University of Chicago
C Phil, University of California, Los Angeles

W. Clapham Murray
Professor Emeritus of Theatre Arts
BA, Wesleyan University
MA, Emerson College

Henry B. Nichols, Jr.
Associate Professor Emeritus of Communication
BA, University of New Hampshire

F. Van Pattee
Associate Professor Emeritus of Economics
BS, Youngstown State University
MBA, Western Reserve University

Charles R. Puglia
Professor Emeritus of Biology
BA, Elmhurst College
MS, Ph.D., University of Illinois

John C. de V. Roberts
Professor Emeritus of International Studies
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Fellow, Royal Society of Arts

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MS, State University of New York SUNY Albany
MA, University of New Hampshire

John J. Santos
Professor Emeritus of Chemistry
BS, Lowell Technological Institute
MS, Ph.D., University of New Hampshire

Jolene Schillinger
Professor Emeritus of Mathematics
BA, University of Maine
MEd, Antioch/New England
PhD, The Union Institute



Robert B. Seaman
Associate Professor Emeritus of Environmental Science
BSCE, New England College
MRP, Cornell University

Marvin Seperson
Professor Emeritus of Humanities
BS, MS, University of Kansas
EdD, Columbia University

Laurence I. Taylor
Professor Emeritus, Psychology
BA, Cornell University
MS, PhD, Rutgers University

Katherine A. Van Weelden
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Michael S. Wireman
Associate Professor Emeritus of Sociology and Anthropology
BA, MA, University of Chicago

Marilyn Ziffrin
Associate Professor Emerita of Music
BM, University of Wisconsin
MA, Columbia University

Honorary Faculty

Yigal Ne'eman
President, The Israel College
Tel Aviv, Israel

Evelyn Goodenough Pitcher
Professor Emerita, Tufts University
Henniker, New Hampshire

Sr. Helen Prejean, C.S.J.
Author, Dead Man Walking



Carol Rosenbleeth
President, Ronald J. Rosenbleeth, Inc.
Henniker, New Hampshire

Undergraduate Programs

Residential Undergraduate

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.

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 nonprofit organization in Hillsboro that caters to individuals with autism in a capacity to use the accounting software, Quickbooks, to update their books of record.

Major

Accounting, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

Accounting Core Courses

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. (4 Credits)

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. (4 Credits)

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. *Prerequisites: AC 2210/BU 2210. (4 Credits)*

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. *Prerequisites: AC 3210 or permission of the instructor. (4 Credits)*

AC 3230 - 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.

Prerequisites: AC 2220/BU 2220. Offered every other year. (4 Credits)

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. *Prerequisite: AC 2210/BU 2210 or permission of the instructor. Offered every other year. (4 Credits)*

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 5640 - Auditing & 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.

Prerequisites: AC 3210, AC 3220. Offered every other year. (4 Credits)

Electives

Take one course from the following list:

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. *Prerequisites:* AC 3220. *Offered on a rotating basis. (4 Credits)*

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 valuation, changes in price levels, controls, taxes and transfer pricing, as well as ethical, social, legal, and cultural considerations. *Prerequisites:* AC 3210. *Offered on a rotating basis. (4 Credits)*

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.. *Prerequisites:* AC 3220. *Offered on a rotating basis. (4 Credits)*

Related Courses Required for the Major

(4 courses, 16 Credits)

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. *(4 Credits)*

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT*



1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)

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. (4 Credits)

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. Sophomore status (4 Credits)

Strongly Recommended Course

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 (4 Credits)

Other Programs

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

Fall

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. (4 Credits)

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)

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

- Elective or Quantitative Literacy Requirement
- Elective

Second Year

Fall

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. *Prerequisites:* AC 2210/BU 2210. (4 Credits)

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. *(4 Credits)*

Spring

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. *Prerequisites: AC 3210 or permission of the instructor. (4 Credits)*

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. (4 Credits)

- Elective *or*

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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

Third Year

Fall

AC 3230 - 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.

Prerequisites: AC 2220/BU 2220. Offered every other year. (4 Credits)

- LAS 2130 (LAS 5)
- Elective *or*

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 (4 Credits)*

- Elective

Spring

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. *Prerequisite: AC 2210/BU 2210 or permission of the instructor. Offered every other year. (4 Credits)*

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. *(4 Credits)*

- Elective
- Elective

4th Year

Fall

- AC Elective

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. *(4 Credits)*

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. Sophomore status *(4 Credits)*

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. *(4 Credits)*

- Elective

Spring

AC 5640 - Auditing & 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.

Prerequisites: AC 3210, AC 3220. Offered every other year. (4 Credits)

- AC Internship
- Elective
- Elective

Art: Fine Arts Concentration and Media Arts Concentration

Program Description:

The art program provides majors with the opportunity to acquire a thorough knowledge and practice of the basic means of visual expression and a broad exposure to the history of art. Those who major in art 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
- Develop a cohesive body of work and articulate its concepts and methods of production
- Write creatively and critically about the arts and understand research methods and principles
- Read critically and interpret art historical texts and art criticism.
- Understand and articulate the interrelationship 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.

Experiential Learning Components - Required

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 discipline-based vocabulary essential to the study of art and visual culture.

Internships are strongly encouraged and can be substituted for a studio art or art history course at the intermediate (2000,3000) level.

CAPSTONE: 3 Courses (10 Credits)

Themes in Fine and Media Arts Topics (4 credits) is an interdisciplinary capstone class that allows students working in 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 encourages students to broaden their perspectives on art and art

making. Emphasis is also placed on professional studio practice, skilled execution, and self-direction.

Senior Project (4 credits) consists of a self-determined study under faculty supervision to create and develop a body of work for portfolio and/or senior exhibition. Students produce a minimum of six to ten presentation quality and/or exhibition ready works. The project usually culminates at the end of the senior year with an exhibition.

Professional Practices in Art (2 credits) provide students with knowledge and practical field experience necessary for the promotion and development of a professional career in the visual arts. In addition to gallery, studio and museum visits, and practical assignments relating to a career as a professional artist, designer or curator, students expand their professional experience by applying for competitive exhibits or participating in internships, community involvement and other related visual arts opportunities. In addition, the Signature Experience for all majors is embedded in this course. Students spend 2-3 days together at an urban destination and visit galleries, artists' studios, museums, design and photography studios to gain an understanding of the profession.

Other Experiential Learning Opportunities - Not Required - Highly Recommended

Senior Exhibition (4 credits) focuses on exhibition strategies, practices and standards encountered when soliciting opportunities and preparing work for exhibition. Students gain experience and knowledge regarding exhibition consideration, venues, planning, contracts, design, and marketing and promotion. Working collaboratively, students organize and present an exhibition of the work they produced for their senior project.

Experiential Learning Opportunities at the Program Level:

Annual Student Art Exhibition: Student work from all courses is exhibited in the Chester Gallery (yearly Student Exhibition) and at the Simon Center gallery (on a regular basis). Students work is selected by faculty 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.

Study Away opportunities: Short and long term- are strongly encouraged.

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 Chester Gallery. Various offices on the NEC campus also provide photography and design internships.

Travel Opportunities (Immersion): Art faculty periodically lead college funded trips abroad during March break.

Major

Art 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

Fall

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

- Fine Arts or Media Arts Studio
- Elective

Second Year

Fall

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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 Quantitative Literacy requirement. Students who do not need to take a higher level mathematics course should find this an interesting way of meeting the Quantitative Literacy requirement. *(4 Credits)*

- Fine Arts or Media Arts Studio
- Elective

Spring

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. *(4 Credits)*

- Fine Arts or Media Arts Studio (outside of chosen concentration)
- Elective
- Elective

Third Year

Fall

- Art History (2 credits)
- Fine Arts or Media Arts Studio
- Elective
- Elective

Spring

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. *(4 Credits)*

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- Art History (2 credits)

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. *Prerequisites: 46 Credits Earned Offered every Fall. (2 Credits) Required course for all art majors.*

- Fine Arts or Media Arts Studio

Fourth Year

Fall

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

- Elective
- Elective

Spring

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

- Elective
- Elective

Art: Fine Arts Concentration and Media Arts Concentration, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

Core Introductory Courses

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

Core Capstone Courses

AR 4440 - Fine and Media Arts Topics

This interdisciplinary capstone class allows 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. *Prerequisites: 3000 level Fine Arts or Media Arts Course Offered each Fall. (4 Credits) May be repeated for credit. Required course for all art majors.*

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. *Prerequisites: 46 Credits Earned Offered every Fall. (2 Credits) Required course for all art majors.*

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

Art History Course Requirements

Select 8 credits from the following list:

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

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. *Seven week course. Offered every fourth year. (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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every four years. (2 Credits) Seven week course.*

AR 3990 - Intermediate Topics in Art and Art History

The study of a selected topic in art or art history at an intermediate level. *Prerequisites:* AR 2520 or AR 1240/CO 1240. *Variable Credit : 2-4 May be repeated for credit with different topics.*

AR 4810 - Directed Study in Art or Art History

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

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. *College requirements for eligibility for intership met. Variable credit: 1-16 May be repeated according to college guidelines. Only 4 credits may be substituted for studio art or art history requirement. Permission of advisor and appropriate faculty member required.*

AR 4990 - Advanced Topics in Art or Art History

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

Fine Arts Concentration Requirements

Select 16 credits from the following list:

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

AR 2120 - Intro to 3-D Design & 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. *Offered every Spring. (4 Credits)*

AR 2612 - Painting 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. *Prerequisites: AR 1610. (4 Credits)*

AR 2314 - 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. *Prerequisites: AR 1610. Offered every Spring. (4 Credits)*

AR 2610 - 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 may include study of the 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. *Prerequisites: AR 1610. Offered every Fall. (4 Credits)*

AR 3511 - Sculpture / 3D Design II

A continuation of the concepts introduced in AR2120 Sculpture / 3D Design I with an emphasis on aesthetic and expressive concerns of sculpture, emphasizing the basic forming processes: modeling, building, casting and carving. *Prerequisites: AR 2120. Once every 2 years. (4 Credits)*

AR 3612 - Painting 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. *Prerequisites: AR 2612. (4 Credits)*

AR 3313 - Printmaking II

This course introduces more advanced techniques and skills of printmaking as a fine art medium. Includes developing a deeper understanding of visual concepts as they relate to prints. Students are encouraged to work in a variety of print processes and processes in combination. *Prerequisites: AR 2314. Offered every other Spring. (4 Credits)*

AR 4650 - Structured Studio

This advanced course offers students the opportunity to utilize the skills acquired in their discipline of choice to gain further technical competency while applying these skills to a series of structured assignments that allow them to develop conceptually and discover their personal

artistic voice. Students are expected to be more self-directed and take initiative as they address idea-based, generative exercise assignments to create portfolio ready work. Students will need to conceptually defend their work orally and in written form to successfully complete this course. Prerequisites: Studio courses in the discipline of choice at the 2000 and 3000 level. (4 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. *Prerequisites:* AR 2520 or AR 1240/CO 1240. *Variable Credit : 2-4 May be repeated for credit with different topics.*

AR 4810 - Directed Study in Art or Art History

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

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. *College requirements for eligibility for intership met. Variable credit: 1-16 May be repeated according to college guidelines. Only 4 credits may be substituted for studio art or art history requirement. Permission of advisor and appropriate faculty member required.*

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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

AR 4990 - Advanced Topics in Art or Art History

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

Fine Arts Concentrates

Select one course (4 credits) from the list of Media Arts courses.

Media Arts Concentration Requirements

Select 16 credits from the following list:

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1990 - Introductory Topics in Art and Art History

The study of a selected topic in art or art history at an introductory level. *(Credits 2-4) Various topics may be repeated for credit.*

AR 2414 - Graphic Design I

This course builds on skills acquired in the Design Fundamentals course. It focuses on the elements and principles 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 techniques. *Prerequisites:* AR 1110. *Offered every Fall. (4 Credits)*

AR 2710 - Photography II

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. *Prerequisites:* AR 1710. *(4 Credits)*

AR 3414 - Graphic Design 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. *Offered every Spring. (4 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. *Prerequisites:* AR 2520 or AR 1240/CO 1240. *Variable Credit : 2-4 May be repeated for credit with different topics.*

AR 4650 - Structured Studio

This advanced course offers students the opportunity to utilize the skills acquired in their discipline of choice to gain further technical competency while applying these skills to a series

of structured assignments that allow them to develop conceptually and discover their personal artistic voice. Students are expected to be more self-directed and take initiative as they address idea-based, generative exercise assignments to create portfolio ready work. Students will need to conceptually defend their work orally and in written form to successfully complete this course. Prerequisites: Studio courses in the discipline of choice at the 2000 and 3000 level. (4 Credits)

AR 4810 - Directed Study in Art or Art History

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

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. *College requirements for eligibility for intership met. Variable credit: 1-16 May be repeated according to college guidelines. Only 4 credits may be substituted for studio art or art history requirement. Permission of advisor and appropriate faculty member required.*

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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

AR 4990 - Advanced Topics in Art or Art History

Study of a selected topic in art or art history at an advanced level. *Prerequisites: 8 credits at*

3000 level Studio Art or Art History. Variable Credit: 1-4 Credits May be repeated for credit with different topics.

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, 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. *(4 Credits)*

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, an art-based project that will explore alternative narrative and expression. The second, a 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. *Prerequisites: CO 3210. (4 Credits)*

Media Arts Concentrates

Select one course (4 credits) from the list of Fine Arts courses.

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 the 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.

Minor

Art History Minor

- Description and Learning Outcomes

Requirements

24 Credits

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

AR 2520 - Survey of Western Art

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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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

- 4 Credits of Studio Art elective
- 8 credits of Art History Electives

Studio Art Minor

- Description and Learning Outcomes

Requirements

24 Credits

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

- 8 Credits of Studio Electives
- 4 Credits of Art History Electives

Other Programs

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

Fall

WR 1010 - Composition

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. *(4 Credits)*

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)*

- LAS 1010 (LAS 1)

Core Requirement

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

Core Requirement:

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

- Quantitative Literacy Requirement

Second Year

Fall

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. *(4 Credits)*

Choice of course

Choice of course from Fine Arts Concentration at Studio I level

Core Requirement:

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

- Electives (6 credits)

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

Core Requirement

AR 2120 - Intro to 3-D Design & 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. *Offered every Spring. (4 Credits)*

Choice of course

- Choice of course from Fine Arts Concentration at Studio I level
- Elective (6 credits)

Third Year

Fall

- LAS 2130 (LAS 5)

Choice of course

Choice of course from Fine Arts Concentration at Studio I or II level

Required

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

2 credits each, 7 week courses taken in sequence

- Electives (6 credits)

Spring

- LAS Elective

Choice of course



Choice of course from Fine Arts Concentration at Studio I or II

- Elective (10 credits)

4th Year

Fall

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. (4 Credits)

Required

AR 4440 - Fine and Media Arts Topics

This interdisciplinary capstone class allows 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. *Prerequisites: 3000 level Fine Arts or Media Arts Course Offered each Fall. (4 Credits) May be repeated for credit. Required course for all art majors.*

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

- Electives (6 credits)

Spring

Required

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 (4 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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

- Electives (10 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

Fall

WR 1010 - Composition

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. *(4 Credits)*

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)*

- LAS 1010 (LAS 1)

Core Requirement

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

Required

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. *(4 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

Core Requirement

AR 1110 - Design Fundamentals

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

AR 1710 - Photography I

This course will introduce students to the practice of photo-based imagery in the digital age. Through 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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS3 requirement.*

- Quantitative Literacy Requirement

Second Year

Fall

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. *(4 Credits)*

Core Requirement

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. *(4 Credits) Required of every art major. Fulfills LAS3 requirement.*

Choice of course

Choice of course from Media Arts Concentration at Studio I level

- Elective (4-6 credits)

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

Core Requirement

AR 2120 - Intro to 3-D Design & 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. *Offered every Spring. (4 Credits)*

Choice of course

Choice of course from Media Arts Concentration at Studio I or II

- Elective (4-6 credits)

Third Year

Fall

- LAS 2130 (LAS 5)

Choice of course

Choice of course from Media Arts Concentration at Studio I or II level

Required

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. *Offered every Spring. (2 Credits) Seven week course.*

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. *Offered every Spring. (2 Credits) Seven week course.*

2 credits each, 7 week courses taken in sequence

- Elective (4-6 credits)

Spring

- LAS Elective

Choice of course

Choice of course from Media Arts Concentration at Studio I or II level

- Elective (8-10 credits)

4th Year

Fall

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. (4 Credits)

Required

AR 4440 - Fine and Media Arts Topics

This interdisciplinary capstone class allows 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. *Prerequisites: 3000 level Fine Arts or Media Arts Course Offered each Fall. (4 Credits) May be repeated for credit. Required course for all art majors.*

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. Senior status *Offered annually. (2 Credits) Required for all art majors.*

- Elective (10 credits)

Spring

Required

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 (4 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. Senior status and permission of advisor and appropriate faculty *Offered every Spring. (2 Credits) Strongly recommended.*

- Elective (10 credits)

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 analysis).
- 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-BI 1114) will satisfy the LAS 2130 requirement for students majoring in Biology, Health Science, and Kinesiology.

The Sophomore Review

Upon completion of BI 1111 - General Biology - Biodiversity, Evolution and Ecology to BI 1114 - General Biology - Cellular 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.

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.

Major

Biology, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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

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). Offered 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). Offered every Fall. (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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (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-BI 1112. Offered every other Fall. (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

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)*

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.

Prerequisites: MT 1510. (4 Credits)

Plus one of the following organismal level courses:

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. *Prerequisites:* BI 1111-BI 1112. *Offered in odd falls.* (4 Credits)

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs.* (4 Credits)

Plus one of the following micro-level courses:

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls.* (4 Credits)

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

Plus 4 of the following courses

(ones not taken above)

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. (4 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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

integumentary, immune, digestive, urinary, and reproductive systems. *Prerequisites:* BI 1113-BI 1114. *Offered every spring. (4 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. *Prerequisites:* BI 1111-BI 1112 or ES 1110 *Offered in odd falls. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114, CH 2110. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

BI 4910 - Internship

Students are encouraged to seek internships in area hospitals, research facilities, nonprofit 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) May be repeated for credit*

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. *Prerequisites: CH 2120. (4 Credits)*

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. *Prerequisites: CH 3310 (4 Credits)*

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. *Prerequisites: CH 3310. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

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. *Prerequisites: PH 2210. (4 Credits)*

Minor

Biology Minor

- Description and Learning Outcomes

Requirements

A minor in Biology will consist of the following courses:

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). Offered 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). Offered every Fall. (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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (2 Credits)*

- And at least 16 credits of additional biology courses.

Other Programs

Biology 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:

First Year

Fall

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

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). Offered 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*). *Offered every Fall. (2 Credits)*

- Math as determined by MPA

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (*4 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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

- Bio or a general elective

Second Year

Fall

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. *(4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 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. *Prerequisites:* BI 1111-BI 1112. *Offered in odd falls. (4 Credits)*

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls. (4 Credits)*

- Bio elective

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

Spring

LAS 2120 (LAS 4) - 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. (4 Credits)

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. *Prerequisites:* CH 2110. *Offered every Spring.* (4 Credits)

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs.* (4 Credits)

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs.* (4 Credits)

- Bio elective

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

Third Year

Fall

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. *(4 Credits)*

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.

Prerequisites: MT 1510. (4 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. *Prerequisites: BI 1111-BI 1112. Offered in odd falls. (4 Credits)*

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls. (4 Credits)*

- Bio elective

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-BI 1112. *Offered every other Fall. (4 Credits)*

Spring

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.

Prerequisites: BI 1111-BI 1114, CH 2110. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective
- LAS elective

4th Year

Fall

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. (4 Credits)

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. (4 Credits)*

- Bio or a general elective

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-BI 1112. Offered every other Fall. (4 Credits)*

Spring

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. (4 Credits)*

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.

Prerequisites: BI 1111-BI 1114, CH 2110. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

- Bio elective
- General or Bio elective
- General elective

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

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.

Major

Business Administration, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. (4 Credits)

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

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 2) - The Civic Environment

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. (4 Credits)

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. (*4 Credits*)

LAS 2120 (LAS 4) - 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. (*4 Credits*)

- LAS 2130

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. (*4 Credits*)

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. (*4 Credits*)

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

4 credits from one of the following courses:

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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

Twenty additional credits

Twenty additional credits taken from the following disciplines:

- Accounting
- Business
- Economics

General electives

General electives to complete 60-credit requirement.

Business Administration, Accounting, B.A.

- Description and Learning Outcomes
- Business Administration Suggested Course Sequence

Requirements

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

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 (*4 Credits*)

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. Sophomore status (*4 Credits*)

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. Completion of all other BU Major requirements (*4 Credits*)

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. (*4 Credits*)

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. (4 Credits)

Accounting

(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 nonprofit 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

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. *Prerequisites:* AC 2210/BU 2210. (4 Credits)

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. *Prerequisites:* AC 3210 or permission of the instructor. (4 Credits)

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. *Prerequisite: AC 2210/BU 2210 or permission of the instructor. Offered every other year. (4 Credits)*

Plus One elective chosen from:

AC 3230 - 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.

Prerequisites: AC 2220/BU 2220. Offered every other year. (4 Credits)

AC 3990 - Topics in Accounting

A changing selection of courses designed to offer a variety of enrichment studies in Accounting. *Offered on a rotating basis. (4 Credits) The course may be repeated for credit with different topics.*

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. *Prerequisites:* AC 3220. *Offered on a rotating basis. (4 Credits)*

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 valuation, changes in price levels, controls, taxes and transfer pricing, as well as ethical, social, legal, and cultural considerations. *Prerequisites:* AC 3210. *Offered on a rotating basis. (4 Credits)*

AC 5640 - Auditing & 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.

Prerequisites: AC 3210, AC 3220. *Offered every other year. (4 Credits)*

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.. *Prerequisites:* AC 3220. *Offered on a rotating basis. (4 Credits)*

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. (4 Credits)

Business Administration, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. (4 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 (4 Credits)

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. (4 Credits)

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. (4 Credits)

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 (4 Credits)

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. Sophomore status (4 Credits)

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. Completion of all other BU Major requirements (4 Credits)

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. *(4 Credits)*

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. *(4 Credits)*

Business Administration, Marketing, B.A.

- Description and Learning Outcomes

Requirements

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. (4 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 (4 Credits)

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. (4 Credits)

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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. (4 Credits)

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 (4 Credits)

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. Sophomore status (4 Credits)

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. Completion of all other BU Major requirements (*4 Credits*)

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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. (*4 Credits*)

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. (*4 Credits*)

Required Courses for 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

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. (4 Credits)

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.

Prerequisites: BU 2510. (4 Credits)

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 nonprofit 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. *Prerequisites:* BU 2510 Offered every fall. (4 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. *Prerequisites:* BU 2510. (4 Credits)

BU 3990 - Topics in Business

A changing selection of courses designed to offer a variety of enrichment studies in Business. Permission of Associate Dean or Accepted into MBA Program (4 Credits) *The course may be repeated for credit with different topics.*

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. Senior status is preferred. *Prerequisites:* BU 2510, BU 2210/AC 2210, BU 2220/AC 2220, BU 2410. (4 Credits) *This course may be repeated with permission of the department.*

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. (4 Credits)

Business Administration, Strategic Sales Management, B.A.

Business Administration, Strategic Sales Suggested Course Sequence

Sales and sales management professionals are in high demand, and long-term job growth prospects are strong. In addition to building a career in sales, the ability to communicate effectively, leverage evolving technology, and build strong relationships among customers and stakeholders are critical elements in almost any successful career. The art and science of selling is a highly marketable and transferable skill set - and a big competitive advantage for your career. Salesmanship is best developed through experience, so students will be exposed to the material through a variety of methods including mock sales scenarios, class projects, and case studies.

Because this concentration relies on graduate level courses as part of the undergraduate program, students wishing to concentrate in Strategic Sales Management must either be accepted into New England College's MBA - program or get permission from the Associate Dean of Management or the Dean of the Undergraduate Program in order to take MG 5360 and MG 6230.

Requirements

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. *(4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

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 (*4 Credits*)

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. Sophomore status (*4 Credits*)

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. Completion of all other BU Major requirements (*4 Credits*)

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. (*4 Credits*)

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. (4 Credits)

- S.M. Requirements

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. (4 Credits)

MG 5360 - Technology and the Art of the Sale

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to provide the marginal value necessary to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. Students will learn how to successfully leverage technology to their advantage and negotiate a sale in this constantly shifting environment. Emphasis will be placed on a range of likely sales venues, ranging from social media to a conference.

Permission of Associate Dean or Accepted into MBA Program 4 credits

MG 6230 - Strategic Sales Management

This course provides students with the tools to develop, implement, and analyze a strategic sales plan. Students will learn how to recognize the strengths and weaknesses of forecasting techniques as well as how to hire and incent a sales force to achieve sales goals. Emphasis will be placed on identification of potential customers and the strategic allocation of resources to effectively reach those customers. Students will review Customer Relationship Management (CRM) Software as well as successful tools for sales negotiations. Eligible students can use the knowledge gained in this course to sit for the Certified Sales Executive exam.

Permission of Associate Dean or Accepted into MBA Program. 4 credits

Electives

- Select 4 credits from the following

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.

Prerequisites: BU 2510. (4 Credits)

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 nonprofit 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. *Prerequisites:* BU 2510 Offered every fall. (4 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. *Prerequisites:* BU 2510. (4 Credits)

BU 3990 - Topics in Business

A changing selection of courses designed to offer a variety of enrichment studies in Business. Permission of Associate Dean or Accepted into MBA Program (4 Credits) *The course may be repeated for credit with different topics.*

BU 4510 - 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.

Prerequisites: BU 2210, BU 2220, BU 2410, BU 2510 Senior status is preferred., 2 credits This course may be repeated with permission of the department.

BU 2800 - Public Speaking for the Business Professional

Whether it be a board-room or a conference in front of 1,000 people, effective public speaking is crucial in today's business environment. Yet this vital skill is intimidating for novices and seasoned veteran's alike. Part theater class and part business communication, this course will provide students with the necessary skill set to engage an audience in a public forum and work through stage intimidation. Emphasis will be placed on effective communication using powerpoint and story. *2 credits*

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)*

Minor

Business Administration Minor

Description and Learning Outcomes

Requirements

(20 Credits)

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. *(4 Credits)*

Select one of the following:

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. *Prerequisites: MT 1020 or greater (4 Credits)*

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. *(4 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 (*4 Credits*)

EC 2110 - Introduction to Macroeconomics

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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. (*4 Credits*)

Plus:

Three additional business or economics courses, designated 2000+

Other Programs

Associate Degree in Business 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Business Administration 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. *(4 Credits)*

Spring

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Elective
- Quantitative Literacy Requirement

Second Year

Fall

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. (4 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 (4 Credits)

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. (4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

- Elective

Spring

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 (*4 Credits*)

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. (*4 Credits*)

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. (*4 Credits*)

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. (4 Credits)

- Elective

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. (4 Credits)

Third Year

Fall

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. (4 Credits)

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. (4 Credits)

- Elective *or*

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. Sophomore status (4 Credits)

- Elective or Internship
- Elective

Spring

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. Sophomore status (4 Credits)

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 (4 Credits)

- LAS 2130 (LAS 5)
- Elective or Internship

4th Year

Fall

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. Completion of all other BU Major requirements (4 Credits)

- Elective or Internship

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. (4 Credits)

- Elective

Spring

- Elective or Internship
- Elective

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. (*4 Credits*)

- Elective

Business Administration, Strategic Sales 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

Fall

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*)

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. *(4 Credits)*

Spring

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. (4 Credits)

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

- Elective
- Quantitative Literacy Requirement

Second Year

Fall

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. (4 Credits)

or

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 (*4 Credits*)

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. (*4 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. *Prerequisites: MT 1020 or greater (4 Credits)*

- Elective

Spring

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 (*4 Credits*)

or

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. (*4 Credits*)

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. (*4 Credits*)

or

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. (*4 Credits*)

- Elective

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. *(4 Credits)*

Third Year

Fall

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. *(4 Credits)*

or

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. *(4 Credits)*

Elective or

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. Sophomore status (*4 Credits*)

- Elective or S.M. Concentration Course

Spring

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. Sophomore status (*4 Credits*)

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 (*4 Credits*)

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. (*4 Credits*)

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. (4 Credits)

Fourth Year

Fall

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. Completion of all other BU Major requirements (4 Credits)

MG 5360 - Technology and the Art of the Sale

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to provide the marginal value necessary to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. Students will learn how to successfully leverage technology to their advantage and negotiate a sale in this constantly shifting environment. Emphasis will be placed on a range of likely sales venues, ranging from social media to a conference.

Permission of Associate Dean or Accepted into MBA Program 4 credits

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. *(4 Credits)*

- S.M. Concentration Course

Spring

- Elective or Internship

MG 6230 - Strategic Sales Management

This course provides students with the tools to develop, implement, and analyze a strategic sales plan. Students will learn how to recognize the strengths and weaknesses of forecasting techniques as well as how to hire and incent a sales force to achieve sales goals. Emphasis will be placed on identification of potential customers and the strategic allocation of resources to effectively reach those customers. Students will review Customer Relationship Management (CRM) Software as well as successful tools for sales negotiations. Eligible students can use the knowledge gained in this course to sit for the Certified Sales Executive exam.

Permission of Associate Dean or Accepted into MBA Program. *4 credits*

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. *(4 Credits)*

Chemistry

Communication Studies

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.

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.

Major

Communication Studies, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

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. (*4 Credits*)

CO 1240 (AR 1240) (WS 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. *(4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: 70 Credits Earned. (4 Credits)*

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)*

Communication Electives

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

Note:

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

Minor

Communication Studies Minor

- Description and Learning Outcomes

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

(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.

Other Programs

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

Fall

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

CO 1240 (AR 1240) (WS 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. *(4 Credits)*

- Quantitative Literacy Requirement

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

CO 1240 (AR 1240) (WS 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. (4 Credits)

- Quantitative Literacy Requirement

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. (4 Credits)

- CO Elective

Second Year

Fall

LAS 2120 (LAS 4) - 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. (*4 Credits*)

- CO Elective
- Electives
- Electives

Spring

- LAS 2130 (LAS 5)
- CO Elective
- Electives
- Electives

Third Year

Fall

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. (*4 Credits*)

- CO Elective
- Electives
- Electives

Spring

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. *(4 Credits)*

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. *(4 Credits)*

- CO Elective
- Elective

4th Year

Fall

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. *Prerequisites: 70 Credits Earned. (4 Credits)*

- Electives
- LAS Elective
- Electives

Spring

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)*

- (Internship or Practicum)
- CO Elective
- Electives
- Electives

Computer Information Systems

Program Description:

This program is designed to prepare graduates to work in a variety of computer and data related fields. Students will build foundational knowledge in systems that are:

- a) within the requirements of budgetary constraints
- b) incorporate ethical and legal considerations
- c) meet specific organizational goals for customer service.

This degree path is designed to combine the benefits of a traditional liberal arts college education with the benefits of hands-on training in state-of-the-art computer technology. Through the core



curriculum and the elective offerings graduates will be prepared to plan, design, and optimize scalable software systems and/or mobile applications for use in business environments. This degree is ideal for students who have a technical background and an interest in the theory, practice, art, and science of computer systems and programming.

Revisions to this degree path have been made since it was last listed as a major at NEC. Specifically, business management classes have been replaced with more technical computer technology classes. The intention is to create a more technical degree that explores a greater range of topics within computer information services with less focus on management.

Learning Outcomes:

Students who complete New England College's Bachelors of Science in Computer Information Systems should be able to:

- Apply communication, teamwork, and leadership skills to translate technical information that will help align computer information systems and tools with organizational goals.
- Analyze technical aspects of IT projects and apply project management strategies to meet business needs and organizational goals.
- Apply IT methods and tools to the development of applications and administration of computing system, as well as to the adoption of new technologies in the organization.
- Identify information tools and technologies that may have strategic value for the organization, and manage the implementation of those technologies.

Experiential Component:

This degree path utilizes hands-on training in state-of-the-art computer technology, helping students to build practical skills in the digital economy. Course curriculums are focused on developing these skill sets through relevant projects, so that students gather a thorough knowledge of the theory and technical aspects of a given subject area. In addition, students are encouraged but not required to pursue internships as part of the degree path. Ideas for a signature experience for the major are being discussed.

Major

Computer Information Systems, B.S.

Program Description



Learning Outcomes

Experiential Component

Major Requirements

(44 credits)

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. *(4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: CT 1510 or Permission of instructor. (4 Credits)*

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number to technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites: CT 2430 (4 credits)*

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. (4 Credits)*

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. *(4 credits)*

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a

variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. Prerequisites: CT 1510 (4 credits)

(CT5610 & CT5750 are offered at the graduate level with a prerequisite of 3.0 or higher within the major.)

Electives:

Choose three from the following list.

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.

Prerequisites: BU 2510. (4 Credits)

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. *Prerequisites: CT 1510. (4 Credits)*

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. *Prerequisites: CT 1510. (4 Credits)*

CT 3990 - Topics in Computer Systems

A changing selection of courses offering a variety of specialized applications of computer

technology and contemporary situations. *Prerequisites: Permission of instructor. (4 Credits)*
May be repeated for credit with different topics.

CT 4810 - Directed Study in Computer Information Systems

Course of study to be arranged between faculty and student(s) in the field of Computer Information Systems beyond regular course offerings. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract. May be repeated for credit.*

CT 4830 - Independent Study in Computer Information Systems

Advanced, independent study of a specific topic beyond regular course offerings. Course of study to be arranged with a faculty member. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract.*

CT 4910 - Internship in Computer Information Systems

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

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)*

CT 6670 - Network Communications

This course undertakes the study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. This course will

introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. Data and network security will be examined. *(4 credits)*

(CT6670 is offered at the graduate level with a prerequisite of 3.0 or higher within the major.)

Minor Requirements

(20 credits)

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. *(4 Credits)*

Electives:

Choose four of the following:

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. (4 Credits)

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. *Prerequisites: CT 1510 or Permission of instructor. (4 Credits)*

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. *Prerequisites: BU 2510. (4 Credits)*

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number to technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites: CT 2430 (4 credits)*

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. *Prerequisites: CT 1510. (4 Credits)*

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. *Prerequisites: CT 1510. (4 Credits)*

CT 3990 - Topics in Computer Systems

A changing selection of courses offering a variety of specialized applications of computer technology and contemporary situations. *Prerequisites: Permission of instructor. (4 Credits)*
May be repeated for credit with different topics.

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. (4 Credits)*

CT 4810 - Directed Study in Computer Information Systems

Course of study to be arranged between faculty and student(s) in the field of Computer Information Systems beyond regular course offerings. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract. May be repeated for credit.*

CT 4830 - Independent Study in Computer Information Systems

Advanced, independent study of a specific topic beyond regular course offerings. Course of study to be arranged with a faculty member. *Prerequisites: Permission of instructor. Variable credit (1-4), depending on contract.*

CT 4910 - Internship in Computer Information Systems

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

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)*

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. *(4 credits)*

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. Prerequisites: CT 1510 (4 credits)

CT 6670 - Network Communications

This course undertakes the study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. This course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. Data and network security will be examined. (4 credits)

(CT5610, CT5750, CT6670 are offered at the graduate level with a prerequisite of 3.0 or higher within the major.)

Accelerated Program Requirements

(BS & MS in Computer Information Systems in 148 credits)

Students wishing to pursue both a BS and MS in CIS can apply to participate in the accelerated masters program. Under this degree path undergraduate students complete 12 MS CIS credit hours while pursuing a BS in CIS. These credit hours will count as required hours for both the BS and MS degree, allowing students to complete a BS and MS in 148 credits instead of 160. Students wishing to pursue this option must have a cumulative GPA of 3.0, approval of the Associate Dean of the Management Division, Dean of Undergraduate Programs, Dean of Professional and Graduate Studies, and acceptance into the School of Graduate and Professional Studies. The three classes that will qualify for dual BS/MS credit are:

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. Prerequisites: CT 1510 (4 credits)

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and

forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. (*4 credits*)

CT 6670 - Network Communications

This course undertakes the study of the movement of information (data) from one device to another by means of electrical, optical, radio, or satellite transmission systems. This course will introduce the architecture, concepts, terminology, design, and management issues related to the modern environment of networking and data communications. Various types of networks and communication systems, protocols, regulatory issues, and policies will be explored. Data and network security will be examined. (*4 credits*)

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 New Englander*, 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 clarify 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, aesthetic, 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 aesthetic value and importance of creative writing and literature.

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.

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.

Major

Creative Writing, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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

ALL CREATIVE WRITING MAJORS MUST COMPLETE THE FOLLOWING COURSE REQUIREMENTS

(48 credits)

CW Core Courses:

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. (4 Credits)*

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. *Prerequisites:* WR 1010 and CW 1100. *This course is offered every other spring semester. (4 Credits)*

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)*

CW 2520 - Performance Practicum

This course works in conjunction with TH 2520 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. *Offered the second seven weeks of every fall. This course is offered as Pass/No Record.*

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.

- **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 NewEnglander** *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.

Prerequisites: 60 Credits earned. (4 Credits)

CW 4300 - 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. *Prerequisites: 90 Credits earned and one advanced genre workshop. Offered every year in the spring. (4 Credits)*

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. (4 Credits)*

Genre Workshops:

Take two courses from the following list:

CW 2100 - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

CW 2110 (EN 3520) - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

Advanced Genre Workshops:

Take one course from the following list:

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). *Prerequisites:* CW 2100 and one of either CW 2110 or CW 2120. (4 Credits) *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). *Prerequisites: CW 2110 and one of either CW 2100 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2120 and one of either CW 2100 or CW 2110. (4 Credits)*

Literary Movements

Take one course from the following

Take one course from the following 2000 level literary movements courses.

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. *(4 Credits) (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. *(4 Credits) (May be repeated with permission)*

- EN 2003 - Topics in Contemporary Literary Movements

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. (4 Credits)*

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. (4 Credits)*

EN 2850 (EN 3850) - 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. *(4 Credits)*

Take one course from the following

Take one course from the following 3000 level literary movements courses.

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. *(4 Credits)*

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. *Prerequisites: a lower level literature course, or permission of instructor. Offered every other year. (4 Credits)*

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. *Prerequisites: one 2000 level Literary Movements course. (4 Credits) Not open to students who have taken EN 4860*

Select one course from following:

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. (4 Credits)*

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 New Englander*. *This course is offered every other spring. (4 Credits)*

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. (4 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. *This course is offered every fall. (4 Credits)*

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. *Prerequisites: at least a lower level literature course. Offered every other year. (4 Credits)*

Minor

Creative Writing Minor

- Description and Learning Outcomes
(20 credits)

All students must take:

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. (4 Credits)*

CW 2520 - Performance Practicum

This course works in conjunction with TH 2520 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. *Offered the second seven weeks of every fall. This course is offered as Pass/No Record.*

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)*

Take one course from the following:

Take one course from the following level literary movements courses.

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. *(4 Credits) (May be repeated with permission)*

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. (4 Credits)*

EN 2850 (EN 3850) - 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. *(4 Credits)*

Take two courses from the following:

CW 2100 - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

CW 2110 (EN 3520) - 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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

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. *Prerequisites: CW 1100 or WR 1010 (4 Credits)*

Other Programs

Creative Writing Suggested Course Sequence

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

Fall

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. (4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Elective

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)*

Spring

- 2000 level Literary Movements Course
- Elective

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

Workshop:

CW 2100 - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

CW 2110 (EN 3520) - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

Second Year

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. (4 Credits)*

- LAS or Elective
- LAS or Elective

Workshop:

CW 2100 - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

CW 2110 (EN 3520) - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

- Elective

Spring

- Elective in Major or
- General Elective
- Quantitative Literacy Requirement
- LAS or Elective

Workshop:

CW 2100 - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

CW 2110 (EN 3520) - 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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

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. *Prerequisites:* CW 1100 or WR 1010 (4 Credits)

- Elective

Third Year

Fall

- TH 2530 - (Speech for the Performer)

CW 2520 - Performance Practicum

This course works in conjunction with TH 2520 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. *Offered the second seven weeks of every fall. This course is offered as Pass/No Record.*

- Elective
- Elective in Major *or*
- General Elective
- LAS or Elective

Spring

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

- Elective
- LAS or Elective
- LAS or Elective

Advanced Workshop:

- 3000 Level Literary Movements Course *or*

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). *Prerequisites: CW 2100 and one of either CW 2110 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2110 and one of either CW 2100 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2120 and one of either CW 2100 or CW 2110. (4 Credits)*

4th Year

Fall

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.

- **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 NewEnglander** *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.

Prerequisites: 60 Credits earned. (4 Credits)

- Elective
- LAS or Elective

Advanced Workshop:

- 3000 Level Literary Movements Course *or*

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). *Prerequisites: CW 2100 and one of either CW 2110 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2110 and one of either CW 2100 or CW 2120. (4 Credits) 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). *Prerequisites: CW 2120 and one of either CW 2100 or CW 2110. (4 Credits)*

Spring

CW 4300 - 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. *Prerequisites: 90 Credits earned and one advanced genre workshop. Offered every year in the spring. (4 Credits)*

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

- Elective

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.

- **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.

Prerequisites: 60 Credits earned. (4 Credits)

- Elective
- Elective

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.

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. Many classes include 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 in a manner that demonstrates competence in the use of standard English conventions, including grammar and other mechanics, organization, and proper attribution.

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.

Major

Criminal Justice, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

An overview and analysis of the key components of the criminal justice system: law enforcement, criminal law and the courts, and corrections. (4 Credits)

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. (4 Credits)

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. Offered every Fall. (4 Credits)

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. *Prerequisites:* CJ 1110. (4 Credits)

CJ 3010 - Corrections

This course provides an 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. *Prerequisites:* CJ 1110. (4 Credits)

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; *Prerequisites: CJ 1110 or CJ 1130 and one additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall. (4 Credits)*

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. *Prerequisites: CJ 1110. Offered every Fall. (4 Credits)*

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites: CJ 1110. (4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

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. CJ majors only. *Prerequisites: Minimum 90 credits earned. Offered every spring. (4 Credits)*

Criminal Justice Electives

(8 Credits)

Students may choose any two electives from the following list

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. *(4 Credits)*

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. *Prerequisites: CJ 1110. (4 Credits)*

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. (4 Credits)*

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites:* CJ 1110. *(4 Credits)*

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. *(4 Credits)*

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.

Prerequisites: CJ 1110 Must have completed 30 credits. (4 Credits)

- CJ 3160 - Profiling Criminal Behavior

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. *Prerequisites:* Any 2000-level CJ or PS course. (4 Credits)

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. *Prerequisites:* CJ 1110, CJ 2320. CJ 2130 Criminal Procedure is recommended. Must have completed 30 credits. (4 Credits)

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. (4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

CJ 3990 - Topics in Criminal Justice

Special topics in the study of Criminal Justice at the intermediate level. *Prerequisites: CJ 1110 and CJ 1130 (4 Credits) Course may be repeated for credit with different topics.*

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)*

Minor

Criminal Justice Minor

- Description and Learning Outcomes

Requirements:

(20 credits)

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. *(4 Credits)*

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. (4 Credits)

Plus One of the following courses:

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; *Prerequisites:* CJ 1110 or CJ 1130 and one additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall. (4 Credits)

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites:* CJ 1110. (4 Credits)

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

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**.

Other Programs

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

Fall

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. *(4 Credits)*

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

- Elective

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)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

- Elective
- Elective

Second Year

Fall

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. (4 Credits)

- Elective

CJ 3010 - Corrections

This course provides an 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. *Prerequisites:* CJ 1110. (4 Credits)

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. *Prerequisites:* CJ 1110. (4 Credits)

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. *Prerequisites:* CJ 1110. *Offered every Fall.* (4 Credits)

Spring

LAS 2120 (LAS 4) - 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. (4 Credits)

CJ 2130 - Criminal Procedure

This course will introduce students to the procedural aspects of criminal law. The focus will be on the Fourth, Fifth, Sixth and Fourteenth 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. *Prerequisites: CJ 1110. (4 Credits)*

- CJ or other Elective (4 credits)

Third Year

Fall

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; *Prerequisites: CJ 1110 or CJ 1130 and one additional 2000 level CJ course and a minimum 45 credits earned. Offered every Fall. (4 Credits)*

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. *Offered every Fall. (4 Credits)*

- LAS 2130 (LAS 5) Lab Science
- Elective

Spring

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 Credits)*

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. *(4 Credits)*

4th Year

Fall

CJ Electives or remaining requirements.

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. (4 Credits)

Spring

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. CJ majors only. *Prerequisites: Minimum 90 credits earned. Offered every spring. (4 Credits)*

Economics

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 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 the New England College Education program 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.

Learning Outcomes

The teacher certification major is designed for students interested in certification in elementary education, secondary education (Social Studies, English, Life Science, general special education K-12, physical education K-12, theatre education K-12, principal, or superintendent). New England College recommends students for certification in New Hampshire upon successful completion of 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.

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.

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 certification (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.

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

Life Science 7-12

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 and a major area of concentration consisting of a minimum of 24 credits in social studies, English Language Arts, science, or mathematics. The K-8 teacher certification candidate should work closely with his/her 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 and receive passing scores on the Core Academic Skills Test prior to being eligible to apply to the major and they must take and receive passing scores on Praxis II in order to be eligible for certification.

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:

1. Language arts;
2. Reasoning;
3. Information literacy;
4. Mathematics;
5. Sciences;
6. Social sciences; and
7. The arts;

Creative competencies in the following areas:

1. Creative expression;
2. Critical thinking;
3. Innovative and collaborative problem-solving; and
4. Resourcefulness;

Communication competencies in the following areas:

1. Languages;
2. Digital media;
3. Networking; and
4. Content creation technologies; and

Cultural competencies in the following areas:

1. Cultural understanding;
2. Taking responsibility for self and others;
3. Adaptability and resilience;
4. Ability to engage in productive teamwork; and
5. Social and civic engagement.



The General Education requirements are fulfilled through the General Education program at NEC: WR 1010 - Composition, College Math, and LAS 1 through LAS 7.

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 1010 - Teaching Portfolio I. Once successfully completed, enroll in ED 2050 - Teaching Portfolio II. At the conclusion of this class, and providing the minimum requirements for acceptance into the major have been met, the student will submit a completed e-portfolio to the Associate Dean of Education. If all requirements are met, see below, an interview will be scheduled.

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 1000 Issues in Professional Practice and School Law (undergraduate) or ED 6410 - Dynamics of Educational Reform and Systems Change (including a practicum) (graduate);
- completion of Math 1015 Number Sense (required of elementary education, secondary education English, or social studies, general special education K-12, and theatre K-12 majors), Math 1510 Pre-calculus (required of secondary education life sciences), Math 1000 or above (required of physical education K-12) 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 6410 (graduate);
- have grades of B or better in at least three education courses; 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 and retained 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 education; and
- all students must clearly identify their content major - secondary education majors may select English, social studies, life sciences; K-8 certification candidates complete at least 24 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. Physical Education K-12 and Theatre Education K-12 must complete all requirements associated with those majors.

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.

Obtaining Certification

The State of New Hampshire has reciprocity with other states therefore when you receive your New Hampshire certification you can apply for certification in a different state. Please be aware that you may need to take additional tests so it is important to review the requirements for certification for each state in which you want certification.

In New Hampshire all certification candidates must pass the CORE Academic Skills Test and have their scores sent to New England College and the NH State Department of Education. Each certification area has specific testing requirements, which are subject to change at any time. They are as follows:

Elementary Education -

- Core Academic Skills Test,
- Praxis II in Middle School based on your concentration area of social studies, mathematics, sciences, or English Language Arts,
- Praxis II for elementary education, and
- Foundations of Reading Test.

Secondary Education (English, life sciences, social studies. NOTE: Certification in Mathematics is only available for graduate teacher conversion students) -

- Core Academic Skills Test and
- Praxis II based on your area of certification, English, life sciences, social studies. (NOTE: Certification in Mathematics is only available for graduate teacher conversion students).

Theatre Education K-12 -

- Core Academic Skills Test

Physical Education K-12 -

- Core Academic Skills Test and
- Praxis II (when required by the NH State Department of Education).

Special Education K-12 (must have certification in Elementary Education or Secondary Education Secondary Education (English, life sciences, social studies. NOTE: Certification in Mathematics is only available for graduate teacher conversion students) -

- Core Academic Skills Test
- Praxis II based on your area of certification, English, life sciences, social studies. (NOTE: Certification in Mathematics is only available for graduate teacher conversion students)

Post-Baccalaureate Conversion

New England College also offers a postbaccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary, secondary (English, Life Science, Social Studies, Mathematics), general special education K-12, physical education K-12, and theatre 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. 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 for more information.

Experiential Learning Component of the Education Program

The Education program has woven throughout it many opportunities for students to see theories learned in the college classroom applied in area schools and agencies. Every four credit education core course has an applied, experiential element woven into it.

- In the ED 1001 Issues in Professional Practice and School Law course students work to fill a need in an area school or agency. Students spend a minimum of 30 hours in their placement assisting educators in a variety of capacities.
- In ED 1030 Introduction to Special Education: Disabilities, Issues, and Laws students interview a range of professionals who work with students with disabilities becoming familiar with their roles and how they can help an educator working with students with disabilities while becoming familiar with different placement options.
- In ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum students visit a range of schools and classrooms to see how the curriculum is organized and taught from kindergarten through high school.
- In ED 2030 Meeting the Needs of All Learners students become familiar with case management and develop a resource notebook that they can use when they enter teaching and share with parents.
- In ED 3000 Literacy and Language Arts students develop tools to assist readers at all grades kindergarten through high school and share these tools with area educators.
- In ED 3010 Teaching Math students develop math interventions and bring these tools to students in area schools to enhance their skills in math.
- ED 4010 Methods Practicum happens right before student teaching and requires the student to spend a minimum of 15 hours a week in a school setting. In this Practicum students develop and are observed teaching four lessons and assist the cooperating teacher in a variety of ways.
- The final experience is student teaching. This is a full-time teaching experience in a school within 30 miles of campus. The student teacher assumes the role of the teacher in a tiered, cohesive, extended model. Those seeking general education student teaching will participate in their placement from mid-August up to the December holiday break, or from right after the New Year until the public school's April vacation. Those seeking dual certification will participate in their general education student teaching experience from mid-August through the end of October and then transition to their special education placement from November up to the public school's February vacation, or from right after the New Year to the end of March in the general education setting and then from the end of March to the end of the public school academic year in a special education placement.

Major

Education, B.A.

Requirements

Elementary Education and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.



Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional

Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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). Offered every Fall semester. (2 Credits)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom

working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 3010 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1000 : Issues in Professional Practice and School Law and College Level Math. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every spring. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4915 - Student Teaching: Elementary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component -*



Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites: C- or better in MT 1002 or adequate performance on the mathematics placement test. 4 Credits*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

- LAS Elective (4 Credits)

Concentration Courses

Must have a minimum of 24 credits in one concentration: English, Social Studies, Mathematics, or Science - courses to be approved by advisor.

Physical Education K-12 and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED



1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio.
Offered every semester. (1 Credit)

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for



application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4914 - Student Teaching: Physical Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

- MT 1000+ College Level Math Requirement *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 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. *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. (*Meets the second seven weeks of every spring semester.*) Offered every spring (2 Credits)

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Offered every spring. (4 Credits)

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. (4 Credits)

- LAS Elective (4 Credits)

Content Courses

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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. *Prerequisites:* KI 2140 . *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. *Prerequisites:* 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. *Prerequisites:* 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, badminton, 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. *Prerequisites: 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. (4 Credits)*

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. (4 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. *Prerequisites: BI 2030. Offered every spring. (4 Credits)*

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. *Prerequisites: KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)*

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. (4 Credits)*

Theatre Education K-12 and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites: Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites: Must have taken or be in ED*

1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio.
Offered every semester. (1 Credit)

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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). Offered every Fall semester. (2 Credits)*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum,

including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4916 - Student Teaching: Theatre Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required

courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites: C- or better in MT 1002 or adequate performance on the mathematics placement test. 4 Credits*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 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. *This course is offered every fall. (4 Credits)*

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. *(4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 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. (4 Credits)*

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. (4 Credits)*

Content Courses

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 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 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 Main stage 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. (4 Credits) 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. (4 Credits)*

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 3950 (EN 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. (4 Credits)*

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. *Prerequisites: TH 3210. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites: TH 1310 and TH 1320. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

Electives

- Elective (*4 Credits*)

Secondary Education: English/Language Arts and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction,



and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

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). Offered every Fall semester. (2 Credits)*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites: C- or better in MT 1002 or adequate performance on the mathematics placement test. 4 Credits*

AR 1240 (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 examined with special focus on pertinent issues regarding the natural and civic environments. *Offered every Fall. (4 Credits) Required of every art and communications major.*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

Content Courses

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. *Prerequisites: WR 1010 and CW 1100. This course is offered every other spring semester. (4 Credits)*

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. (4 Credits)*

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. (4 Credits)*

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 plays 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. (4 Credits)*

TH 3950 (EN 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. (4 Credits)*

- Literature Elective (Chosen in consultation with advisor to round out understanding of literature) *(4 Credits)*

Electives

- Elective *(3 Credits)*

Secondary Education: Social Studies and General Special Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified



by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to

individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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). Offered every Fall semester. (2 Credits)*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general

education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. Experiential Component - full-time placement in a school. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general*

education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

General Education Courses

WR 1010 - Composition

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

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. *(4 Credits)*

Content Courses

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *(4 Credits)*

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. *(4 Credits)*

HS 2040 (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 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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

Secondary Education: Life Sciences and General Education Certification

Education Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.



Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction,



and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college

supervisor to do so. Experiential Component - full-time placement in a school. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

WR 1010 - Composition

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. *(4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. *(4 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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. *(4 Credits)*

- LAS Elective *(4 Credits)*

Content Courses**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*). Offered 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*). Offered every Fall. (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. 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. (*Meets the second seven weeks of every spring semester.*) Offered every spring (2 Credits)

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution

of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs. (4 Credits)*

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

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. *Prerequisites:* MT 1510. *Offered every Fall. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. *Prerequisites: MT 1510. (4 Credits)*

Electives

- Elective (4 Credits)
- Elective (4 Credits)

Physical Education Courses

Courses

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. No prerequisites required for these activity courses unless specifically noted in a course description.

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. *(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. 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 actively participate in designated exercises to increase their strength using weights and/or other resistance devices. *(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. *(1 Credit) Note: Fitness for Life is intended for the relatively sedentary person who wants to learn and become more motivated in physical activity.*

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. *(1 Credit)*

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. (1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit) Course may be repeated for credit with a different instructor and/or topic.*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1850 - 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. *(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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1990 - Topics in Movement Skills

Varied topics in Movement Skills. *(1 Credit) May be repeated with different topics for credit.*

Educational Communities, B.A.

Requirements for Acceptance to Educational Communities

STEP ONE

Develop an essay indicating why you want to be in the Educational Communities major. What is it you hope to accomplish as a result and how does being in the major assist you in accomplishing your career goals.

STEP TWO

Enroll in ED 1010 - Teaching Portfolio I. Once successfully completed, enroll in ED 2050 - Teaching Portfolio II. At the conclusion of this class, and providing the minimum requirements for acceptance into the major have been met, the student will submit a completed e-portfolio to the Associate Dean of Education.

Minimum requirements for acceptance are:

- grades of C or better in WR 1010 ;
- a grade of B- or better in ED 1000 Issues in Professional Practice and School Law;
- completion of Math 1015 Number Sense or Math 1000 or above with a grade of C or;
- a minimum cumulative grade point average of 2.75 for acceptance into and retention in the major;
- sophomore status; 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 form,
- A typed essay sharing the student's reasons for wanting to major in Educational Communities and any personal experiences that have led the student to pursue a career in education,
- copies of mid-semester and final evaluations from Practicum experiences; and
- other materials the applicant believes attest to his/her qualifications and ability to major in education.

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 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 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 ineligible to continue or who need to make revisions to their portfolios will be asked to meet with their academic advisor to discuss alternatives. Students will be evaluated for acceptance/retention into the major 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.

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;

- students are responsible for knowing the requirements associated with the major; and
- the student must have an academic advisor in education.

Educational Communities Major

College Requirements and LAS Courses

WR 1010 - Composition

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. (*4 Credits*)

- MT 1000+ College Level Math (*4 Credits*)

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- LAS Elective *(4 credits)*

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)*

Requirements

Education Core Courses

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based



learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 4920 - Field Experience

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 and must be taken twice. *(1-6 Credits)*

General Education Courses

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)*

LAS 1 (LAS 1110) - The Natural Environment - Understanding Our Place in the Natural World

An Introduction to the Art of Questioning

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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. *(4 Credits)*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

LAS 3 (LAS 2110) - Creative Arts

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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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

- MT 1000+ College Level Math Requirement *(4 Credits)*
- LAS Elective *(4 Credits)*

Concentration Courses

Must take a minimum of four courses (16 credits) determined in consultation with your advisor and linked to your career aspiration (paraeducator, outdoor education, private school, non-profit)

Electives

Electives that help you attain the required 120 credits for graduation.

Other Programs

Education Suggested Course Sequences

First Year

Fall

Elementary Education and General Special Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

LAS 1 (LAS 1110) - The Natural Environment - Understanding Our Place in the Natural World

An Introduction to the Art of Questioning

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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. *(4 Credits)*

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)*

WR 1010 - Composition

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. *(4 Credits)*

Physical Education K-12 and General Special Education Certification

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. (4 Credits)*

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

LAS 1 (LAS 1110) - The Natural Environment - Understanding Our Place in the Natural World

An Introduction to the Art of Questioning

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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. *(4 Credits)*

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)*

WR 1010 - Composition

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. *(4 Credits)*

Theatre Education K-12 and General Special Education Certification

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)*

LAS 1 (LAS 1110) - 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.

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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. *(4 Credits)*

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)*

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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. *(4 Credits)*

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum*



Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.

Secondary Education: English/Language Arts and General Special Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

LAS 1000 - Bridges to Learning

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LAS 1 (LAS 1110) - 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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

Secondary Education: Life Sciences and General Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

WR 1010 - Composition

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. *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

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). Offered 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*). Offered every Fall. (2 Credits)

Secondary Education: Social Studies and General Special Education Certification

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) *Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

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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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

Spring

Elementary Education and General Special Education Certification

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. *(4 Credits)*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based



learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and



formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

Physical Education K-12 General Special Education Certification

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)*

AND

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.*) *Offered every spring (2 Credits)*

LAS 5 (Natural and Biological Science)

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

Theatre Education K-12 and General Special Education Certification

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)*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

Secondary Education: English/Language Arts and General Special Education Certification

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology

and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

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. *(4 Credits)*

MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

Secondary Education: Life Sciences and General Education Certification

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED



1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio.
Offered every semester. (1 Credit)

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

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ED 2000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. *Prerequisites: Must have completed and passed the Criminal Record Check. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 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. *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. *(Meets the second seven weeks of every spring semester.) Offered every spring (2 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 1010 - Portfolio I

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 the profession. *Prerequisites: Must have taken or be in ED*



1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio.
Offered every semester. (1 Credit)

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

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ED 2000 - Technology and Information Literacy

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MT 1015 - Number Sense

This course focuses on basic number theory; algorithms for basic operations; algebraic concepts, formulas, and functions; basic geometry concepts, relationships, and theorems; measurement; and data organization and interpretation through statistics and probability. As this course is designed to cover elements related to the teaching of mathematics, deep conceptual understanding will be enhanced through the use of manipulative, cooperative learning, and formative and summative assessments. *Prerequisites:* C- or better in MT 1002 or adequate performance on the mathematics placement test. *4 Credits*

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. *(4 Credits)*

Second Year

Fall

Elementary Education and General Special Education Certification

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

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). Offered every Fall semester. (2 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The

curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Physical Education K-12 General Special Education Certification

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. *(4 Credits)*

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. (4 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Theatre Education K-12 and General Special Education Certification

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. (4 Credits)*

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)*

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. *(4 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content

specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Secondary Education: English/Language Arts and General Special Education Certification

ED 2020 - Language and Grammar: Developing Powerful Speakers and Writers

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 grammar effectively to students in K-12. *Offered every fall. (3 Credits)*

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. (4 Credits)*

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)*

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. (4 Credits)*

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

Secondary Education: Life Sciences and General Education Certification

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance



student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

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. *(4 Credits)*

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. *Prerequisites:* MT 1510. *Offered every Fall. (4 Credits)*

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. *(4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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). Offered every Fall semester. (2 Credits)*

Spring

Elementary Education and General Special Education Certification

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for

application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

Physical Education K-12 General Special Education Certification

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. *Prerequisites:* KI 2140 . *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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

OR

KI 2116 - Movement Instruction: Fitness Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

OR

KI 2118 - Movement Instruction: Individual and Lifetime Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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, badminton, 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. *Prerequisites:* KI 2140 . *Offered every year. (2 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Theatre Education K-12 and General Special Education Certification

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. (4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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Secondary Education: English/Language Arts and General Special Education Certification

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Secondary Education: Life Sciences and General Education Certification

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

BI 2050 - Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisites:* BI 1111-BI 1114. *Offered in even springs. (4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

Third Year

Fall

Elementary Education and General Special Education Certification

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites: Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)
(4 Credits)

Physical Education K-12 General Special Education Certification

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum,, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 Credits)*

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. *Prerequisites: KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)*

- MT 1000+ College Level Math Requirement (4 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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, badminton, 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. *Prerequisites: KI 2140 . Offered every year. (2 Credits)*

Theatre Education K-12 and General Special Education Certification

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. *This course is offered every fall. (4 Credits)*

TH 3950 (EN 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. (4 Credits)*

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). Offered every Fall semester. (2 Credits)*

ED 3000 - Literacy and 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. Students will explore current

research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

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. *(4 Credits)*

Secondary Education: English/Language Arts and General Special Education Certification

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and

Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

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). Offered every Fall semester. (2 Credits)*

TH 3950 (EN 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. (4 Credits)*

PO 3210 - Global Issues

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Secondary Education: Life Sciences and General Education Certification

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

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. *(4 Credits)*

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. *Prerequisites:* BI 1111 -BI 1114. *Offered in even falls. (4 Credits)*

- Elective *(4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 3000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every fall. Requires a Practicum Contract with all signatures provided. (4 Credits)*

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. *(4 Credits)*

HS 2040 (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)*

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. (4 Credits)

Spring

Elementary Education and General Special Education Certification

ED 3010 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematics instruction including Response to Intervention instruction. *Prerequisites:* Must have successfully completed ED 1000 : Issues in Professional Practice and School Law and College Level Math. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks. *Offered every spring. Requires a Practicum Contract with all signatures provided. (4 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

- LAS Elective (4 Credits)
- Elective (3 Credits)

Physical Education K-12 General Special Education Certification

ED 2080 LAS 2110 The Creative Arts - Creative Writing and Creative Expression

In this creative writing and performance-based course, students will be exposed to the innovative creative process of the human experience. Students will explore and examine a variety of art forms to elaborate on their writing and use performance to illustrate their knowledge of the craft and skills in the creative arts. This course embraces the process of conception, execution, and analysis. 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 they have taken. *Offered every fall. (4 Credits)*

- LAS Elective (4 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. (4 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. *Prerequisites: BI 2030. Offered every spring. (4 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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, badminton, 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. *Prerequisites: KI 2140 . Offered every year. (2 Credits)*

Theatre Education K-12 and General Special Education Certification

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. (4 Credits)*

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 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. *Prerequisites: TH 3210. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites: TH 1310 and TH 1320. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

- Elective (4 Credits)

Secondary Education: English/Language Arts and General Special Education Certification

CO 1240 (AR 1240) (WS 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. (4 Credits)

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. *Prerequisites:* WR 1010 and CW 1100. *This course is offered every other spring semester. (4 Credits)*

- Elective (3 Credits)
- Literature elective chosen in consultation with advisor to round out understanding of literature (4 Credits)

Secondary Education: Life Sciences and General Education Certification

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 life times. This course satisfies the LAS 4 Social Sciences requirement. (4 Credits)

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

ED 2090 LAS 2140 The Humanities - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. *Offered every spring. (4 Credits)*

- Elective *(4 Credits)*

Secondary Education: Social Studies and General Special Education Certification

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. *(4 Credits) Strongly recommended for all art majors. Fulfills LAS6 requirement.*

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. *(4 Credits)*

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. *(4 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. *(4 Credits)*

Fourth Year

Fall

Elementary Education and General Special Education Certification

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and

alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

Concentration * - Education Concentration

- Concentration (Must have a minimum of 24 credits in one area - Social Studies, Science, Mathematics, or English Language Arts)

(4 Credits)

Physical Education K-12 General Special Education Certification

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. (4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites: Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and

special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

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. *(4 Credits)*

Theatre Education K-12 and General Special Education Certification

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 Main stage 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. (4 Credits) May be repeated for credit.*

- Elective *(4 Credits)*

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to

determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

Secondary Education: English/Language Arts and General Special Education Certification

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and

alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 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. *This course is offered every fall. (4 Credits)*

- Literature elective chosen in consultation with advisor to round out understanding of literature *(4 Credits)*

Secondary Education: Life Sciences and General Education Certification

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.

Prerequisites: MT 1510. (4 Credits)

- LAS Elective (4 Credits)

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

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special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have been accepted into the major and completed all education core courses or be taking the last of the education core courses. Must have no more than two upper level content courses remaining. Must have completed and passed the Criminal Record Check. Experiential Component - applied in general education included - minimum of 15 hours a week for 14 weeks. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (3 Credits)*

Secondary Education: Social Studies and General Special Education Certification

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1000: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum. *Offered every fall. Requires a Practicum Contract with all signatures provided. (3 Credits)*

ED 4010 - Methods Practicum

Students enrolled in this course are required to spend a minimum of 15 hours a week in a general education setting. A college supervisor will hold an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. In addition, the student will develop and teach a minimum of 4 lessons using the NEC lesson plan format based on Understanding By Design. Students will develop their skills as professional educators and become even more familiar with the breadth of the curriculum and vast array of instructional strategies. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on



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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. *(4 Credits)*

Spring

ONLY IF STUDENT IS RECOMMENDED AND ELIGIBLE

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check ,

must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Elementary Education and General Special Education Certification

ED 4915 - Student Teaching: Elementary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Physical Education K-12 General Special Education Certification

ED 4914 - Student Teaching: Physical Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student

teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component -*

Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.

Theatre Education K-12 and General Special Education Certification

ED 4916 - Student Teaching: Theatre Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check, must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Secondary Education: English/Language Arts and General Special Education Certification

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to

set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Experiential Component - full-time placement in a school. Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and*

special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.

Secondary Education: Life Sciences and General Education Certification

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Experiential Component - full-time placement in a school. Prerequisites: Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

ED 4913 - Student Teaching: General Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted into the education major, must have completed all other required courses. No other courses are taken during student teaching. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (6 - 12 Credits depending on whether a single certification or dual certification) Requirements: Experiential Component - Full-time placement in a school - Fall: Mid-August up to the Christmas Holiday break if general education certification; mid-August up to February vacation break if general education and special education certification. Spring: Right after the New Year up to April vacation if general education certification; Right after the New Year to the end of the public school academic year if general education and special education certification.*

Secondary Education: Social Studies and General Special Education Certification

ED 4919 - Student Teaching: Secondary Education

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special

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ED 4913 - Student Teaching: General Special Education K-12

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Educational Communities Suggested Course Sequence

First Year

Fall

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

WR 1010 - Composition

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. *(4 Credits)*

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)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

- MT 1000+ College Math Requirement *(4 Credits)*

Spring

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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 is designated as a writing-intensive General Education course. (4 Credits)

- Elective (4 Credits)

Second Year

Fall

ED 2010 - Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law. Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general education included - minimum of 3 hours a week for 14 weeks.*

ED 2050 - Portfolio II

The purpose of this course is to continue to assist students in the development of their professional portfolio. In this course students will add to and justify work from courses and

practical experiences as they relate to certification standards and prepare their portfolio for application to the major. *Prerequisites:* Must have taken or be in ED 1010 Portfolio I. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

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. *(4 Credits)*

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. *(4 Credits)*

- Concentration (Must have a minimum of 16 determined in consultation with your advisor and linked to your career aspiration - paraeducator, outdoor education, private school, non-profit, for example *(4 credits)*)

Spring

ED 2030 - Meeting the Needs of All Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 1030: Introduction to Special Education: Disabilities, Issues, and Laws. Must have completed and passed the Criminal Record Check. *Offered every Spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. *(4 Credits)*

EDC Concentration * - ED Communities Concentration

- Concentration (Must have a minimum of four courses (16 credits) determined in consultation with advisor and linked to career aspiration - paraeducator, outdoor educator, private school, non-profit)

4 Credits

Third Year

Fall

ED 4920 - Field Experience

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 and must be taken twice. *(1-6 Credits)*

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- Elective *(4 Credits)*

EDC Concentration * - ED Communities Concentration

- Concentration (Must have a minimum of four courses (16 credits) determined in consultation with advisor and linked to career aspiration - paraeducator, outdoor educator, private school, non-profit)

4 Credits

Spring

- Concentration (Must have a minimum of 16 determined in consultation with your advisor and linked to your career aspiration - paraeducator, outdoor education, private school, non-profit, for example *(4 credits)*)
- LAS Elective *(4 Credits)*
- Educational Communities elective course *(4 Credits)*
- Elective *(4 Credits)*

EDC Concentration * - ED Communities Concentration

- Concentration (Must have a minimum of four courses (16 credits) determined in consultation with advisor and linked to career aspiration - paraeducator, outdoor educator, private school, non-profit)

4 Credits

- LAS Elective (*4 Credits*)
- Elective (*4 Credits*)
- Elective (*4 Credits*)

Fourth Year

Fall

ED 4920 - Field Experience

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 and must be taken twice. (*1-6 Credits*)

- Elective (*4 Credits*)
- Elective (*4 Credits*)
- Elective (*4 Credits*)

Spring

- Elective (*4 Credits*)
- Elective (*4 Credits*)
- Elective (*4 Credits*)
- Elective (*4 Credits*)

English, Comparative Literature, Creative Writing

Environmental Science

Environmental science along with environmental studies and sustainability 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.

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 - Environmental Science and Sustainability Internship (SUS)

ES 4000 - Senior Thesis (SUS)

Major

Environmental Science, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(Total of 52 credits)

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

ES 2300 - Principles of Sustainability (SUS)

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." Real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 2410 - Environmental Ethics (SUS)

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding meaning, attitudes and value. Topics included 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. (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. *Offered every other Spring. (2 Credits)*

ES 3000 - Careers in Environmental Science (SUS)

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 (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3300 - Environmental Research Methods (SUS)

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, surveys and measurements and studies utilizing experimental treatments and controls. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completion of 45 credits Offered every other Fall. (4 Credits)*

ES 4000 - Senior Thesis (SUS)

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 credits earned and either be an Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

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). Offered 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*). 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-BI 1112. Offered every other Fall. (4 Credits)

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. *Prerequisites:* MT 1510. Offered every Fall. (4 Credits)

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. *Prerequisites:* CH 2110. Offered every Spring. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

Take one from the following list

ES 4910 - Environmental Science and Sustainability Internship (SUS)

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) May be repeated for credit.*

ES 4830 - Independent Study in Environmental Science (SUS)

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

ES 4810 - Directed Study in Environmental Science (SUS)

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

Electives

Students must complete 3 courses from the following list of courses.

ES 1120 - Environmental Science Practicum (SUS)

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 (SUS)

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. *Offered upon demand. (2 Credits)*

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. *Offered every other Fall. (2 Credits)*

ES 2990 - Topics in Environmental Science (SUS)

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. (*Variable Credits 2-4*) May be repeated for credit with different topics.

ES 3350 - Introduction to Soil Science (SUS)

The nature and properties (chemical, physical, and biological) of soil are examined along with the importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control.

Prerequisites: ES 1110 or BI 1110 or CH 2510.

Offered every other Fall. (2 Credits)

ES 3550 - Water Resources (SUS)

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). *Prerequisites: ES 1110 Offered every other Fall. (2 Credits)*

ES 3655 - Solid Waste Management (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3850 - Geographic Information Systems (SUS)

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. *Prerequisites:* ES 1110 *Offered every Spring. (2 Credits)*

ES 4680 - Energy and the Environment (SUS)

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 Fall. (2 Credits)*

Minor

Environmental Science Minor

- Description and Learning Outcomes

Requirements

(Total of 20 Credits)

ES 1110 - Environmental Science: A Global Concern (SUS)

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 the natural environment. *Offered every semester. (4 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. *Offered every other Fall. (4 Credits)*

ES 2300 - Principles of Sustainability (SUS)

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." Real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisites:* ES 1110 *Offered every other Spring. (2 Credits)*

ES 2410 - Environmental Ethics (SUS)

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding meaning, attitudes and value. Topics included 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. (2 Credits)*

Complete 4 credits of the following courses:

(not more than one of these can be a 4 credit course)

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. *Offered upon sufficient demand. (2 Credits)*

ES 1120 - Environmental Science Practicum (SUS)

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 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. *Offered every other Spring. (2 Credits)*

ES 2990 - Topics in Environmental Science (SUS)

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. (*Variable Credits 2-4*) May be repeated for credit with different topics.

ES 3850 - Geographic Information Systems (SUS)

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. *Prerequisites:* ES 1110 *Offered every Spring. (2 Credits)*

ES 4680 - Energy and the Environment (SUS)

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 Fall. (2 Credits)*

ES 3255 - Environmental Policy (SUS)

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. *Prerequisites:* ES 1110 *Offered every other Spring. (2 Credits)*

ES 3350 - Introduction to Soil Science (SUS)

The nature and properties (chemical, physical, and biological) of soil are examined along with the importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control.

Prerequisites: ES 1110 or BI 1110 or CH 2510.

Offered every other Fall. (2 Credits)

ES 3655 - Solid Waste Management (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 3550 - Water Resources (SUS)

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). *Prerequisites: ES 1110 Offered every other Fall. (2 Credits)*

- ES 2550 (EC 2550) - Environmental Economics and Management

ES 3300 - Environmental Research Methods (SUS)

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, surveys and measurements and studies utilizing experimental treatments and controls. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completion of 45 credits Offered every other Fall. (4 Credits)*

ES 2070 (BI 2070) - New England Natural History (SUS)

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. *Prerequisites: BI 1111-BI 1112 or ES 1110 Offered every other Fall. (4 Credits)*

Other Programs

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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

ES 1110 - Environmental Science: A Global Concern (SUS)

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 the natural environment. *Offered every semester. (4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

LAS 2120 (LAS 4) - 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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test.* (4 Credits)

- ES Elective

Second Year

Fall

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. (4 Credits)

ES 2410 - Environmental Ethics (SUS)

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding meaning, attitudes and value. Topics included 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. (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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*). Offered 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*). Offered every Fall. (2 Credits)

Spring

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. (4 Credits)

- BU 1010 - Excel Programming

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

ES 2300 - Principles of Sustainability (SUS)

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." Real-world case studies involving sustainability challenges, successes and shortcomings are examined. *Prerequisites: ES 1110 Offered every other Spring. (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. *Offered every other Spring. (2 Credits)*

Third Year

Fall

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. (4 Credits)

ES 3300 - Environmental Research Methods (SUS)

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, surveys and measurements and studies utilizing experimental treatments and controls. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completion of 45 credits Offered every other Fall. (4 Credits)*

ES 3255 - Environmental Policy (SUS)

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

Spring

- Computer Course

ES 3000 - Careers in Environmental Science (SUS)

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)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

- Internship/Ind. Study
- ES Elective

4th Year

Fall

ES 4000 - Senior Thesis (SUS)

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 credits earned and either be an Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (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-BI 1112.

Offered every other Fall. (4 Credits)

- Elective
- Elective

Spring

Environmental Studies and Sustainability

Environmental science along with environmental studies and sustainability are interdisciplinary fields that draw upon 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.

Major

Environmental Studies and Sustainability, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(Total of 40 Credits)

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

ES 2410 - Environmental Ethics

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding 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. (2 Credits)*

ES 2550 (EC 2550) - Environmental Economics and Management (SUS)

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. *Offered every other Spring. (2 Credits)*

ES 3000 - Careers in Environmental 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. *Prerequisites: ES 1110. Offered every other Spring. (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. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completions of 45 credits Offered every other Fall. (4 Credits)*

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

Take one from the following list

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) May be repeated for credit.*

ES 4830 - Independent Study in Environmental Science

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

ES 4810 - Directed Study in Environmental Science

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

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. Offered every other Fall. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

Electives

Students must complete 4 courses from the following list of courses:

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. *Offered upon sufficient demand. (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. (*Variable Credit 2-4*) *May be repeated for credit with different topics*

ES 3350 - Introduction to Soil Science

The nature and properties (chemical, physical, and biological) of soil are examined along with the importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control. *Prerequisites: ES 1110 or BI 1110 OR CH 2510 Offered every other Fall. (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). *Prerequisites: ES 1110 Offered every other Fall. (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. *Prerequisites: ES 1110 Offered every other Spring. (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. *Prerequisites:* ES 1110. *Offered every other Spring. (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 Fall. (2 Credits)*

ES 2070 (BI 2070) - New England Natural History (SUS)

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. *Prerequisites: BI 1111-BI 1112 or ES 1110 Offered every other Fall. (4 Credits)*

Experiential Component

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 - 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) May be repeated for credit.*

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

Other Programs

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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

LAS 2120 (LAS 4) - 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. *(4 Credits)*

ES 2410 - Environmental Ethics

The extrinsic and intrinsic relationships between humans and the physical and biological world and examined in the context of understanding 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. (2 Credits)*

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. *Prerequisites: ES 1110 Offered every other Spring. (2 Credits)*

Second Year

Fall

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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. *(4 Credits)*

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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. *Offered every other Fall. (4 Credits)*

- Elective
- Elective

Spring

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. *(4 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. Completion of MT 2310 Statistics is recommended but not required. *Prerequisites: ES 1110 and completions of 45 credits Offered every other Fall. (4 Credits)*

ES 2550 (EC 2550) - Environmental Economics and Management (SUS)

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. *Offered every other Spring. (2 Credits)*

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. *Prerequisites: ES 1110. Offered every other Spring. (2 Credits)*

- Elective

Third Year

Fall

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. (4 Credits)

- Elective
- ES Elective
- Elective
- Elective

Spring

- ES Elective

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) May be repeated for credit.*

- NSM 3000 - Careers in Science
- Elective

4th Year

Fall

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to

each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

- ES Elective
- Elective
- Elective
- Elective

Spring

ES 4000 - Senior Thesis

Students are required to complete a 4 credit capstone course using the skills and knowledge gained from their experience in the Natural and Social Sciences (NSS). This involves developing a project or thesis that includes a literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. It is generally completed over two semesters as a 2 credit course each semester. During the fall semester students identify a thesis advisor and develop a thesis proposal in a topic related to their major. During the spring semester students will complete and report on the thesis. Because the experience is tailored to each student's needs, all 4 credits can be completed in a single semester with permission from the instructor. *Prerequisites: 75 Credits Earned and either be Environmental Science or an Environmental Studies and Sustainability Major. Offered every semester. (2 Credits)*

- ES Elective
- Elective
- Elective

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 analysis).
- 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 - General Biology - Biodiversity, Evolution and Ecology to BI 1114 - General Biology - Cellular 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.

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.

Major

Health Science, B.S.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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-BI 1114) will satisfy the LAS 2130 requirement for Biology, Health Science, and Kinesiology students.

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. (4 Credits)*

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). Offered 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). Offered every Fall. (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. *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. (*Meets the second seven weeks of every spring semester.*) *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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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 integumentary, immune, digestive, urinary, and reproductive systems. *Prerequisites:* BI 1113-BI 1114. *Offered every spring. (4 Credits)*

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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs. (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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)*

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. *Prerequisites: MT 1510. (4 Credits)*

Required Electives

Students take 3 courses from the lists below that support their choice of preprofessional 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

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. *Prerequisites: CH 2120. (4 Credits)*

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. *Prerequisites: CH 3310. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

Recommended electives For Pre- Doctorate in Pharmacy

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. *Prerequisites: CH 2120. (4 Credits)*

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. *Prerequisites: CH 3310 (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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. (4 Credits)

Recommended electives for pre DPT (doctorate in physical therapy)

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. (4 Credits)*

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. (4 Credits)*

- KI 2180 - Applied Biomechanics

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. *Prerequisites: PH 2210. (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

Recommended Track for pre-Med, pre- Dental, or pre-Vet

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. *Prerequisites: CH 2120. (4 Credits)*

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. *Prerequisites: CH 3310 (4 Credits)*

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. *Prerequisites: CH 3310. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

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. *Prerequisites: PH 2210. (4 Credits)*

Recommended Track for pre-nursing

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Other Programs

Health Sciences 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

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*). Offered 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*). Offered every Fall. (2 Credits)

- Math as determined by MPA

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (2 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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. (4 Credits)*

Second Year

Fall

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. *(4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester. (4 Credits)*

- General elective

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)* ARC (American Red Cross) Certification includes a cost to be paid by the student.

Spring

LAS 2120 (LAS 4) - 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. (4 Credits)

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. *Prerequisites:* CH 2110. *Offered every Spring.* (4 Credits)

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 integumentary, immune, digestive, urinary, and reproductive systems. *Prerequisites:* BI 1113-BI 1114. *Offered every spring.* (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites:* C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. *Offered every semester.* (4 Credits)

- A general elective

Third Year

Fall

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. *(4 Credits)*

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.

Prerequisites: MT 1510. (4 Credits)

- Bio elective
- Bio or general elective

Spring

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 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. *Prerequisites:* BI 1111-BI 1114. *Offered in odd springs.* (4 Credits)

- Bio elective
- Bio or chemistry elective
- LAS elective

4th Year

Fall

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. (4 Credits)

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. (4 Credits)*

- Bio or general elective
- Biology elective

Spring

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. (4 Credits)*

- Bio elective
- Bio elective
- General elective

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;

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.

Major

History, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(40 Credits)

Core Courses

(20 Credits)

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. *(4 Credits)*

or

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. *(4 Credits)*

HS 1110 - Western Civilization to 1500

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. *(4 Credits) Not open to students who have taken HS1120.*

or

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

or

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. *(4 Credits)*

HS 2040 (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 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 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 *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. *Prerequisites:HS 4930 (PO 4930). (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. *(2 Credits)*

Required Electives

Twenty-four (24) credits from among the following:

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 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. *(4 Credits)*

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. *(4 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. *(4 Credits)*

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. *(4 Credits) May be repeated for credit under different topics.*

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. *(4 Credits) May be repeated for credit with different topics.*

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. *(4 Credits) May be repeated for credit with different topics.*

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. *Variable Credits 2-4 May be repeated for credit under different topics.*

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. *Variable Credits 2-4 May be repeated for credit under different topics.*

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 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*

Note:

* An internship of four to twelve credits is required for the History 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.

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.

Minor

History Minor

- Description and Learning Outcomes

Core Courses and Elective Requirements

(20 Credits)

HS 1110 - Western Civilization to 1500

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. *(4 Credits) Not open to students who have taken HS1120.*

or

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

or

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. *(4 Credits)*

or

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. *(4 Credits)*

HS 2040 (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 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)*

Plus:

12 credits from History Electives numbered 3000 and up, total 20 credits.

Other Programs

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

Fall

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. *(4 Credits)*

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 is designated as a writing-intensive General Education course. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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)*

Spring

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. *(4 Credits)*

HS 1110 - Western Civilization to 1500

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. *(4 Credits) Not open to students who have taken HS1120.*

or

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

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. *(4 Credits)*

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 Quantitative Literacy requirement. Students who do not need to take a higher level mathematics course should find this an interesting way of meeting the Quantitative Literacy requirement. *(4 Credits)*

Second Year

Fall

HS 2040 (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 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)*

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. *(4 Credits)*

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. *(4 Credits)*

Spring

- HS Elective
- HS Elective

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. (*4 Credits*)

- General Elective

Third Year

Fall

- HS Elective
- HS Elective

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 is designated as a writing-intensive General Education seminar. *Prerequisites: LAS 5 (4 Credits)*

- General Elective

Spring

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 *Offered spring or summer. (2 Credits)*

- General Elective
- General Elective
- General Elective

Fourth Year

Fall

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. *Prerequisites: HS 4930 (PO 4930). (2 Credits)*

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*

Spring

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. *(2 Credits)*

- HS Elective
- General Elective

- General Elective

Note:

** 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.

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.

Major

Humanities, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. (*4 Credits*)

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Twelve Credits

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 2) - The Civic Environment

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. *(4 Credits)*

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. *(4 Credits)*

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- LAS 2130

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. *(4 Credits)*

- LAS 215

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. *(4 Credits)*

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

24 additional credits

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

General electives to complete 60-credit requirement.

Other Programs

Associate Degree in Humanities 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

Fall

Spring

Second Year

Fall

Spring

Humanities, A.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:

First Year

Fall

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)*

WR 1010 - Composition

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. (*4 Credits*)

LAS 1110 (LAS 1) - The Natural Environment

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. (*4 Credits*)

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course

- Discipline-specific course
- Discipline-specific course
- Elective

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.

Major

Integrated Studies in Philosophy and Literature, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

Required Courses in Philosophy and Literature

(8 credits)

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. 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. *(4 Credits)*

PL 4300 - Imagining the World: The Poetic Mind in the Digital Age

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. (4 Credits)

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

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 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 (*4 Credits*) *Not available for students who have taken PA 3050*

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*. *Prerequisites: A lower-level literature course or permission of instructor. Offered every other spring. (4 Credits)*

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 (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. (*4 Credits*)

TH 3950 (EN 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. (4 Credits)*

Or

Modern Philosophy/Literature

(4 credits)

One course from the following:

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.*

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. *(4 Credits)*

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. *(4 Credits) (May be repeated with permission)*

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. *Prerequisites: a lower level literature course, or permission of instructor. Offered every other year. (4 Credits)*

Contemporary Philosophy/Literature

(4 credits)

One course from the following:

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. *(4 Credits) Since topics change, it may be repeated for credit.*

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. *(4 Credits)*

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. *(4 Credits)*

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. (4 Credits)*

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. *(4 Credits) (May be repeated with permission)*

EN 2850 (EN 3850) - 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. *(4 Credits)*

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. *Prerequisites: one 2000 level Literary Movements course. (4 Credits) Not open to students who have taken EN 4860*

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

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 3992 - Topics in Renaissance Philosophy and Literature

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 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. *(4 Credits) 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 (*4 Credits*) *Not available for students who have taken PA 3050*

- PL 3990 - Topics in Philosophy and Literature

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. (*4 Credits*)

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. (4 Credits)*

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. (4 Credits)*

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. *(4 Credits)*

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. *(4 Credits) (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. *(4 Credits) (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. *(4 Credits) (May be repeated with permission)*

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. (4 Credits)*

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. (4 Credits)*

EN 2850 (EN 3850) - 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. *(4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: a lower level literature course, or permission of instructor. Offered every other year. (4 Credits)*

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. *Prerequisites: one 2000 level Literary Movements course. (4 Credits) 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. *Prerequisites: at least a lower level literature course. Offered every other year. (4 Credits)*

- CO 1000 - Learning to Look: Contemporary Art and Media *or*
- AR 1000 - Learning to Look: Contemporary Art and Media

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. (4 Credits)*

Minor

Integrated Studies in Philosophy and Literature Minor

- Description and Learning Outcomes

Requirements

(20 Credits)

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. 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. *(4 Credits)*

- Two designated Cultural History courses (8 Credits)
- Two designated Interpretive Experience courses (8 Credits)

Other Programs

Suggested Sequence of Major Courses for Integrated Studies in Philosophy & Literature

1st year

Fall

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. 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. (*4 Credits*)

- A 1000-2000 level designated course EN, PA, or PL

WR 1010 - Composition

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. (*4 Credits*)

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)

- LAS 1010 (LAS 1)

Spring

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. 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. (4 Credits)

- A 1000-2000 level designated course EN, PA, or PL
- LAS 1020 (LAS 2)
- Elective
- Elective

2nd year

Fall

- 2000-3000 level designated Cultural History course(s) in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)
- PL Elective

LAS 2120 (LAS 4) - 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. (*4 Credits*)

- Elective

Spring

- 2000-3000 level designated Interpreting Experience courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)
- LAS 2130 (LAS 4)
- Quantitative Literacy Requirement
- Elective

3rd year

Fall

- 3000 level and above designated Cultural History courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)

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. (*4 Credits*)

- LAS Elective
- Elective

Spring

- 3000 level and above designated Interpreting Experience courses in Philosophy, (PA), Literature (EN), or Integrated Studies (PL)

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. (4 Credits)

- Elective
- Elective

4th year

Fall

- 3000-4000 level courses in Philosophy (PA), Literature (EN), or Integrated Studies (PL)
or

PL 4300 - Imagining the World: The Poetic Mind in the Digital Age

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. (4 Credits)

- Elective
- Elective
- Elective

Spring

PL 4300 - Imagining the World: The Poetic Mind in the Digital Age

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. *(4 Credits)*

- 3000-4000 level courses in Philosophy (PA), Literature (EN), or Integrated Studies (PL)
- Elective
- Elective
- Elective

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.

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.

Major

Kinesiology, B.A.

- Description and Learning Outcomes

- Suggested Course Sequence

Requirements

(48 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

(48 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. *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. *(Meets the second seven weeks of every spring semester.) 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, and

the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 Credits)*

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. (4 Credits)*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum,, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 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. *Prerequisites: BI 2030. Offered every spring. (4 Credits)*

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. *Prerequisites: KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites: KI 1110, Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

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, oral presentation, and poster presentation) is the culminating outcome of this course. Open to kinesiology majors only. *Prerequisites: Minimum of 90 credits earned. Offered every spring. (4 Credits)*

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. (4 Credits)*

Complete a minimum of two (2) from the following:

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. *Prerequisites:* KI 2140 . *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. *Prerequisites:* 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. *Prerequisites:* 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 movement s 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, badminton, 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. *Prerequisites:* KI 2140 . *Offered every year. (2 Credits)*

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.

Minor in Coaching

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 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. (4 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. *Prerequisites: 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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

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. *Prerequisites: Minimum of 60 credits earned. (4 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. (4 Credits)*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites: KI 1110, Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

Electives in Kinesiology

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 (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: Minimum of 30 credits earned. Offered every other year. (4 Credits)*

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

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 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. (4 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

KI 3990 - Topics in Kinesiology

Examination of selected topics in kinesiology. *Offered upon sufficient demand. Variable Credit (2-4) May be repeated for credit with different topics.*

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. *Prerequisites: Minimum of 60 credits earned. (4 Credits)*

KI 4810 - Directed Study in Kinesiology

This is a course of study to be arranged between faculty and student in the field of Kinesiology. *Contract required. Variable Credits (1-4) May be repeated for credit with varied topics.*

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)*

Physical Education Courses

Courses

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. No prerequisites required for these activity courses unless specifically noted in a course description.

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. *(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. 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 actively participate in designated exercises to increase their strength using weights and/or other resistance devices. *(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. *(1 Credit) Note: Fitness for Life is intended for the relatively sedentary person who wants to learn and become more motivated in physical activity.*

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. *(1 Credit)*

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. (1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit) Course may be repeated for credit with a different instructor and/or topic.*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1850 - 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. *(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. *(1 Credit)*

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. *(1 Credit)*

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. *(1 Credit)*

PE 1990 - Topics in Movement Skills

Varied topics in Movement Skills. *(1 Credit) May be repeated with different topics for credit.*

Minor

Coaching Minor

- Description and Learning Outcomes

Requirements

(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

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 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. (4 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. *Prerequisites: 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. *Prerequisites:* KI 2140. *Offered every year. (2 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

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. *Prerequisites: Minimum of 60 credits earned. (4 Credits)*

Choose one of the following:

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. (4 Credits)*

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum,, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites: KI 1110, Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

Other Programs

Kinesiology 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:

First Year

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

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. (4 Credits)*

Spring

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. (4 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. *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. (*Meets the second seven weeks of every spring semester.*) *Offered every spring (2 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Elective *(4 Credits)*

Second Year

Fall

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, and the musculoskeletal, cardiovascular, respiratory, and nervous systems. *Prerequisites:* BI 1113-BI 1114. *Offered every fall. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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)*

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. (4 Credits)

- Elective (4 Credits)

Spring

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. (4 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

KI 2116 - Movement Instruction: Fitness Activities

This skill-based course provides instruction and application of pedagogical principles related to

fundamental skill movement s 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

KI 2118 - Movement Instruction: Individual and Lifetime Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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, badminton, 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. *Prerequisites: KI 2140 . Offered every year. (2 Credits)*

- Elective (*4 Credits*)

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. (*4 Credits*)

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites:* KI 1110, *Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

Third Year

Fall

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. *Prerequisites:* KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)

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. This upper level and writing intensive course also serves as a LAS 7 in the Liberal Arts and Sciences curriculum,, meeting both the outcomes of the departments of Kinesiology and Sport and Recreation Management, as well as those of the LAS curriculum. *Prerequisites: Minimum of 60 credits earned. Offered every fall. (4 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

KI 2116 - Movement Instruction: Fitness Activities

This skill-based course provides instruction and application of pedagogical principles related to fundamental skill movement s 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. *Prerequisites: KI 2140. Offered every year. (2 Credits)*

OR

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, badminton, 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. *Prerequisites:* KI 2140 . *Offered every year. (2 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites:* KI 1110, *Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.*

- Elective (4 Credits)

Spring

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. *Prerequisites: BI 2030. Offered every spring. (4 Credits)*

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. *(4 Credits)*

KI 3850 - Field Experience in Kinesiology

This practical experience is designed to offer 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. *Prerequisites: KI 1110,*

Minimum of 24 credits earned. Variable Credits (1-4) May be repeated for credit with varying site experiences.

- Elective(s)

4th Year

Fall

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. (4 Credits)*

- Elective(s) (*minimum of 8 Credits*)

Spring

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, oral presentation, and poster presentation) is the culminating outcome of this course. Open to kinesiology majors only. *Prerequisites: Minimum of 90 credits earned. Offered every spring. (4 Credits)*

- Elective(s) (*minimum of 8 Credits*)



Note:

*** 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.**

Languages

Course Listings

All undergraduate courses are 4 credits unless otherwise noted.

Arabic

French

Italian

Mandarin Chinese

Spanish

Legal Studies

Mathematics

Music

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.

Major

Natural Sciences, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Twelve Credits

Twelve Credits, provided that these twelve credits do not also count for discipline specific requirements, to be taken from the following list:

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)

LAS 2120 (LAS 4) - 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. (4 Credits)

- LAS 2130

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. (4 Credits)

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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

24 additional credits

24 additional credits, selected from the following disciplines:

- Biology
- Chemistry
- Environmental Science
- Engineering
- Mathematics
- Physics

Other Programs



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:

Suggested Sequence of Courses:

First Year

Fall

Spring

Second Year

Fall

Spring

Natural Sciences, A.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:

First Year

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Outdoor Education

This program balances the theories of wilderness leadership and experiential education utilizing skills development with active and intentional opportunities to lead. In doing so, this major prepares students for careers in outdoor education and to lead wilderness and adventure trips within the field of Outdoor Education. The blending of experiences in science, sport and recreation management, education and other departments is designed to enable students to support students in developing broad scope skills in order to find careers in a variety of fields requiring leadership or education. Some students may benefit from more electives leading to a double major or a minor. These decisions are done in conjunction with meeting with the advisor and discussing professional goals.

Learning Outcomes

Students completing the Outdoor Education will:

- Demonstrate a working application of a variety of leadership and educational theories
- Demonstrate teaching practices that support and enhance the goals of learning in all academic and wilderness settings for all ages
- 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 education settings

- Be able to communicate effectively and emotionally both verbally and written
- Be able to lead individuals and groups effectively and accurately in a variety of wilderness and educational 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 that promotes sound judgment and skill development.

Experiential Learning Component

At the course level all OE courses embrace the Experiential Education mindset and maintain a comfortable balance between experiencing, reflecting, learning, and teaching. Many of the courses within the OE major are enhanced by student developed projects and incorporate the skills based courses as links to the lecture based courses to provide depth of the experience while in the classroom. Theories and experiences are aligned through a strong connection to the commitment of experiential education practices.

In addition to the courses within the major and minor New England College's Adventure Bound Programs for Educational and Leadership Opportunities is a prominent source of engagement for the students in the OE field. 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, Frisbee Golf, Camping, snowshoeing, XC skiing, nature education, wilderness skills, connecting with nature, and similar. Students are expected to participate in one AB offered experience during the OE 1110 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 Association for Experiential Education (AEE), Wilderness Education Association (WEA), and Association for Challenge Course Technology (ACCT) and the students of NEC are an important part of the process. NEC Outdoor Education students are encourage 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.

Major

Outdoor Education, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(60 Credits Total)

Required Education Core

(20 Credits)

OE 3710 - Experiential Learning: From 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. Prerequisites: 60 credits/3rd year status. *Offered spring semester even years. (4 Credits)*

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. *Prerequisites:* Must have completed and passed the Criminal Record Check. *Offered every fall*



and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

Required Outdoor Education Courses

(36 Credits)

Take either:

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, 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 for examining the natural environment. *Offered every semester. (4 Credits)*

OR

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*). Offered 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*). Offered every Fall. (2 Credits)

And Take:

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. *Prerequisites:* BI 1111-BI 1112 or ES 1110 Offered in odd falls. (4 Credits)

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. Offered every fall. (3 Credits) to be taken with OE2200.

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 OE 1110 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. *Offered every fall. (3 Credits) To be taken with OE 1110.*

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. *Prerequisites: OE 1110 or SM 1510 or KI 1110. Minimum of 24 credits. Offered every spring. (4 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. Prerequisites: 30 credits/2nd year status. *Offered fall semesters even years. (4 Credits) Certification fees.*

OE 3870 - Outdoor Adventure 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. Prerequisites: 60 credits/Junior status. *Offered Fall semesters odd years. (4 Credits)*

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. Prerequisites: 60 credits/Junior status/OE major or minor. *Offered spring semesters odd years. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

Choose one from the following:

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. Other site specific requirements may apply. *Prerequisites: 75 credits/Junior status/OE major or minor. Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

OR

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. *Prerequisites: 75 credits/Junior status/OE major or minor. Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

Skills-Based OE courses (1 Credit Each)

Choose 4 skills-based courses (1 Credit each)

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/Backpacking in the White Mountains

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. *Variations offered frequently. (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 1290 - Mountain Biking

This course is designed to focus on either mountain biking technique or bike touring throughout New England and may include camping skills. *Variations offered frequently. (1 Credit)*

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 - 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 - 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 1350 - 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 1360 - 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 1370 - 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 1400 - Wilderness First Aid/ Wilderness First Responder Recertification

This course is designed to provide students with a review or introduction to wilderness medicine skills. *Prerequisites: OE 1110 or SM 1510 or KI 1110 or OE 2430. (1 Credit)*

Minor

Outdoor Education Minor

- Description and Learning Outcomes

Requirements

(20 Credits Total)

Students interested in earning a minor in Outdoor Education will complete:

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.

Offered every fall. (3 Credits) to be taken with OE2200.

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 OE 1110 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. *Offered every fall. (3 Credits) To be taken with OE 1110.*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

Select one class from the following:

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.

Prerequisites: OE 1110 or SM 1510 or KI 1110. Minimum of 24 credits. Offered every spring. (4 Credits)

OE 3710 - Experiential Learning: From 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. Prerequisites: 60 credits/3rd year status.

Offered spring semester even years. (4 Credits)

Select one class from the following:

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. Prerequisites: 30 credits/2nd year status. *Offered fall semesters even years. (4 Credits) Certification fees.*

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Select 3 activity Courses from the following: (1 Credit each):

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/Backpacking in the White Mountains

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. *Variations offered frequently. (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

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This course is designed to focus on either mountain biking technique or bike touring throughout New England and may include camping skills. *Variations offered frequently. (1 Credit)*

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 - Winter Backpacking/mountaineering

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This course is designed to provide students with a review or introduction to wilderness medicine skills. *Prerequisites: OE 1110 or SM 1510 or KI 1110 or OE 2430. (1 Credit)*

Other Programs

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

Fall

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)*

- MT 1000+ College Level Math Requirement (4 Credits)

WR 1010 - Composition

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. *(4 Credits)*

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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 OE 1110 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. *Offered every fall. (3 Credits) To be taken with OE 1110.*

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.

Offered every fall. (3 Credits) to be taken with OE2200.

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Spring

- Elective (4 Credits)

ED 1010 - Portfolio I

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 the profession. *Prerequisites:* Must have taken or be in ED 1000 Issues in Professional Practice and School Law. Must have an active subscription to eFolio. *Offered every semester. (1 Credit)*

ED 1020 - Psychology of Learning and Classroom/School Environment

This course examines the practical implications of best practices in education and learning theory. Particular emphasis will be placed on theories of learning, growth, and development, intelligence, motivation, evaluation, interpersonal relationships, and advances in brain-based learning and neuropsychology. Students will critically assess educational models and programs and use this information to critically assess current practices in teaching. *Offered every fall and spring. (3 Credits)*

LAS 1 (LAS 1110) - 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. *(4 Credits)*

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

Second Year

Fall

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. Prerequisites: 30 credits/2nd year status. *Offered fall semesters even years. (4 Credits) Certification fees.*

- OE 1200/OE 1300 (1 Credit)

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. (4 Credits)

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. (4 Credits)

ED 1000 - Issues in Professional Practice and School Law

This course will provide a broad view of the teaching profession and schools from a systems perspective. Students will become familiar with the qualities of effective teaching as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. Using service-learning as a pedagogy, students will apply the knowledge from this course in a general education setting to identify a need in a school, research that need, implement a program to meet the need, and assess their effectiveness in that role. Issues that will be covered in this course include but are not limited to organizational structure and funding, education and culture, educational systems in various parts of the world and the United States, legal issues associated with schools, the importance of education, and the factors impacting our schools. *Prerequisites:* Must have completed and passed the Criminal Record Check. Fall first year: Must have completed the CORE Academic Skills Test through ETS in order to take the course fall semester. Spring first year: Open to all students. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in general ed included - minimum of 3 hours a week for 14 weeks.*

Spring

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. *Prerequisites:* OE 1110 or SM 1510 or KI 1110. *Minimum of 24 credits. Offered every spring. (4 Credits)*

- OE 1200/OE 1300 (1 Credit)

ED 1030 - Introduction to Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting.

Prerequisites: Must have completed and passed the Criminal Record Check. *Offered every fall and spring. Requires a Practicum Contract with all signatures provided. (4 Credits) Experiential Component - applied in special education included - minimum of 3 hours a week for 14 weeks.*

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. *(4 Credits)*

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. *(4 Credits)*

Third Year

Fall

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. *Prerequisites:* BI 1111-BI 1112 or ES 1110 *Offered in odd falls. (4 Credits)*

- OE 1200/OE 1300 (1 cCredit)

OE 3870 - Outdoor Adventure 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. *Prerequisites:* 60 credits/Junior status. *Offered Fall semesters odd years. (4 Credits)*

- OE 1200/OE 1300 (1 Credit)

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 is designated as a writing-intensive General Education seminar. *Prerequisites:* LAS 5 (4 Credits)

Spring

OE 3710 - Experiential Learning: From 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. Prerequisites: 60 credits/3rd year status. *Offered spring semester even years. (4 Credits)*

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. Other site specific requirements may apply. Prerequisites: 75 credits/Junior status/OE major or minor. *Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits)* *Other site specific requirements may apply.*

OR

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. Prerequisites: 75 credits/Junior status/OE major or minor. *Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits)* *Other site specific requirements may apply.*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

4th Year

Fall

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. Other site specific requirements may apply. *Prerequisites: 75 credits/Junior status/OE major or minor. Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

OR

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.

Prerequisites: 75 credits/Junior status/OE major or minor. *Taken during spring junior year or fall senior year. Contract required. (4 - 12 Credits) Other site specific requirements may apply.*

- LAS Elective (4 Credits)
- Elective (4 Credits)
- Elective (4 Credits)

Spring

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. Prerequisites: 60 credits/Junior status/OE major or minor. *Offered spring semesters odd years. (4 Credits)*

- Elective (4 Credits)
- Elective (4 Credits)
- Elective (4 Credits)

Philosophy

Physical Education

Physics

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.

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.

Major

Political Science, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

40 Credits

Core Courses

(20 credits)

Choose one of these two

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. *(4 Credits)*

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. *(4 Credits)*

Choose one of these two

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. *(4 Credits)*

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

Take each of the following

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 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 (HS 4930) - 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 (HS 4940) - 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 *Prerequisites: PO 4930 (HS 4930). offered every fall term. (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. *Prerequisites: PO 4940 (HS 4940). (2 Credits)*

Choose 20 credits from the following

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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? *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

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. *(4 Credits)*

PO 3580 - Global 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. *(4 Credits)*

PO 3910 (CJ 3910) - Understanding the Causes of 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. *(4 Credits)*

PO 3990 - Topics in Political Science

Special topics in the study of political science at the advanced level. *(4 Credits)*

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. *(4 Credits)*

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, and, judicial methods and theories of interpretation. *Prerequisites: PO 1110 or CJ 1110 and minimum of 30 credits. (4 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)*

Note:

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.

Minor

Political Science Minor

- Description and Learning Outcomes

Requirements

Choose one of these two

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. *(4 Credits)*

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. *(4 Credits)*

Choose one of these two

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. *(4 Credits)*

HS 1120 - Western Civilization Since 1500

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. *(4 Credits) Not open to students who have taken HS1110.*

16 credits

- *AND Take* 16 credits from course with a designation PO 2000 or above.

Note(s):

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.

Other Programs

Political 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

Fall

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. (*4 Credits*)

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. *(4 Credits)*

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

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. *(4 Credits)*

- HS 1120

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Quantitative Literacy Requirement
- Elective

Second Year

Fall

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 Elective

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. *(4 Credits)*

- Elective

Spring

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- PO Elective
- Elective
- Elective

Third Year

Fall

- PO Elective

- LAS 2130 (LAS 5)
- Elective
- Elective

Spring

- PO Elective
- PO Elective

PO 4930 (HS 4930) - 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)*

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. *(4 Credits)*

4th Year

Fall

PO 4940 (HS 4940) - 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 *Prerequisites:* PO 4930 (HS 4930). *offered every fall term. (2 Credits)*

- PO Elective

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. *(4 Credits)*

- Elective

Spring

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. *Prerequisites:* PO 4940 (HS 4940). *(2 Credits)*

- PO Elective
- Elective
- Elective

Pre-Engineering Studies

Please note: New students will not be accepted after 2016-17 as this program will be phased out and no longer offered.

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 Associates 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.

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.

Major

Pre-Engineering, A.S.

- Description and Learning Outcomes

- Suggested Course Sequence

Requirements

(32 credits)

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. This course satisfies the Quantitative Literacy requirement.

Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)

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. *Prerequisites: C- or better in MT 2510. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

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. *Prerequisites:* CH 2110. *Offered every Spring. (4 Credits)*

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. *Prerequisites:* MT 2510. *(4 Credits)*

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. *Prerequisites:* PH 2310 and MT 2520. *(4 Credits)*

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. *(4 Credits)*

Note:

Each student's progress will be regularly reviewed. Students who do not complete MT 1510 - Precalculus 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.

Other Programs

Pre-Engineering Studies 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

Fall

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)*

- WT 1000

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test. (4 Credits)*

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. *Prerequisites: MT 1510. Offered every Fall. (4 Credits)*

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

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. (4 Credits)

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1510 Offered every year. (4 Credits)*

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. *Prerequisites: CH 2110. Offered every Spring. (4 Credits)*

Second Year

Fall

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. (4 Credits)

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. *Prerequisites: C- or better in MT 2510. (4 Credits)*

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. *Prerequisites: MT 2510. (4 Credits)*

- Elective

Spring

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. *(4 Credits)*

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. *Prerequisites: MT 2510. (4 Credits)*

- Elective

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.

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 practical opportunities are available and internship are required.

Major

Psychology, General, B.A.

- Description and Learning Outcomes

- Suggested Course Sequence

Requirements

(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

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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. *every semester (4 Credits)*

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. *Offered every Fall. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

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. Prerequisites: PS 1110 and 45 Credits *every Fall (4 Credits)*

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

PS 4910 - Internship

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)*

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).

Psychology, Human Service, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(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

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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. *every semester (4 Credits)*

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. *Offered every Fall. (4 Credits)*

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. This course satisfies the Quantitative Literacy requirement. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics pre-assessment. Offered every semester. (4 Credits)*

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

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. Prerequisites: PS 1110 and 45 Credits *every Fall (4 Credits)*

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

PS 4910 - Internship

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)*

Human Services Concentration

Required Courses for this concentration:

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.

*Prerequisites: PS 1110 and sophomore standing.
every Fall (4 Credits)*

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. Prerequisites: PS 2160 *every Spring (4 Credits)*

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.

*Prerequisites: Junior standing
Every Fall (4 Credits)*

PS 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.

*Prerequisites: PS 1110 and PS 3210
every Spring (4 Credits)*

Minor

Psychology Minor

- Description and Learning Outcomes

Requirements

(24 Credits)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

- Four additional courses totaling 20 credits, two of which must be 3000+ level.

Other Programs

Psychology General Concentration 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

Fall

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. (4 Credits)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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)

- Elective

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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 life times. This course satisfies the LAS 4 Social Sciences requirement. (4 Credits)

- PS 2000 + Elective (4 credits)

Second Year

Fall

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. (4 Credits)

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. *every semester (4 Credits)*

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

- Elective

Spring

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. *(4 Credits)*

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. *Offered every Fall. (4 Credits)*

- PS 2000 + elective (4credits)
- Elective

Third Year

Fall

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

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. *(4 Credits)*

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. *Prerequisites: PS 1110 and 45 Credits every Fall (4 Credits)*

- Send 'Intent to Graduate' to Registrar

Spring

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

- 4000-level Experiential Course
- Elective
- Elective
- Graduate School Research and /or Job shadowing

4th Year

Fall

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. *(4 Credits)*

- Internship
- PS 2000 + Elective (4 credits)
- Elective

Spring

- Internship
- Complete any remaining req's
- Elective
- Elective

Psychology Human Services Concentration 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

Fall

WR 1010 - Composition

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. *(4 Credits)*

- LAS 1100 (LAS 1)

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

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)

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

Spring

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every semester (4 Credits)*

- Elective

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. *every semester (4 Credits)*

- Elective

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 life times. This course satisfies the LAS 4 Social Sciences requirement. *(4 Credits)*

- Elective

Second Year

Fall

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. *(4 Credits)*

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. *every semester (4 Credits)*

- Elective

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. This course satisfies the LAS 4 Social Sciences requirement. *Offered every fall. (4 Credits)*

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- Elective

Spring

- LAS 2130 (LAS 5)

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. *Offered every Fall. (4 Credits)*

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. Prerequisites: PS 2160 *every Spring (4 Credits)*

- Elective

Third Year

Fall

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, and PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall. (4 Credits)*

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. *(4 Credits)*

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. Prerequisites: PS 1110 and 45 Credits *every Fall (4 Credits)*

- Practicum (*1-3 credits*)
- Elective

Spring

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. Suggested for Jr & Sr. status *every spring (4 Credits)*

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.

*Prerequisites: Junior standing
Every Fall (4 Credits)*

PS 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.

*Prerequisites: PS 1110 and PS 3210
every Spring (4 Credits)*

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.

*Prerequisites: PS 1110 and sophomore standing.
every Fall (4 Credits)*

4th Year

Fall

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. (4 Credits)

- Internship
- Elective
- Elective
- Elective

Spring

- Second Internship if Accepted
- Elective
- Elective
- Elective

Sociology

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.

Minor

Social Work Minor

- Description and Learning Outcomes

Required Courses

(20 Credits)

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. *(4 Credits)*

PS 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.

*Prerequisites: PS 1110 and PS 3210
every Spring (4 Credits)*

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.

*Prerequisites: Junior standing
Every Fall (4 Credits)*

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?

Prerequisites: PS 2050 and 45 Credits

(4 Credits) (Not open to students who have taken SO 4500)

And 2 of the following:

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. *(4 Credits)*

SO 2220 - 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. (4 Credits) *Not open to students who have taken SO 3040.*

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. (4 Credits)

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.

Major

Social Sciences, A.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

Twelve Credits

Twelve Credits, provided that these twelve credits do not also count for discipline specific requirements, to taken from the following list:

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

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. *(4 Credits)*

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- LAS 2130

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. *(4 Credits)*

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. *(4 Credits)*

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. This course satisfies the Quantitative Literacy requirement *Offered every semester (4 Credits)*

24 additional credits

24 additional credits, selected from the following disciplines:

- Business Administration
- Criminal Justice
- Economics
- Education
- Kinesiology
- Political Science
- Psychology
- Outdoor Education
- Sociology

Other Programs

Associate Degree in Social 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

Fall

Spring

Second Year

Fall

Spring

Social Sciences, A.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:

First Year

Fall

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)*

WR 1010 - Composition

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. (*4 Credits*)

LAS 1110 (LAS 1) - The Natural Environment

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. (*4 Credits*)

- Discipline-specific course

Spring

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Second Year

Fall

- LAS/MT 1020+ Course
- Discipline-specific course
- Discipline-specific course
- Elective

Spring

- LAS/MT 1020+ Course

- Discipline-specific course
- Discipline-specific course
- Elective

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

Major

Sport and Recreation Management, B.A.

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

(44 Credits)

Core Requirements

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. (4 Credits)*

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. *(4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. *(4 Credits)*

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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. *Prerequisites: BU 2510 Offered every fall. (4 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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)*

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. *Prerequisites: BU 2220. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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 online 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. *Prerequisites: 90 credits. (4 Credits)*

Choose either:

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

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)*

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 - 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)*

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 1510/KI 1510 and 30 credits. (4 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. (4 Credits)*

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. Variable Credit (1-4) Since topics change, the course may be repeated for credit for different topics.*

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. Variable Credit (1-4) May be repeated for credit for different topics.*

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)*

Minor

Sport and Recreation Management Minor

- Description and Learning Outcomes

Requirements

(28 Credits)

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. (4 Credits)*

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

Plus 20 credits from the following:

(See suggested *Recommended Course Groupings* below to assist in selecting appropriate courses.)

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. *(4 Credits)*

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. *(4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

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. (4 Credits)*

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. *Prerequisites:* KI 1110 or SM 1510. Additional prerequisite for Physical Education majors is ED 1030. (4 Credits)

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). *Prerequisites:* Minimum of 30 credits earned. Offered every other fall. (4 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. (4 Credits)

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. (4 Credits)

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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. *Prerequisites: BU 2510 Offered every fall. (4 Credits)*

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 1510/KI 1510 and 30 credits. (4 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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)*

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. *Prerequisites:* BU 2220. (4 Credits)

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. Variable Credit (1-4) Since topics change, the course may be repeated for credit for different topics.*

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. *Prerequisites:* 60 credits. Offered every year. (4 Credits)

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

Recommended Course Groupings:

Emphasis on Sport Marketing

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. *(4 Credits)*

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. (4 Credits)

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. *Prerequisites: BU 2510 Offered every fall. (4 Credits)*

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 1510/KI 1510 and 30 credits. (4 Credits)*

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)*

Emphasis on Coaching

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. (4 Credits)*

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). *Prerequisites: Minimum of 30 credits earned. Offered every other fall. (4 Credits)*

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. (4 Credits)*

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

Emphasis on Facility Management

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 *(4 Credits)*

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. (4 Credits)

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 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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

Other Programs

Sport and Recreation Management 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

Fall

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)*

WR 1010 - Composition

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. *(4 Credits)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

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. (4 Credits)*

- Elective

Spring

LAS 1120 (LAS 2) - The Civic Environment

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. (4 Credits)

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. (4 Credits)*

- Elective
- Elective
- Elective

Second Year

Fall

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. *Prerequisites: SM 1510 or KI 1110. Offered every year. (4 Credits)*

- Quantitative Literacy Requirement

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. *(4 Credits)*

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. *(4 Credits)*

Spring

- Elective

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. (4 Credits)

- Elective

LAS 2120 (LAS 4) - 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. (4 Credits)

Third Year

Fall

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. *Prerequisites:* BU 2510 Offered every fall. (4 Credits)

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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)*

- Elective

Spring

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. *Prerequisites: 60 credits. Offered every year. (4 Credits)*

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) ARC (American Red Cross) Certification includes a cost to be paid by the student.*

- LAS 2130 (LAS 5)
- Elective
- LAS Elective

4th Year

Fall

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 1510/KI 1510 or BU 1110, BU 2220, and BU 2510; 60 credits. Offered every fall. (4 Credits)*

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. (4 Credits)

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

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)*

- Elective

Spring

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 online 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. *Prerequisites: 90 credits. (4 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. *Prerequisites: BU 2220. (4 Credits)*

- Elective

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: SM 1510, and permission of faculty supervisor. Variable credit (1-4) May be repeated for credit with varying site experiences.*

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)*

Note:

A practicum (SM 4920) or internship (SM 4910) 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.

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.

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.

Major

Theatre, B.A.

- Description and Learning Outcomes

- Suggested Course Sequence

Requirements

(46 Credits)

Theatre Core Courses

(4 credits unless otherwise indicated)

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 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 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 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 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. (4 Credits)*

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. (4 Credits)*

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 Main stage 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. (4 Credits) May be repeated for credit.*

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. *This course is offered every fall. (4 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. (4 Credits)*

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 3950 (EN 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. (4 Credits)*

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. *Prerequisites: TH 3210. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites: TH 1310 and TH 1320. Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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.*

Minor

Theatre Minor

- Description and Learning Outcomes

Requirements

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 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 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. *This course is offered every fall. (4 Credits)*

Choose one of the following:

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. (4 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. (4 Credits)*

Choose one of the following:

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. (4 Credits)*

TH 3950 (EN 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. (4 Credits)*

Choose one of the following:

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 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)*

Other Programs

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

Fall

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)*

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)*

LAS 1110 (LAS 1) - The Natural Environment

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. *(4 Credits)*

WR 1010 - Composition

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. *(4 Credits)*

Spring

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)*

LAS 1120 (LAS 2) - The Civic Environment

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. *(4 Credits)*

- Elective

Second Year

Fall

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. (4 Credits)*

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 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 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 Main stage 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. (4 Credits) May be repeated for credit.*

- Elective

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. (4 Credits)*

- Quantitative Literacy Requirement

LAS 2120 (LAS 4) - 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. *(4 Credits)*

- Elective

Third Year

Fall

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. *This course is offered every fall. (4 Credits)*

- LAS 2130 (LAS 5)

TH 3950 (EN 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. (4 Credits)*

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. *(4 Credits)*

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 Main stage 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. (4 Credits) May be repeated for credit.*

- Elective

Spring

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. (4 Credits)*

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)*

- LAS Elective

Summer

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.*

4th Year

Fall

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. (4 Credits)

TH 3950 (EN 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. (4 Credits)*

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. (4 Credits)

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- Elective
- Elective

Spring

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. *Prerequisites:* TH 3210. *Offered every spring. (2 Credits) May be repeated for credit with different topics.*

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. *Prerequisites:* TH 1310 and TH 1320. *Offered every spring. (2 Credits) May be repeated for credit with different topics.*

- Elective
- Elective

Note:

* **Notes on suggested course sequence:** TH 2440 can be taken in 2nd, 3rd or 4th year and is offered every fall. TH 3950 can be taken in either 3rd or 4th year - however it is only offered every other fall.

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.

Major

Women's & Gender Studies, Individually Designed

- Description and Learning Outcomes
- Suggested Course Sequence

Requirements

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.

Minor

Women's and Gender Studies Minor

- Description and Learning Outcomes

Requirements

(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) (WS 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. *(4 Credits)*

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. (4 Credits)

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. (4 Credits)*

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. (4 Credits)

WS 3990 - Topics Courses in Women & Gender Studies

A changing selection of courses designed to offer a variety of subjects in theatre. *Prerequisites: Permission of instructor required Offered upon sufficient demand Variable Credits (2-4) This course may be repeated for credit for different topics. Topics to be determined by the Woman's Study faculty.*

Theoretical Perspectives

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. *(4 Credits)*

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. (4 Credits)*

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. *(4 Credits)*

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. (4 Credits)*

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. (4 Credits)

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. *Every other year (4 Credits)*

- 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

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. (4 Credits)

WS 3060 (SO 3060) - Social Inequality

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. (4 Credits)

- 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.)

The following courses may count for credit in Women & Gender Studies:

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 to 1500

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. (4 Credits) *Not open to students who have taken 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. (4 Credits)

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. (4 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. (4 Credits)

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. (4 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. (4 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. *(4 Credits) May be repeated for credit with different topics.*

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. *(4 Credits) May be repeated for credit with different topics.*

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. *(4 Credits)*

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.

Other Programs

Suggested Sequence of Courses for Integrated Studies in Women & Gender Studies

Suggested Sequence of Courses:

1st year

Fall

- 1000-2000 level designated/approved WS course.

Spring

- 1000-2000 level designated/approved WS courses.

2nd year

Fall

- 2000-3000 level designated/approved WS courses.

Spring

- 2000-3000 level designated/approved WS courses.

3rd year

Fall

Recommended:

- 3000 level and above designated/approved WS courses.

Spring

- 3000 level and above designated/approved WS courses.

4th year

Fall

- 3000-4000 level designated/approved WS courses

Recommended:

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. (4 Credits)

Spring

- 3000-4000 level designated/approved WS courses

Recommended:



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. (*4 Credits*)

NEW ENGLAND COLLEGE
2016-2017 GRADUATE AND
PROFESSIONAL STUDIES
CATALOG



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 CiviCorps, our organization of citizen scholars and activist. 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

Academic visionary Boone Tillet identified an important opportunity to serve the educational needs of the numerous veterans 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 their education, the service men and women of the Greatest Generation eagerly sought out the degree offerings of the nation's colleges and universities.

Tillet chose Henniker, New Hampshire, as the home 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 '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 online during this period.

The most recent addition to the New England College campus is the John Lyons Center, named after NEC's long time business professor. The Lyons Center, situated where Larter Hall was located, represents a major expansion of academic program. In addition to ten state of the art classrooms, there are a number of small group study area's, open study space, and a small cafe`. The Lyons Center is adjacent to the former Henniker railroad station, 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. Together these two buildings represent the first phases to expanding the southern portion of NEC'S campus.

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 the following 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 United States 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 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 technology 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 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 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 across campus 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, Public Information, Student Financial Services, 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.

Don Melander Turf Field

One of the cornerstones of the College's athletic facilities is the \$1.5 million dollar Don Melander 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 team building, 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 mentoring department.



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 career & life planning department.

Davis House

Located across the street from Bridge Street House, Davis House serves as the Headquarters for the Office of the VPAA 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.

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 careers.

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

- Educational Communities
- Elementary Education K-8 (certification)
- Kinesiology
- Outdoor Leadership
- Physical Education K-12 (certification)
- Secondary Education (English, Social Studies, or Life Science) (certification)
- Special Education K-12 (certification)
- Theatre Education K-12 (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.

The majors emphasize both theoretical and applied approaches:

- Biology focuses primarily on theoretical aspects of organisms and their environment within the framework of evolution;
- Environmental Science applies this information to the "real world," the world of human and practical affairs;
- Psychology focuses on human development and interactions with the intent of using this knowledge to better one's community and world;
- Health Science provides critical background in the natural sciences and facilitates the application to many health care careers;

Undergraduate

- Biology
- Environmental Science
- Environmental Studies & Sustainability
- Health Science (with various pre-professional tracks)
- Psychology (General and Human Services concentrations)
- Sociology Minor
- Associate Degrees: Natural Science and Mathematics; 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.

Graduate and Professional Studies Programs

Graduate and Professional Studies Programs

Accounting

New England College's Master of Science in Accounting (MSA) is a 40-credit-hour program designed to help student's expand their breadth and depth of knowledge in taxation, financial reporting, cost accounting, auditing, legal concerns, mergers, and acquisitions. Students 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.

Faculty in the MSA degree come from a variety of professional and academic backgrounds, and pedagogical emphasis is placed on practical application of knowledge and developing strong professor to student rapport.

Who Should Enroll in the MSA Program?

This degree path is ideal for students wishing to sit for the CPA or enter careers in auditing and risk management, corporate accounting, management consulting, or banking, governmental, and not-for-profit accounting. NEC Master's of Science in Accounting is designed to accommodate busy working professionals seeking a "student-centered" touch to complement their education.

Program Sequence

- 7 Entry points per year
- 100% online or on campus (for general MSA degree only - no concentrations offered on-campus)

Career and Professional Development Opportunities

New England College's Master's of Science in Accounting degree provides professionals an opportunity to advance in their careers, whether they have prior professional accounting experience or not. For those who have an undergraduate degree in accounting, NEC's MS in Accounting will satisfy the requirements to sit for the CPA exam in most states.

Through three concentrations (Forensic Accounting, Banking, and Finance) Students can develop essential skill sets in taxation, financial reporting, cost accounting, auditing, legal concerns, mergers and acquisitions, non-profit management, and banking and financial services.

Learning Outcomes

(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.

Note: Students may choose any of the courses listed below, for an MSA with no Concentration (where students define the path that best suits their needs), or they choose a specific Concentration from the list described below.

Major

Accounting, Accounting Concentration, MS

Description and Learning Outcomes

Course can be taken on campus or online.

Core Requirements for MS in Accounting

AC 5230 - Intermediate Accounting I

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. To be taken first term in program. (4 Credits)

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. (4 Credits) Can take concurrently with AC5230.

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. (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

AC 6310 - 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. *Prerequisites: AC 5230* (4 Credits)

Concentration Requirements:

MG 5640 - Finance for Leaders



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. (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

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. (4 credits)

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. *Prerequisites: AC 5640* (4 Credits)

Accounting, Finance Concentration, MS

Core Requirements for MS in Accounting

AC 5230 - Intermediate Accounting I

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. To be taken first term in program. (4 Credits)

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. (4 Credits) Can take concurrently with AC5230.

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. (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

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. *Prerequisites: AC 5230 (4 Credits)*

AC 6310 - 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. *Prerequisites: AC 5230 (4 Credits)*

Concentration Requirements:

FI 6310 - Finance for Leaders

In this course students will explore the tools available to recognize capital management and its formation and relationship to the financial stability of the organization and decision making process. Emphasis is placed on developing a core set of skills in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation. (4 credits)

FI 6620 - Portfolio Management

Students will explore modern theories behind managing investment portfolios that maximize financial returns against risk tolerance. Students will learn how to independently analyze the strengths and weaknesses between different asset allocations, including debt and equity, domestic and international markets, conservative and aggressive approaches, and the impact that Macroeconomic effects such as inflation, interest rates, and Federal Reserve policy have on risk profiles. *Prerequisites: FI 6310 (4 Credits)*

FI 6350 - International Finance

This comprehensive class will review how corporations and investors engage in global financial markets. Students will cover principle concepts like market efficiency, arbitrage, and pricing models, and develop skills in navigating foreign exchange, derivatives, equity, and commodity markets. *Prerequisites: FI 6310 (4 Credits)*

FI 6210 - Investment Banking

In this survey course students will learn essential concepts in investment banking with a focus on excel based cash flow modeling and valuation for transactions in private equity, mergers and acquisitions, leveraged buyouts, and IPOs. In addition to modeling and valuation methodologies, students will review how monetary and fiscal policy impact the Investment Banking sector. *Prerequisites: FI 6310 (4 Credits)*

Accounting, Forensic Accounting Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Accounting

AC 5230 - Intermediate Accounting I

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. To be taken first term in program. (4 Credits)

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. (4 Credits) Can take concurrently with AC5230.

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. (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

AC 6310 - 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. *Prerequisites: AC 5230* (4 Credits)

Concentration Requirements:

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. (4 Credits)

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. (4 credits)

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. (4 credits)

AC 6640 - Fraud Risk Management and Interrogation

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. In addition, students will learn about common techniques used to question individuals involved in fraudulent tax activities. (4 Credits)

Accounting, MS

- Description and Learning Outcomes

Requirements for MS in Accounting:

AC 5230 - Intermediate Accounting I

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. To be taken first term in program. (4 Credits)

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. (4 Credits) Can take concurrently with AC5230.

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. (4 Credits)

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. *Prerequisites: AC 5230 (4 Credits)*

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. *Prerequisites: AC 5230 (4 Credits)*

AC 6310 - 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. *Prerequisites: AC 5230 (4 Credits)*

Optional Course

AC 6560 - CPA Review Class

For students in the MSA program NEC offers a 0 credit class to help students prepare for the Certified Public Accountant exam. Students will have the opportunity to review past exam questions and study potential solutions to these problems in depth. (0 Credits)

Accounting, Taxes Concentration, MS

Core Requirements for MS in Accounting

AC 5230 - Intermediate Accounting I

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. To be taken first term in program. (4 Credits)

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. (4 Credits) Can take concurrently with AC5230.

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. (4 Credits)

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. *Prerequisites: AC 5230* (4 Credits)

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. *Prerequisites: AC 5230 (4 Credits)*

AC 6310 - 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. *Prerequisites: AC 5230 (4 Credits)*

Concentration Requirements:

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. *Prerequisites: AC 5640 (4 Credits)*

AC 6550 - Federal Tax of Individuals

This course explores the theory and practice of personal federal income tax and compliance. Students will review topics such as taxable income recognition and characterization, capital gains, and disposition of property and personal exemptions. *Prerequisites: AC 5230 (4 Credits)*

AC 6555 - Federal Tax of Trusts and Estates

This course explores the theories and practices of the taxation of estates and trusts and how these obligations affect beneficiaries. Students will learn how to prepare Federal Form 1041 and the accompanying schedules. *Prerequisites: AC 5230 (4 Credits)*

AC 6559 - Tax Seminar

In this case-based course students will review the most recent changes and challenges to the federal tax code. *Prerequisites: AC 5230 (4 Credits)*

Accounting

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. (4 Credits)

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. (4 Credits)

AC 5230 - Intermediate Accounting I

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. To be taken first term in program. (4 Credits)

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. (4 Credits) Can take concurrently with AC5230.

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

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. (4 Credits)

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. *Prerequisites: AC 5230 (4 Credits)*

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. *Prerequisites: AC 5230 (4 Credits)*

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. (4 Credits)

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. *Prerequisites: AC 5230 (4 Credits)*

AC 6120 - Bankruptcy and Reorganization

Students in this class will review the Federal Bankruptcy Code and its impact on Chapter 11 reorganization. Focus will be placed on the rights of creditors in bankruptcy, the planning and methods used in Chapter 11 reorganization, and the relationship between federal and state law in instances of bankruptcy. Students will cover the practical implications of guiding a firm through the reorganization process, including asset sales, debtor-in-possession (DIP) financing, equity spin-offs, buyouts, ESOPs, restructuring of retiree health care/pension plans, and corporate layoff/downsizing programs. *Prerequisites: AC 5250 (4 Credits)*

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. (4 credits)

AC 6310 - 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. *Prerequisites: AC 5230 (4 Credits)*

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. *Prerequisites: AC 5640 (4 Credits)*

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. (4 credits)

AC 6550 - Federal Tax of Individuals

This course explores the theory and practice of personal federal income tax and compliance. Students will review topics such as taxable income recognition and characterization, capital gains, and disposition of property and personal exemptions. *Prerequisites: AC 5230 (4 Credits)*

AC 6555 - Federal Tax of Trusts and Estates

This course explores the theories and practices of the taxation of estates and trusts and how these



obligations affect beneficiaries. Students will learn how to prepare Federal Form 1041 and the accompanying schedules. *Prerequisites: AC 5230* (4 Credits)

AC 6559 - Tax Seminar

In this case-based course students will review the most recent changes and challenges to the federal tax code. *Prerequisites: AC 5230* (4 Credits)

AC 6560 - CPA Review Class

For students in the MSA program NEC offers a 0 credit class to help students prepare for the Certified Public Accountant exam. Students will have the opportunity to review past exam questions and study potential solutions to these problems in depth. (0 Credits)

AC 6640 - Fraud Risk Management and Interrogation

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. In addition, students will learn about common techniques used to question individuals involved in fraudulent tax activities. (4 Credits)

Business Administration

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. 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.



Our MBA carries forward NEC's legacy of creating well-rounded management professionals. With an emphasis on practical knowledge and skills, students will learn from faculty experts who are active business leaders. Our student-focused curriculum positions graduates to achieve positive career outcomes with a background in strategic thought and analysis, analytical decision-making, leadership theory and practice, and organizational dynamics in management. Students can choose a concentration in a specific field, or can select elective courses from a wide range of options.

The degree is designed to further students' knowledge of key leadership elements including problem solving, effective communication, motivation of employees, and negotiation. Through the MBA program, students further their career by developing advanced strategic leadership techniques, leadership tools and skills, and a deep understanding of organizational dynamics in management.

Learning Outcomes

MBA Program Outcomes:

- 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.
- Apply management skills and concepts to identify, analyze, and creatively solve complex organizational problems through financial, economic, and organizational constraints.
- Demonstrate proficiency in thinking and planning strategically within an organization and all associated stakeholders.
- Identify legal and ethical challenges faced by organizations, and develop the ability to confront and address the issues effectively, ethically, and in a socially responsible manner to successfully manage human and material resources.
- Understand and apply a broad range of interpersonal skills to effectively lead relationships to individuals, society, and other organizations within team and group projects to optimize performance.
- 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 this changing workforce.
- Apply necessary leadership skills required for managing change, organizational design and performance, through delegating, empowering and creating an environment that supports life-long learning.

Major

Business Administration, Banking Concentration, MBA

The MBA's concentration in Banking introduces students to a comprehensive overview of the world of lending, preparing students for careers in commercial and investment banking. Students will develop competencies in both technical financial skills and management acumen, and will learn how to navigate opportunities using data-driven decision-making.

Outcomes of the Concentration in Banking:

- Use risk management and quality system methodologies to assure compliance in federal securities laws.
- Accurately interpret and apply regulatory requirements.
- Create and implement systems to assure compliance.
- Identify key areas of financial risk.
- Create appropriate loan packages.
- Financial modeling expertise.
- Proficiency in valuations for a range of financial products.

Requirements:

FI 5330 - Regulatory Compliance

As regulatory and compliance issues continue to evolve over the last decade, it is imperative that managers and investors stay informed on federal securities laws and related regulations. In this class students will receive an overview of the theoretical basis and practical implications of these laws and regulations, with a focus on compliance, reporting, data protection, and how these laws impact financial markets both domestically and globally. (4 Credits)

FI 6270 - Loan Analysis and Risk Management

This class introduces students to the process of loan analysis. Students will learn how to review financial statements and interpret a firm's cash flow for the purpose of performing an accurate risk assessment and packaging an appropriate loan structure. In addition to understanding loan packaging, students will also learn how to interpret and control market, credit, operational, and regulatory risk. (4 credits)

Choose one of the following:

AC 6120 - Bankruptcy and Reorganization

Students in this class will review the Federal Bankruptcy Code and its impact on Chapter 11 reorganization. Focus will be placed on the rights of creditors in bankruptcy, the planning and methods used in Chapter 11 reorganization, and the relationship between federal and state law in instances of bankruptcy. Students will cover the practical implications of guiding a firm through the reorganization process, including asset sales, debtor-in-possession (DIP) financing, equity spin-offs, buyouts, ESOPs, restructuring of retiree health care/pension plans, and corporate layoff/downsizing programs. *Prerequisites: AC 5250 (4 Credits)*

FI 6210 - Investment Banking

In this survey course students will learn essential concepts in investment banking with a focus on excel based cash flow modeling and valuation for transactions in private equity, mergers and acquisitions, leveraged buyouts, and IPOs. In addition to modeling and valuation methodologies, students will review how monetary and fiscal policy impact the Investment Banking sector. *Prerequisites: FI 6310 (4 Credits)*

Business Administration, Computer Information Systems, MBA

With the Bureau of Labor Statistics estimates that technical management positions will grow by 15% over the 5 years, this a an opportune time to pursue an MBA with a concentration in CIS. Designed for managers who work in the tech industry, this concentration will provide students with strong analytical management skills coupled with an understanding of how to leverage information systems to achieve strategic business goals.

Outcomes of the concentration in Computer Information Systems:

- Apply management skills, teamwork, and leadership ability to align technical requirements with strategic goals
- Understanding of how to build data-systems that support decision-making
- Proficiency in using data management as a key organizational differentiator

*On Campus ONLY

Requirements:

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. Students will use MS Access and MS SQL Server and the SQL programming language. They will also work with Visio to create database diagrams. (4 Credits)

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number of technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites: CT2430* (4 Credits)

CT 7320 - Data Mining for the Intelligent Business

Business Intelligence depends on the quality of processes and structures for data storage, retrieval, and analysis. In this course, students will study the theory of operational database design and implementation, including concepts of normalization, database queries and database application development. The course will then extend to include the concepts of data mining from the perspective of the web environment, with a particular focus on the quality of data. Students will be encouraged to find the patterns in the data and to prepare reports and presentations describing the implications of their findings. (4 Credits)

Business Administration, Finance Concentration, MBA

The MBA's concentration in Finance provides students with a broad skillset in financial management and investment analysis, preparing students for careers as investment brokers and financial analysts in financial service industries such as banking, hedge funds, and corporate finance.

Outcomes of the Concentration in Banking:

- Understanding of modern portfolio theory and how to balance risk against return
- Acumen in navigating a variety of financial instruments
- Expertise in financial modeling
- Proficiency in Valuations
- Apply financial decision-making tools towards investment decisions

Requirements:

FI 6210 - Investment Banking

In this survey course students will learn essential concepts in investment banking with a focus on excel based cash flow modeling and valuation for transactions in private equity, mergers and acquisitions, leveraged buyouts, and IPOs. In addition to modeling and valuation methodologies, students will review how monetary and fiscal policy impact the Investment Banking sector. *Prerequisites: FI 6310 (4 Credits)*

FI 6350 - International Finance

This comprehensive class will review how corporations and investors engage in global financial markets. Students will cover principle concepts like market efficiency, arbitrage, and pricing models, and develop skills in navigating foreign exchange, derivatives, equity, and commodity markets. *Prerequisites: FI 6310 (4 Credits)*

FI 6620 - Portfolio Management

Students will explore modern theories behind managing investment portfolios that maximize financial returns against risk tolerance. Students will learn how to independently analyze the strengths and weaknesses between different asset allocations, including debt and equity, domestic and international markets, conservative and aggressive approaches, and the impact that Macroeconomic effects such as inflation, interest rates, and Federal Reserve policy have on risk profiles. *Prerequisites: FI 6310 (4 Credits)*

Business Administration, Health Informatics Concentration, MBA

The MBA's Concentration in Health Informatics is designed for individuals with varying levels of experience working in healthcare institutions. Most of these professionals come from a



technical, IT background, and are looking to successfully develop management skills in addition to their technical proficiency. There are also individuals with clinical backgrounds (nurses and pharmacists, among others) that have become involved in managing the health informatics area.

Outcomes of the Concentration in Health Informatics:

- Apply leadership, communication, and conflict resolution skills and concepts to identify, analyze and creatively solve complex organizational problems connected to the design and implementation of health informatics systems;
- Comprehend the challenges and opportunities of working effectively with other people across a wide array of departments, outside vendors, and individuals with diverse backgrounds who interact with health informatics systems;
- Understand the main principles and practices of healthcare data management and how information technology and systems can help interpret and use biomedical information across departmental units;
- Apply a broad range of interpersonal and project management skills to design processes and design and implement team and group projects to optimize performance.
- Develop expertise in all business aspects of health informatics: this includes departmental design and management, capital and operating budgeting, the art of the budget planning process, infrastructure design and strategic planning.

Required courses for the MBA

Core Courses

(28 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firm's overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

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. (4 credits)

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Health Informatics

HIM 5110 - Principles of Health Informatics

An overview of definitions, systems, and challenges in the field of health informatics and its place in the design and management of healthcare systems. Students will study key terminology and analyze the systems behind the use of Electronic Health Records. The course touches people and organizational aspects of health information systems as well as technology. (4 credits)

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. This course introduces concepts dealing with interoperability. 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.

Prerequisite: HIM 5110 (4 credits)

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. *Prerequisite: HIM 5110 (4 credits)*

Business Administration, Healthcare Management Concentration, MBA

The MBA's Healthcare Management Concentration provides students with the proven leadership skills needed to meet today's challenges in the healthcare industry. Oriented to the needs of both the emerging and experienced healthcare leader, the comprehensive curriculum offers both quantitative and qualitative courses.

Outcomes of the Concentration in Healthcare Management:

- Hone your critical thinking and problem solving skills
- Learn to manage projects within a healthcare setting
- Acquire understanding of the marketing and communications functions for a healthcare organization
- Expand your understanding of technology and health informatics

Required courses for the MBA

Core Courses

(28 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis,



responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firms overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

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. (4 credits)

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Healthcare Management

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. (4 credits)

HIM 5110 - Principles of Health Informatics



An overview of definitions, systems, and challenges in the field of health informatics and its place in the design and management of healthcare systems. Students will study key terminology and analyze the systems behind the use of Electronic Health Records. The course touches people and organizational aspects of health information systems as well as technology. (4 credits)

HCA 6130 - 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. (4 credits)

Business Administration, MBA

Learning Outcomes

Students wishing to pursue a concentration can select one of the sixteen concentrations outlined in MBA . Students wishing to pursue a general MBA degree without a concentration can select three classes of their choosing from throughout the curriculum.

Core Curriculum

28 Credits

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership



responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firms overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

FI 6310 - Finance for Leaders

In this course students will explore the tools available to recognize capital management and its formation and relationship to the financial stability of the organization and decision making



process. Emphasis is placed on developing a core set of skills in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation. (4 credits)

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. (4 credits)

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Business Administration, Project Management Concentration, MBA

The MBA's Concentration in Project Management is designed to build on your expertise and hone your skills in competency areas needed to become an effective decision maker and leader of projects. Many graduates of this leading program further their credentials by pursuing their PMI certification after completion of the program.

Outcomes of the Concentration in Project Management:

- Gain insight into the art and science of managing a project from start through completion.
- Learn about today's technical tools including GANTT and PERT.



- Understand the dynamics of facilitating strategic project management including costs, schedules, workflow, risk, and supply chain.
- Further your understanding of quality analysis an ISO 9000, 9001 and 9002.
- Develop advanced analysis and problem solving skills as they relate to the coordination, strategy, planning and implementation of projects in an organization.

Required courses for the MBA

Core Courses

(28 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firms overall strategy. Topics include: balance sheet analysis, capital budgeting, working



capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

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. (4 credits)

MG 6970 - Capstone Project

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Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Project Management

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. (4 credits)

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. (4 credits)

MG 6890 - 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. (4 credits)

Business Administration, Sports and Recreation Management Concentration, MBA

The MBA's Concentration in Sports and Recreation Management is designed for a student seeking a comprehensive understanding of the roles and responsibilities of intercollegiate



coaches. The program includes courses in which the theoretical and conceptual aspects of sport management and the psychological dimensions of coaching are explored. Research courses have been designed to provide students with the necessary skills to investigate problems of practice and increase evidence-based decision-making in the field.

Outcomes of the Concentration in Sports and Recreation Management:

- Understand the broad concepts of the sport and recreation management industry;
- Analyze the dynamics of collegiate coaching, with specific emphasis on psychological aspects of sport coaching;
- Achieve academic and practical foundations in coaching, with the ultimate goal of employment in college coaching ranks;
- Manage ethical issues and apply ethical decision-making models as they relate to sport;
- Possess and apply a working knowledge of legal issues specific to intercollegiate sport.

Required courses for the MBA

Core Courses

(28 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firm's overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

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. (4 credits)

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Sport and Recreation Management

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. (4 credits)

SM 6710 - Legal and Ethical Issues in Sports

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. (4 credits)

Business Administration, Strategic Leadership Concentration, MBA

The MBA's Concentration in Strategic Leadership is taught by practitioners in managing a wide array of organizations and teams. This degree addresses strategic challenges and opportunities directly in the student's world and as part of the global economy. It applies to both a corporate and entrepreneurial approach to solving problems and capitalizing on new business ventures.

Outcomes of the Concentration in Strategic Leadership:

- Explore common leadership behaviors and behaviors of teams and learn how to manage personalities and foster motivation and success.
- Refine effective communication, problem solving, critical thinking and analytical skills as they relate to leadership in a diverse global organization.
- Develop advanced knowledge in theory and practice of traditional and contemporary leadership theories, including the evolution of leadership and the development of new leaders.
- Delve into the economics of leadership and how economics plays into strategic planning, decision making and motivation.
- Learn how best to lead organizations and multicultural teams in today's global economy.
- Develop advanced understanding of project management and professional ethics and how they related to positions of leadership.
- Through case studies, industry research and joint ventures, increase awareness and knowledge in strategic planning.

Can be taken on campus or online.

Required courses for the MBA

Core Courses

(28 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firms overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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MG 6970 - Capstone Project

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Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Strategic Leadership

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. (4 credits)

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. (4 credits)

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. (4 credits)

Business Administration, Strategic Sales Management Concentration, MBA

The MBA's Strategic Sales Management Concentration is designed for students seeking a career in professional sales and sales management. Under this degree path students will be prepared to design and oversee successful sales strategies while maintaining strong customer relationships in a variety of settings. This degree path is designed for students seeking careers in either product, service, or brand management.

Outcomes of the Strategic Sales Management Concentration:

- Demonstrate an understanding of the sales process as it relates to the way customers make buying decisions, especially in business-to-business transactions.
- Explain the knowledge, skills and abilities (KSAs) that are most commonly sought after when hiring salespeople and be able to classify these KSAs as stable (i.e., best accounted for at hiring) or malleable (i.e., capable of being developed over time).
- Apply an adaptive leadership approach that emphasizes personalized, one-to-one employee development.
- Demonstrate an understanding of the key technologies used in today's sales organizations to manage both salesperson activities and customer outcomes.
- Explain how the key concepts of sales force operations management fit together to impact overall firm performance.
- Apply the key concepts of sales force operations management to analyze and improve sales force operations in his or her current organization.

Required courses for the MBA

Core Courses

(28 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5310 - Strategic Marketing

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MG 6410 - Professional and Organizational Ethics

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environments and the organization's position on contemporary moral issues will be explored. (4 credits)

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. (4 credits)

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Strategic Sales Management

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. (4 credits)

MG 5360 - Strategic Sales Management

This course provides students with the tools to develop, implement, and analyze a strategic sales plan. Students will learn how to recognize the strengths and weaknesses of forecasting techniques as well as how to hire and incent a sales force to achieve sales goals. Emphasis will be placed on identification of potential customers and the strategic allocation of resources to effectively reach those customers. Students will review Customer Relationship Management (CRM) Software as well as successful tools for sales negotiations. Eligible students can use the knowledge gained in this course to sit for the Certified Sales Executive exam. (4 credits)

MG 6230 - Technology and the Art of the Sale

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to provide the marginal value necessary to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. Students will learn how to successfully leverage technology to their advantage and negotiate a sale in this constantly shifting environment. Emphasis will be placed on a range of likely sales venues, ranging from social media to a conference. (4 credits)

Business Administration, Sustainable Enterprise Concentration, MBA

This multi-disciplinary MBA provides students with the analytical skills to be successful managers with a broad perspective in public service. Students pursuing a concentration in Sustainable Enterprise will learn how to navigate the tension between financial health, environmental sustainability, and social equity, as well as learn how market forces can be harnessed to achieve social and environmental objectives, areas traditionally relegated to the realm of philanthropy. This diverse concentration is applicable for managers of both non-profits and for-profits, in a range of sectors including public policy, international development, social work, city and regional planning, and business.

Outcomes of the concentration in Sustainable Enterprise

- Strong foundation in business and management fundamentals
- Proficiency navigating tensions between commercial, social, and environmental sustainability

- Understand the definitions of sustainability and where each perspective brings value and cost
- Comprehend the broader landscape of sustainability, in an economic, environmental, and social context
- Competency in current metrics for evaluating efficacy of sustainable enterprises
- Understanding of industry trends and the future of sustainability
- Familiarity with the moral and legal framework for sustainable enterprises

Requirements:

MG 5235 - Sustainable Enterprise and Innovation

Students will look at newly emerging and innovative business models that seek to balance complex environmental and social needs with financial viability: in other words the "triple bottom line" of financial strength, environmental sustainability, and social equity. Using a series of case studies and class projects a new framework for "doing business as usual" will be developed, leaving students with an understanding of what tools work best, how these tools can be modified, and where new tools are needed. This course also involves elements of self-reflection intended to build stronger moral leaders, who can lead through "times of uncertainty with no clear answers." Using leadership modules, critical reading, reflection exercises students can expect to have their understanding of business challenged, the world challenged and critical tools and frameworks will be introduced to help navigate these challenges. (4 Credits)

Select two courses from the following:

MG 6640 - 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. (4 credits)

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

Business Administration

Please note: specific courses offered in any academic year are subject to changes depending on enrollment and academic needs.

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. *Prerequisites: MT 1010 or adequate score on MPT.* (4 Credits)

BU 2210 - Financial Accounting

This course introduces the generally accepted principles that govern an entity's financial accounting system and the income statement and balance sheet that are the principal end products of the system. Students learn how accounting information is used to evaluate the performance and financial status of an organization, both by managers within the organization and by shareholders, lenders, and other outside parties. (4 Credits)

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. (4 Credits)

Digital Social Media

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. (4 Credits)

DSM 5310 - Social Media, Crowdsourcing, and Brand Development

This course examines the emergence of search engines, social media and "collective intelligence" technologies such as crowdsourcing, which have drastically changed the business landscape in many industries. Some traditional business models are now outdated, others have been deeply transformed, and many new models are emerging based on the unprecedented access to vast amounts of information enjoyed by the participants in today's markets. 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. (4 Credits)

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. (4 Credits)

Finance

FI 5330 - Regulatory Compliance

As regulatory and compliance issues continue to evolve over the last decade, it is imperative that managers and investors stay informed on federal securities laws and related regulations. In this class students will receive an overview of the theoretical basis and practical implications of these laws and regulations, with a focus on compliance, reporting, data protection, and how these laws impact financial markets both domestically and globally. (4 Credits)

FI 6210 - Investment Banking

In this survey course students will learn essential concepts in investment banking with a focus on excel based cash flow modeling and valuation for transactions in private equity, mergers and acquisitions, leveraged buyouts, and IPOs. In addition to modeling and valuation methodologies, students will review how monetary and fiscal policy impact the Investment Banking sector. *Prerequisites:* FI 6310 (4 Credits)

FI 6270 - Loan Analysis and Risk Management

This class introduces students to the process of loan analysis. Students will learn how to review financial statements and interpret a firm's cash flow for the purpose of performing an accurate risk assessment and packaging an appropriate loan structure. In addition to understanding loan packaging, students will also learn how to interpret and control market, credit, operational, and regulatory risk. (4 credits)

FI 6310 - Finance for Leaders

In this course students will explore the tools available to recognize capital management and its formation and relationship to the financial stability of the organization and decision making



process. Emphasis is placed on developing a core set of skills in financial modeling, debt and equity issues, valuation, mergers and acquisitions, financial planning, risk management, financial reporting and analysis, and taxation. (4 credits)

FI 6350 - International Finance

This comprehensive class will review how corporations and investors engage in global financial markets. Students will cover principle concepts like market efficiency, arbitrage, and pricing models, and develop skills in navigating foreign exchange, derivatives, equity, and commodity markets. *Prerequisites: FI 6310 (4 Credits)*

FI 6620 - Portfolio Management

Students will explore modern theories behind managing investment portfolios that maximize financial returns against risk tolerance. Students will learn how to independently analyze the strengths and weaknesses between different asset allocations, including debt and equity, domestic and international markets, conservative and aggressive approaches, and the impact that Macroeconomic effects such as inflation, interest rates, and Federal Reserve policy have on risk profiles. *Prerequisites: FI 6310 (4 Credits)*

Engineering Project Management

New England College's Master of Science in Engineering Project Management program provides engineering professionals with the proven leadership and technical skills needed for today's rapidly changing global environment. The curriculum is designed so that engineers can leverage the technical skills learned in school and on the job with a program designed to turn out leaders who can manage project based upon their understanding of organizational dynamics, the process of managing people, strategic management, and financial and accounting skills.

Because of the program's focus, this 40-credit Masters can be completed in a year for those taking it full 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.

Program Objectives:



This program is designed for the engineering student or practicing engineer to successfully transition into the management of engineering projects and the management of organizations. Our goal is to provide the knowledge and skills to become a successful manager who is at ease dealing with complex technical information and organizational issues. NEC's Program will enable students to:

- Effectively communicate to a variety of stakeholders through a variety of forms of communications ranging from professional presentations to team meetings, from letters to complex documents.
- Apply management skills and concepts to identify, analyze, and creatively solve project-based and organizational problems.
- Apply leadership skills to lead interdisciplinary teams in a variety of situations,
- Utilize a broad "toolkit" of technical, statistical, financial, risk-assessment, legal, organization, and ethical tools to solve management problems.
- Be able to use financial and accounting information in the support of tactical and strategic decisions.
- Understand the managerial skills needed to manage complex projects to successful conclusions.

Major

Engineering Project Management, MS

Program Objectives

Prerequisites:

Engineering Degree in one of the many recognized engineering fields, e.g. chemical, civil, electrical, environmental, or mechanical engineering. Students who do not have a formal engineering degree but have relevant academic and professional work experience, may apply to the program and should submit summary of work history for review. The admissions team in consultation with faculty will review the academic transcript and work history to determine if the prerequisites for this program are met.

Core Courses

(32 Required credits; unless otherwise noted, all courses are four credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 5640 - Finance for Leaders

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. (4 Credits)

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. (4 credits)

MG 6340 - Applied Business Statistics I

This course presents fundamentals of probability and provides an overview of the statistical tools and methodologies in the context of business strategy and project management. Topics include probabilistic decision making, hypothesis testing, statistical quality control, and regression analysis. This is a case-based course which allows students to apply their knowledge to specific problems. *Requires statistical software package (4 Credits)

EPM 5670 - Risk and Decisions Making

Decisions are rarely made under conditions of certainty. Managers routinely make decisions with imperfect knowledge and where a degree of risk exists. Through cases and projects students will confront making decisions involving risk. While this course is primarily designed to provide students with the quantitative tools necessary to make and articulate these decisions, understanding qualitative frameworks in which decisions are made will also be examined.

Prerequisites: MG 6340 (4 Credits)

EPM 6970 - Capstone Project

The capstone experience requires students to integrate principles, theories, and methods learned in the course 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 in a professional level. (4 Credits)

Choose one of the following:

CT 5110 - Organizational Leadership in Technology

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 in a technological environment. Through a variety of readings, cases, and exercises, students will examine numerous effective leadership models. Topics include the evolution of leadership; the special qualities of leadership appropriate to information technology, 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; the application of leadership skills required for successful IT project management, and current popular approaches to leadership theory. (4 Credits)

MG 5120 - 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 or leaders,



colleagues, and subordinates. Through a variety of readings, cases, and exercises, students will examine numerous effective leadership models. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

Choose one of the following:

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. (4 credits)

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number of technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites: CT2430* (4 Credits)

Choose Eight Credits from the Following Courses:

EPM 5901 - Internship in Engineering Project Management 1

Students apply knowledge and theories gained in class to real world business situations. Students work with co-operating employers on a part-time basis to achieve specific predetermined academic objectives. This internship is designed for the student to work in an office setting rather than in a remote project environment. (Variable Credits 1-4) Maybe repeated for credit. Contract Required.

EPM 6770 - Quality Management and Six Sigma

This course is designed to introduce quality management from the vantage point of Six Sigma. Students will learn about the philosophy underpinning Six Sigma, quantitative and qualitative tools utilized, Six Sigma methodology, and context specific metrics used to measure quality.

Prerequisites: MG 6340 (4 Credits)

EPM 6990 - Topics in Engineering Project Management

This course is an in depth examination of specific topic relating to project and engineering management. The particular focus is based on the interests of the students and faculty as well as trends in field. (Variable Credit 2 - 4) May be repeated for credit.

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. (4 credits)

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. (4 credits)

Engineering Project Management

EPM 5670 - Risk and Decisions Making

Decisions are rarely made under conditions of certainty. Managers routinely make decisions with imperfect knowledge and where a degree of risk exists. Through cases and projects students will confront making decisions involving risk. While this course is primarily designed to provide students with the quantitative tools necessary to make and articulate these decisions, understanding qualitative frameworks in which decisions are made will also be examined.

Prerequisites: MG 6340 (4 Credits)

EPM 5901 - Internship in Engineering Project Management 1

Students apply knowledge and theories gained in class to real world business situations. Students work with co-operating employers on a part-time basis to achieve specific predetermined academic objectives. This internship is designed for the student to work in an office setting rather than in a remote project environment. (Variable Credits 1-4) Maybe repeated for credit. Contract Required.

EPM 6770 - Quality Management and Six Sigma

This course is designed to introduce quality management from the vantage point of Six Sigma. Students will learn about the philosophy underpinning Six Sigma, quantitative and qualitative tools utilized, Six Sigma methodology, and context specific metrics used to measure quality.

Prerequisites: MG 6340 (4 Credits)

EPM 6970 - Capstone Project

The capstone experience requires students to integrate principles, theories, and methods learned in the course 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 in a professional level. (4 Credits)

EPM 6990 - Topics in Engineering Project Management

This course is an in depth examination of specific topic relating to project and engineering management. The particular focus is based on the interests of the students and faculty as well as trends in field. (Variable Credit 2 - 4) May be repeated for credit.

Management

New England College's Master of Science in Management offers academics and working professionals the skills required to effectively manage human capital within a variety of organizations. Our student-centered approach fosters a collaborative and supportive learning environment that will further students' theoretical and practical knowledge in managing an organizations most valuable asset: people. Students will develop strong foundations in communication, strategic thinking, and organizational leadership, skills that can help further a career or launch a career in a new direction.

This 36-credit MSM can be completed in two years, part-time. The course delivery and structure are specifically designed for flexibility, allowing students the most efficient use of time and the ability to optimize the learning experience. Students pursuing their MSM will take 16 core credits coupled with 20 credits of concentration classes. Students have the option to select from a diverse range of defined concentrations, including Healthcare Administration, Non-Profit Leadership, Real Estate Management, and Sustainability (for a full listing of courses please see below). In addition, students can opt to custom build a course of study and select 20 credits from across the concentration offerings.

Who Should Enroll in the MSM Program?

- Current managers with any level of experience
- Individuals wishing to move into a management role
- Anyone seeking tactical management and organizational skills
- Anyone looking to add theoretical and leadership components to their current skill set
- Working professionals who wish to blend management principles with concentration-specific topics

Program Sequence

- Seven entry points per year
- 100% online



Career and Professional Development Opportunities

The Master of Science in Management degree provides professionals an opportunity to increase their potential for advancement to management and supervisory positions among other leadership roles within an organization. The link between theory and practical experience obtained from an MSM degree is very attractive to potential employers. In general, earning an MSM can help increase earning potential. It can also be helpful to entrepreneurs who wish to manage a business. Job titles can include management opportunities in many sectors: Human Resources, Administrative Services, Advertising, Public Relations, General Operations, Organizational Development, Security, Health Care, Public Administration, Real Estate Management, Sustainability, Sales Management, Training and Development, etc.

For those who wish to take on supervisory roles, or who already serve in these roles and want to progress to leadership positions, the MSM degree can provide helpful skills such as how to predict and manage organizational conflicts, continuously improve a team's effectiveness, and how to lead ethical decision-making processes.

According to CareerBliss, a master's degree pays off for those who are aiming for the job title of general manager. General managers with only a four-year degree earn, on average, \$79,818.09. Those with a master's do 17.92 percent better, earning \$97,246.27.

Upon successful completion of the program, students should be able to:

- Carry out applied research in management and business fields, based on theoretical and methodological soundness
- Apply tools and techniques in budgeting, accounting and finance, and enhance decision-making abilities with an understanding of financial implications of business and managerial decisions
- Manage organizational conflicts to achieve productive resolution
- Continuously improve a team's effectiveness
- Lead ethical decision-making processes
- Apply knowledge, skills, and tools to specialized fields chosen by the students who choose concentrations

Major

Management, Healthcare Administration Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Management

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 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. (2 credits)

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. (4 credits)

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. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Healthcare Administration Concentration

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. (4 credits)

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. (4 credits)

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. (4 credits)

HCA 6130 - 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. (4 credits)

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. (4 credits)

Management, Marketing Management Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Management

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 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. (2 credits)

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. (4 credits)

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. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Marketing Management Concentration

DSM 5310 - Social Media, Crowdsourcing, and Brand Development

This course examines the emergence of search engines, social media and "collective intelligence" technologies such as crowdsourcing, which have drastically changed the business landscape in

many industries. Some traditional business models are now outdated, others have been deeply transformed, and many new models are emerging based on the unprecedented access to vast amounts of information enjoyed by the participants in today's markets. 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. (4 Credits)

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. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firms overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

MG 6811 - 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. (4 credits)

Management, Nonprofit Leadership Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Management

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 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. (2 credits)

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. (4 credits)

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. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Nonprofit Leadership Concentration

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. (4 credits)

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. (4 credits)

MG 6520 - 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. (4 credits)

MG 6640 - 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. (4 credits)

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. (4 credits)

Note:

**Not required in the fully online program.*

Management, Real Estate Management Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Management

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 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. (2 credits)

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. (4 credits)

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. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Real Estate Management Concentration

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. (4 credits)

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. (4 credits)

AC 5250 - Managerial Accounting

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 managerial accounting and will cover cost accounting systems, budgeting, budget variant analysis, responsibility accounting and decision-making, and their relationship to leadership and the strategic decision making process. (4 Credits)

MG 6315 - Real Estate Finance

This course provides focus on investment and financing issues in real estate. Project evaluation, financing strategies, investment decision making and real estate capital markets are examined. The impact of the financing decisions on real estate investment risks and return, and various real estate financing techniques will also be covered. Specific topics include: legal considerations in real estate finance, present value concepts, fixed rate mortgage loans, adjustable rate and variable payment mortgages, underwriting and financing residential properties, income-producing properties and valuation fundamentals, leases, projecting cash flows, investment value, investment and risk analysis, financial leverage and financing alternatives. (4 Credits)

MG 6060 - Real Estate Market and Feasibility Analysis

This course introduces students to the real estate analysis and valuation. Specific topics will include property asset and space markets, real estate development, and market analysis methods techniques to evaluate project feasibility. Students explore what drives the demand for development and potential political, legal and regulatory challenges. (4 Credits)

Management, Strategic Leadership Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Management

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 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. (2 credits)

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. (4 credits)

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. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Strategic Leadership Concentration

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firm's overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

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. (4 credits)

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. (4 credits)

Note:

*Not required in the fully online program.

Management, Sustainability Concentration, MS

- Description and Learning Outcomes

Core Requirements for MS in Management

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 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. (2 credits)

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. (4 credits)

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. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of



completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Sustainability Concentration

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. (4 credits)

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

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. (4 Credits)

Environmental Studies and Sustainability

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. (4 credits)

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Management

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 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. (4 credits)

MG 5120 - 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. Students will examine organizational communication including formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. Topics include the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and preparing and implementing negotiation processes. (4 credits)

MG 5220 - Customer Relationship Management

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. (4 credits)

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. (4 credits)

MG 5235 - Sustainable Enterprise and Innovation

Students will look at newly emerging and innovative business models that seek to balance complex environmental and social needs with financial viability: in other words the "triple bottom line" of financial strength, environmental sustainability, and social equity. Using a series of case studies and class projects a new framework for "doing business as usual" will be developed, leaving students with an understanding of what tools work best, how these tools can be modified, and where new tools are needed. This course also involves elements of self-reflection intended to build stronger moral leaders, who can lead through "times of uncertainty with no clear answers." Using leadership modules, critical reading, reflection exercises students can expect to have their understanding of business challenged, the world challenged and critical tools and frameworks will be introduced to help navigate these challenges. (4 Credits)



MG 5260 - Managing Growth

This course is devoted to the planning for and management of growth. Through cases and projects students will learn about creating the right culture for growth as well as managing the systems that need to exist as a firm grows from a small to medium businesses. This course will examine functional areas of business within the context of the transition from a startup to a successful rapidly growing concern. (4 credits)

MG 5310 - Strategic Marketing

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 and the impact of marketing on the firms overall strategy. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk. (4 credits)

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. (4 credits)

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. (4 credits)

MG 5360 - Strategic Sales Management

This course provides students with the tools to develop, implement, and analyze a strategic sales plan. Students will learn how to recognize the strengths and weaknesses of forecasting techniques as well as how to hire and incent a sales force to achieve sales goals. Emphasis will be placed on identification of potential customers and the strategic allocation of resources to effectively reach those customers. Students will review Customer Relationship Management (CRM) Software as well as successful tools for sales negotiations. Eligible students can use the knowledge gained in this course to sit for the Certified Sales Executive exam. (4 credits)

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. (4 credits)

MG 5500 - Data Mining for Business Analytics

This course introduces students to key methods used to extract information from large datasets and apply that data to business problems. Students will learn how to identify quality data using key concepts like classification, data reduction, and model comparison, and interpret that data using tools like decision trees and logistic regressions. In addition, data preparation and visualization techniques are addressed to provide students with skills in visual representation methods. (4 credits)



MG 5610 - Economics for Leaders

This course will develop students' capacity to analyze the economic environment and to employ economic analyses when making key management decisions. Students will review how economics impacts the way 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. (4 credits)

MG 5615 - Global Economy

This course provides students with the knowledge and analytical tools necessary to understand international trading relationships and their effects. These issues will be studied using the analytical tools and concepts of international economics. Case studies will be used to implement these concepts in practice. (4 credits)

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. (4 credits)

MG 5640 - Finance for Leaders

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. (4 Credits)



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. (4 credits)

MG 5730 - Talent Acquisition and Talent Management

From strategic planning to acquiring talent to performance management and succession planning, this course will teach the elements of talent management within a framework that uses concrete examples, real language, and an eye towards current application. (4 credits)

MG 5830 - Designing Innovation and Developing the Venture

Innovation does not happen by chance; this course will examine strategies used to develop, encourage, and assess innovation. The course examines the process of screening ideas and then taking an idea from concept to start up. By the end of the course, students should understand the process involved in transforming a concept into a viable concern. (4 credits)

MG 5836 - Information Systems in HR Management

Students will gain exposure to current HR management information systems used across a variety of sectors. Emphasis will be placed on how these systems can facilitate more effective team communication, build more robust platforms for analyzing HR approaches, and support the overall strategy direction of a firm. (4 credits)

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. (4 credits)

MG 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 concepts and tools in a healthcare environment. (4 credits)

MG 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. (2 credits)

MG 6060 - Real Estate Market and Feasibility Analysis

This course introduces students to the real estate analysis and valuation. Specific topics will include property asset and space markets, real estate development, and market analysis methods



techniques to evaluate project feasibility. Students explore what drives the demand for development and potential political, legal and regulatory challenges. (4 Credits)

MG 6090 - Compensation and Benefits

The purpose of this course is to help students develop their skills and knowledge in compensation and benefits. Topics covered in the course include benefits, Affordable Health Care Act, overview of philosophies of compensation, total compensation, global and domestic compensation issues, job analysis, compensation analysis, market surveys, and survey data analysis. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

MG 6230 - Technology and the Art of the Sale

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to provide the marginal value necessary to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. Students will learn how to successfully leverage technology to their advantage and negotiate a sale in this constantly shifting environment. Emphasis will be placed on a range of likely sales venues, ranging from social media to a conference. (4 credits)

MG 6315 - Real Estate Finance

This course provides focus on investment and financing issues in real estate. Project evaluation, financing strategies, investment decision making and real estate capital markets are examined. The impact of the financing decisions on real estate investment risks and return, and various real estate financing techniques will also be covered. Specific topics include: legal considerations in real estate finance, present value concepts, fixed rate mortgage loans, adjustable rate and variable payment mortgages, underwriting and financing residential properties, income-producing properties and valuation fundamentals, leases, projecting cash flows, investment value, investment and risk analysis, financial leverage and financing alternatives. (4 Credits)

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. (4 credits)

MG 6340 - Applied Business Statistics I

This course presents fundamentals of probability and provides an overview of the statistical tools and methodologies in the context of business strategy and project management. Topics include probabilistic decision making, hypothesis testing, statistical quality control, and regression analysis. This is a case-based course which allows students to apply their knowledge to specific problems. *Requires statistical software package (4 Credits)

MG 6350 (FI6350) - International Finance

This course examines the effect of political and economic factors on the financial decision-making of the firm, looking at spectrum of risks arising from a firm's international operations. Students become familiar with how the international financial system works. (4 credits)

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. (4 credits)

MG 6420 Healthcare Informatics - Issues in Ethics for Healthcare

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. (4 credits)

MG 6500 - Data Visualization

Visualizations are graphical depictions of data that can improve comprehension, communication, and decision making. In this course, students will learn visual representation methods and techniques that increase the understanding of complex data and models. Emphasis will be placed on the identification of patterns. (4 credits)

MG 6520 - 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. (4 credits)

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. (4 credits)

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. (4 credits)

MG 6640 - 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. (4 credits)

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. (4 credits)

MG 6740 - Financing the Venture

This course is designed to explore the range of financing options available to the entrepreneur. Through case studies and projects, students will explore traditional (e.g. SBA loans, venture capital, export financing) and emerging ways (e.g. crowd funding) to secure the funds necessary to finance the startup and growing concern. Students will examine the impact of the various financing options on the operations of the firm. (4 credits)

MG 6811 - 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. (4 credits)

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. (4 credits)

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. (4 credits)

MG 6890 - 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. (4 credits)

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. (4 credits)

MG 6940 - Applied Business Statistics II

Picking up where Applied Business Statistics ends, this course will further explore statistical tools like conjoint analysis and multi-dimensional scaling that are used for strategic decision-making. Using "real-world" problems, students will develop frameworks for cause-and-effect logic that supports predictive analysis for developing suitable hypotheses. Emphasis is placed not just on gathering data but also on the interpretation of data and the limitations of each tool. *Prerequisites: MG 6340* (4 Credits)



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. (4 credits)

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

MG 6975 - Strategic Capstone

The Capstone project provides an integrative experience in developing an actual program or solution to an organization problem. Students assume responsibility for all components of completing the paper, from selecting the topic, researching the literature, preparing a research design and writing solutions while working closely with their instructor and a peer partner to complete the paper. The capstone experience requires students to integrate principles, theories, and methods learned in prior courses required throughout 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. (2 credits) Note: For MBA program MG 6040 and MG 6975 are combined into one 4- credit class.

Sport and Recreation Management

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. (4 credits)

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. (4 credits)

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. (4 credits)

SM 6710 - Legal and Ethical Issues in Sports

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. (4 credits)

Computer Information Systems

Program Overview:



The Master of Science in Computer Information Systems is designed for students seeking to combine the development of technical competence in information systems with gaining knowledge and furthering skills in managerial and organizational areas. Graduates of this program will be able to work in a variety of fields to maximize state of the art information system tools and techniques to promote organizational success.

Program Learning Outcomes:

Students who complete New England College's Master of Science in Computer Information Systems will be able to:

- Apply communication, teamwork, and leadership skills to translate technical information that will help align computer information systems and tools with organizational goals.
- Analyze technical aspects of IT projects and apply project management strategies to meet business needs and organizational goals.
- Apply IT methods and tools to the development of applications and administration of computing systems, as well as to the adoption of new technologies in the organization.
- Identify information tools and technologies that have strategic value for the organization, and manage the implementation of those technologies.

Curriculum:

Core Courses (5 classes, 20 credits)

MG 5120 Organizational Leadership and Change

CT 5610 Database Design

CT 5750 Web Applications and Web Design Development

CT 6111 Computer Security

CT 6670 Network Communications

Optional Courses (Pick four from list, 16 credits)

CT 5230 Cloud Computing Concepts

CT 5510 Java - Introduction to Object Oriented Programming

CT 6050 Mobile Web Development

MG 6110 Project Management



CT 6270 Mobile App Development

CT 6560 Web Programming with PHP/MySQL

CT 6610 Business Intelligence

CT 6740 Java - Advanced Topics

CT 6890 Quality Assurance and Testing

CT 7320 Data Mining for the Intelligent Business

CT 7610 Database Management

Dual Degree Option:

Degree candidates in the MS in Computer Information Systems may apply 12 credits from this degree toward a second degree in the MBA program with a CIS concentration, thereby reducing coursework towards the MBA by three courses. Students must be accepted in both programs, but application materials will be forwarded from the first program to the second and thus the student does not need to resubmit them. Interested students should contact the MS-CIS Program Director or the Associate Dean of the Management Division.

Internship Track and Curricular Practical Training (CPT/Internships):

The Internship Track allows for the student to overlay the academic and theoretical study of Computer Information Systems with practical experience in the field. Students have the means to apply academic concepts to solve real world business problems. The Internship is designed for students to better understand the work expectations and individual organizational culture. Students who take this Track will have greater insight into a wide variety of operational issues that influence IT managers. Students and their Internship organization must be approved by the MS-CIS Program Director prior to the start of the internship, and take an Internship course or courses. Internship courses have variable credit and are CT 5905 through CT5908. Internship credits are earned in addition to the 36 credits required for the MS-CIS Program.

Students with F-1 visa status who wish to take part in the Internship Track should work closely with their International Student Advisors regarding the use of Curricular Practical Training (CPT). CPT authorization can only be issued after an internship agreement is completed, and this authorization is an important step to be sure that all off-campus employment is authorized and well-documented. Please contact your International Student Advisor with any questions.

Computer Information Systems, M.S.

Program Overview & Learning Outcomes

Core Courses

(5 classes, 20 credits)

CT 5110 - Organizational Leadership in Technology

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 in a technological environment. Through a variety of readings, cases, and exercises, students will examine numerous effective leadership models. Topics include the evolution of leadership; the special qualities of leadership appropriate to information technology, 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; the application of leadership skills required for successful IT project management, and current popular approaches to leadership theory. (4 Credits)

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. Students will use MS Access and MS SQL Server and the SQL programming language. They will also work with Visio to create database diagrams. (4 Credits)

CT 5750 - Web Applications and Web Design Development

This course provides an introduction to web-based applications development. Topics include the



creation of web sites using web development software and the architectural elements of programming web sites that produce dynamic content. Students will gain familiarity with a variety of programming languages and tools, and will learn methods and tools that are used in the process of developing web-based applications. (4 Credits)

CT 6111 - Computer Security

Cybersecurity is a growing field that deals with threats to hardware and software in both public and private environments. This course is designed to prepare the software professional for a wide range of security challenges, including reviews of: cryptography, web security, network attacks, malware, operating systems, cloud processing and physical security. A wide range of security tools and procedures will be considered. (4 Credits)

CT 6670 - Network Communications

In this course you will study data communication networks focusing on the layered network structure and basic protocol functions. The course covers issues such as addressing, multiplexing, routing, forwarding, flow control, error control, congestion response, and reliability. It includes wired, wireless, and mobile networks. Multimedia, security, and network management topics will be introduced. Brief coverage is provided of the history of the Internet and the development of communication standards. (4 Credits)

Optional Courses

(Pick four from list, 16 credits)

CT 5230 - Cloud Computing Concepts

This course provides the basic skills required to analyze, design, and implement cloud-based solutions in a multitude of organizational structures. It focuses on the integration of scalable, reliable platforms, utilizing such fundamental concepts as: private vs. public clouds, migration, virtualization, debugging, development and performance metrics, and disaster recovery. Additional tools and topics, such as the use of Amazon Web Servers, are also explored. (4 Credits)

CT 5510 - Java I - Introduction to Object Oriented Programming

Object Oriented programming is an essential skill for those students wishing to work with application development and maintenance. This class is an introduction to Java, among the most popular object based languages in use today. It presents the fundamental design principles of modularity and abstraction as applied to current programming practices in computer science. Students will work with object oriented components and characteristics as they write, debug, execute and test Java applets and applications. Topics to include: data types, classes, inheritance, arrays, overloading and exception processing. A variety of Java development environments will be considered. (4 Credits)

CT 6050 - Mobile Web Development

A broad introduction into the development of mobile web sites and applications. This investigation provides the basic programming skills required to design and implement quality websites on a variety of mobile platforms. Students will learn to distinguish between mobile websites and mobile web applications and to create mobile websites using tools such as HTML5 and JQuery Mobile. The class will also explore the basics of creating multi-platform web hybrid applications using Apache Cordova (PhoneGap). (4 Credits)

CT 6110 - IT Project Management

This course will examine various techniques used to manage complex projects in the context of overall organizational goals and strategy. The course will examine the roles of team members as well as the impact of team building, planning, scope management, time management, and budgetary constraints. A number of technical tools, e.g. GANTT and PERT charting will be examined. *Prerequisites: CT2430* (4 Credits)

CT 6270 - Mobile App Development

This is a study of Mobile app creation, specifically the creation of apps for Google's Android, the world's most popular mobile operating system. Building on a basic background in Java, students will work with Android Studio, Eclipse and with the Android Development Environment to create effective and useful Android applications. These applications will utilize various screen configurations and sizes and will incorporate techniques in classes, intents and permissions, and the design of various user interfaces. (4 Credits)

CT 6560 - Web Programming with PHP/MySQL

Server-Side Web Programming introduces the student to the core concepts of creating dynamic web pages using the PHP programming language and the MySQL database server. Students will learn to create and maintain their own databases and to execute the SQL required to access those structures using PHP. Students will acquire the skills and templates required to construct web-based, content management oriented platforms. (4 Credits)

CT 6610 - IT Intelligence and Business Strategy

This course will examine how IT can support and improve the process of strategic planning and designing business strategies. 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, as well as the use of technology in helping managers address these challenges. The course will also focus on using information technology to craft successful business strategies. (4 Credits)

CT 6740 - Java II - Advanced Topics

A continuation of Java - An intro to Object Oriented Programming. This course builds on the beginners Java course, and goes deeper into programming topics that help the student to understand more advanced Java concepts topics. Topics covered in the class include: simple and multi-dimensional arrays, recursion, inheritance, and polymorphism. (4 Credits)

CT 6890 - Quality Assurance and Testing

Provides students with a working knowledge of the state of research and practice on software product and process evaluation and improvement. Stresses use of quantitative and experimental methods and change control as they are applied to evaluating software engineering. Pre-release software packages from commercial software vendors will be used as examples. (4 Credits)

CT 7320 - Data Mining for the Intelligent Business

Business Intelligence depends on the quality of processes and structures for data storage, retrieval, and analysis. In this course, students will study the theory of operational database design and implementation, including concepts of normalization, database queries and database application development. The course will then extend to include the concepts of data mining from the perspective of the web environment, with a particular focus on the quality of data. Students will be encouraged to find the patterns in the data and to prepare reports and presentations describing the implications of their findings. (4 Credits)

CT 7610 - Database Management

This course seeks to help students develop database management skills covering installation, configuration and tuning a database, administering servers and server groups, managing and optimizing schemas, tables, indexes, and views, creating logins, configuring permissions, assigning roles and performing other security tasks, including the design and implementation of backup and recovery strategies as well as maintenance. (4 Credits)

CT 5901 - Computer Information Systems On-Site Internship

Students apply knowledge and theories gained in class to real world business situations. Students work with co-operating employers on a part-time basis to achieve specific predetermined academic objectives. This internship is designed for the student to work in an office setting rather than in a remote project environment. Contract required. (Variable Credits 1-2) May be repeated using different number: CT 5902 - 5904

Computer Information Systems

CT 5110 - Organizational Leadership in Technology

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 in a technological environment. Through a variety of readings, cases, and exercises, students will examine numerous effective leadership models. Topics include the evolution of leadership; the special qualities of leadership appropriate to information



technology, 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; the application of leadership skills required for successful IT project management, and current popular approaches to leadership theory. (4 Credits)

CT 5170 - E-Commerce Technology

This course provides students with an understanding of the IT and software infrastructure required to build effective e-commerce platforms. Students will develop a foundation in basic programming, database technologies, and software engineering. Students will explore changing trends and emerging technologies within the field of e-commerce, with an emphasis on tools used in integrating an organization's front-end marketing with the back-end supply chain. (4 Credits)

CT 5230 - Cloud Computing Concepts

This course provides the basic skills required to analyze, design, and implement cloud-based solutions in a multitude of organizational structures. It focuses on the integration of scalable, reliable platforms, utilizing such fundamental concepts as: private vs. public clouds, migration, virtualization, debugging, development and performance metrics, and disaster recovery. Additional tools and topics, such as the use of Amazon Web Servers, are also explored. (4 Credits)

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CT 5990 - Basics of Web Graphics & Animations

A course highlighting the special requirements related to the use of graphics in a web



environment. Utilizing open source tools such as Gimp and Inkscape, students learn the appropriate application of individual graphic types and the techniques required to create custom web animations. The class reviews the newest graphic types available through HTML5 and CSS3 and the methods and techniques available to manipulate those images on multiple platforms through web scripting methods. Topics include: image file characteristics, bitmap and vector graphics, gif animation, CANVAS tag and SVG images, and issues related to mobile applications. Not offered to students who have CT5990 Web Graphics 4 credit course. (2 Credits)

CT 6050 - Mobile Web Development

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This course seeks to help students develop database management skills covering installation, configuration and tuning a database, administering servers and server groups, managing and optimizing schemas, tables, indexes, and views, creating logins, configuring permissions, assigning roles and performing other security tasks, including the design and implementation of backup and recovery strategies as well as maintenance. (4 Credits)

Clinical Mental Health Counseling

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 nearly 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. Students must be in good academic standing to begin 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. The Clinical Mental Health Counseling program reflects the 2016 CACREP standards, as a CACREP curriculum - equivalent degree, containing inclusion of foundations, contextual dimensions & practice.

Learning Outcomes for 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 and clinical documentation, 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.

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, 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.

For more information:

graduateadmission@nec.edu or 603.428.2252

Course sequence, dates & location are subject to change.

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.

Major

Clinical Mental Health Counseling, MS

- Description and Learning Outcomes

Requirements

Total Credits: 60 MSMHC

All courses are 3 credits unless noted.

Cohort Schedule (Class of 2016)

Fall 2014 Term September 2 - December 21

PS 5000 - Orientation Seminar (CMHC)

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. 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. (0 credits)

PS 5510 - Clinical Counseling Theories (CMHC)

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. (3 credits)

PS 5210 - Abnormal Psychology/Psychopathology (CMHC)

Based on the 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. (3 credits)

PS 6190 - Social & Cultural Foundations in Mental Health (CMHC)

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 multicultural and pluralistic characteristics within and among diverse groups. In addition to exploring the dynamics cultural diversity has on helping relationships, this course will examine the relationship that ethnicity, gender, sexual orientation, religion, minority status, aging, and disability has on the therapeutic process. Students will identify the impact of privilege and power as well as practice-based strategies that enhance the mental health counselor's capacity to work effectively with culturally diverse clients. Building awareness of one's own cultural lens and the impact this has on one's mental health counseling practice will also be emphasized. (3 credits)

Spring 2015 Term January 19 - May 17

PS 5140 - Human Growth and Development (CMHC)

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. (3 credits)

PS 5520 - Clinical Counseling Techniques (CMHC)

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. (3 credits)

PS 6910 - Crisis Intervention (CMHC)

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. (3 credits)

Summer 2015 Term May 18 - August 30

PS 6350 - Career & Lifestyle Development (CMHC)

Theories and stages of Career & Lifestyle Development will serve as the foundation for an exploration of life planning and career development. This course explores in depth tools for assessing client abilities, interests, values, personality and other factors that contribute to career development. In addition students gain an understanding of as well as develop practice skills in the area of career development program planning, strategies for client skill development and advocacy to include the effective use of labor market information resources, technology and



information systems. Ethical and cultural strategies for effective career development will also be explored. (3 credits)

PS 7010 - Family Systems Therapy (CMHC)

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. (3 credits)

PS 5530 - Group Therapy (CMHC)

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. (3 credits)

Fall 2015 Term Dates TBD

PS 6960 PS 6970 & PS 6980 - Internship Seminar I (CMHC)

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. *Prerequisites: Students must be in good academic standing to enroll in Internship Seminar, and must have completed previously offered clinical courses in year one.* (5 credits)

PS 6170 - Substance Use and Addiction in the Counseling Field (CMHC)

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, sociocultural, 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. (3 credits)

PS 5910 - Professional Orientation & Ethics of Mental Health Counseling (CMHC)

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. Continuing to build on concepts presented in Orientation Seminar, students will continue development of their professional identity as a clinical mental health counselor trainee, understanding the history of the Mental Health Counseling field and understand the professional specificities re: competencies and the scope of service of the profession. Students will become familiar with professional guilds, certification and licensure processes. (3 credits)

Spring 2016 Term Dates TBD

PS 6970 - Internship Seminar II (CMHC)

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. (5 credits)

PS 5920 - Testing and Assessment (CMHC)

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. (3 credits)

PS 6220 - Graduate Capstone

Graduate Capstone includes the implementation of the research proposal developed during the Research Methods course. MS in CMHC students conduct primary research in an area of clinical mental health counseling. HS students also utilize this time to implement the proposal developed during the Research Methods course addressing a substantive issue confronting the human service and helping profession. Both CMHC and HS student's work culminate in a Capstone Paper and presentation before a faculty panel. (2 Credits)

Summer 2016 Term Dates TBD

PS 6980 - Internship Seminar III (CMHC)

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. (5 credits)

PS 6180 - Program Planning and Evaluation (CMHC)

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. (3 credits)

PS 6120 - Research Methods (CMHC)

This course provides students with a strong understanding of the importance of research within the counseling and human service profession as well as the ability to critically examine related research literature. Students develop an appreciation for the nature of evidence based practice as well as the ability to identify appropriate epistemological approaches to address research questions and design research proposals as well as utilize outcome measures. Data analysis strategies, both quantitative and qualitative are also explored in relation to program evaluation and research findings. Ethical and cultural considerations in the development and



implementation of primary research as well as program evaluation strategies are explored. (2 credits)

Note:

Students must also take 2 additional elective weekend seminars* 2 *credits*

*Denotes courses for MS in Human Services

Human Services, MS

- Description and Learning Outcomes

Requirements

(Total Credits: 36)

PS 5510 - Clinical Counseling Theories (HU S)

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. (3 credits)

PS 5140 - Human Growth and Development (HU S)

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. (3 credits)

PS 5210 - Abnormal Psychology/Psychopathology (HU S)

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. (3 credits)

PS 5910 - Professional Orientation & Ethics of Mental Health Counseling (HU S)

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. Continuing to build on concepts presented in Orientation Seminar, students will continue development of their professional identity as a clinical mental health counselor trainee, understanding the history of the Mental Health Counseling field and understand the professional specificities re: competencies and the scope of service of the profession. Students will become familiar with professional guilds, certification and licensure processes. (3 credits)

PS 5920 - Testing and Assessment (HU S)

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. (3 credits)

PS 6180 - Program Planning and Evaluation (HU S)

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. (3 credits)

PS 6190 - Social & Cultural Foundations in Mental Health (HU S)

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. (3 credits)

PS 6350 - Career & Lifestyle Development (HU S)

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. (3 credits)

PS 6170 - Substance Use and Addiction in the Counseling Field (HU S)

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, sociocultural, 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. (3 credits)

PS 6910 - Crisis Intervention (HU S)

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. (3 credits)

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. (3 credits)

- PS 6940 - Capstone Course (4 credits)

Psychology**PS 5000 - Orientation Seminar (CMHC)**

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. 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. (0 credits)



PS 5000 - Orientation Seminar (HU S)

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. 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. (4 credits)

PS 5140 - Human Growth and Development (CMHC)

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. (3 credits)

PS 5140 - Human Growth and Development (HU S)

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. (3 credits)

PS 5210 - Abnormal Psychology/Psychopathology (CMHC)

Based on the 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. (3 credits)

PS 5210 - Abnormal Psychology/Psychopathology (HU S)

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. (3 credits)

PS 5510 - Clinical Counseling Theories (CMHC)

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. (3 credits)

PS 5510 - Clinical Counseling Theories (HU S)

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. (3 credits)



PS 5520 - Clinical Counseling Techniques (CMHC)

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. (3 credits)

PS 5520 - Clinical Counseling Techniques (HU S)

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. (3 credits)

PS 5530 - Group Therapy (CMHC)

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. (3 credits)

PS 5530 - Group Therapy (HU S)

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. (3 credits)



PS 5910 - Professional Orientation & Ethics of Mental Health Counseling (CMHC)

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. Continuing to build on concepts presented in Orientation Seminar, students will continue development of their professional identity as a clinical mental health counselor trainee, understanding the history of the Mental Health Counseling field and understand the professional specificities re: competencies and the scope of service of the profession. Students will become familiar with professional guilds, certification and licensure processes. (3 credits)

PS 5910 - Professional Orientation & Ethics of Mental Health Counseling (HU S)

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. Continuing to build on concepts presented in Orientation Seminar, students will continue development of their professional identity as a clinical mental health counselor trainee, understanding the history of the Mental Health Counseling field and understand the professional specificities re: competencies and the scope of service of the profession. Students will become familiar with professional guilds, certification and licensure processes. (3 credits)

PS 5920 - Testing and Assessment (CMHC)

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. (3 credits)

PS 5920 - Testing and Assessment (HU S)

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. (3 credits)

PS 6120 - Research Methods (CMHC)

This course provides students with a strong understanding of the importance of research within the counseling and human service profession as well as the ability to critically examine related research literature. Students develop an appreciation for the nature of evidence based practice as well as the ability to identify appropriate epistemological approaches to address research questions and design research proposals as well as utilize outcome measures. Data analysis strategies, both quantitative and qualitative are also explored in relation to program evaluation and research findings. Ethical and cultural considerations in the development and implementation of primary research as well as program evaluation strategies are explored. (2 credits)

PS 6120 - Research Methods (HU S)

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. (2 credits)



PS 6170 - Substance Use and Addiction in the Counseling Field (CMHC)

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, sociocultural, 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. (3 credits)

PS 6170 - Substance Use and Addiction in the Counseling Field (HU S)

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, sociocultural, 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. (3 credits)

PS 6180 - Program Planning and Evaluation (CMHC)

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. (3 credits)

PS 6180 - Program Planning and Evaluation (HU S)

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. (3 credits)

PS 6190 - Social & Cultural Foundations in Mental Health (CMHC)

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 multicultural and pluralistic characteristics within and among diverse groups. In addition to exploring the dynamics cultural diversity has on helping relationships, this course will examine the relationship that ethnicity, gender, sexual orientation, religion, minority status, aging, and disability has on the therapeutic process. Students will identify the impact of privilege and power as well as practice-based strategies that enhance the mental health counselor's capacity to work effectively with culturally diverse clients. Building awareness of one's own cultural lens and the impact this has on one's mental health counseling practice will also be emphasized. (3 credits)

PS 6190 - Social & Cultural Foundations in Mental Health (HU S)

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. (3 credits)

PS 6220 - Graduate Capstone

Graduate Capstone includes the implementation of the research proposal developed during the Research Methods course. MS in CMHC students conduct primary research in an area of clinical mental health counseling. HS students also utilize this time to implement the proposal developed during the Research Methods course addressing a substantive issue confronting the human service and helping profession. Both CMHC and HS student's work culminate in a Capstone Paper and presentation before a faculty panel. (2 Credits)

PS 6350 - Career & Lifestyle Development (CMHC)

Theories and stages of Career & Lifestyle Development will serve as the foundation for an exploration of life planning and career development. This course explores in depth tools for assessing client abilities, interests, values, personality and other factors that contribute to career development. In addition students gain an understanding of as well as develop practice skills in the area of career development program planning, strategies for client skill development and advocacy to include the effective use of labor market information resources, technology and information systems. Ethical and cultural strategies for effective career development will also be explored. (3 credits)

PS 6350 - Career & Lifestyle Development (HU S)

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. (3 credits)

PS 6910 - Crisis Intervention (CMHC)

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. (3 credits)

PS 6910 - Crisis Intervention (HU S)

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. (3 credits)

PS 6960 PS 6970 & PS 6980 - Internship Seminar I (CMHC)

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. *Prerequisites: Students must be in good academic standing to enroll in Internship Seminar, and must have completed previously offered clinical courses in year one.* (5 credits)



PS 6960 PS 6970 & PS 6980 - Internship Seminar I (HU S)

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. *Prerequisites: Students must be in good academic standing to enroll in Internship Seminar, and must have completed previously offered clinical courses in year one.* (5 credits)

PS 6970 - Internship Seminar II (CMHC)

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. (5 credits)

PS 6970 - Internship Seminar II (HU S)



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. (5 credits)

PS 6980 - Internship Seminar III (CMHC)

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. (5 credits)

PS 6980 - Internship Seminar III (HU S)

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. (5 credits)

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. (3 credits)

PS 7010 - Family Systems Therapy (CMHC)

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. (3 credits)

Health Informatics



New England College's Master of Science in Health Informatics is a 36-credit program, based on the knowledge domains and standards established by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). This program prepares students with technical knowledge and organizational management skills to improve access to health data, with special emphasis on electronic health records, and thus contribute to the enhancement of delivery of healthcare across the world.

Major

Health Informatics

Program Overview

New England College's Master of Science in Health Informatics is a 36-credit program, based on the knowledge domains and standards established by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). This program prepares students with technical knowledge and organizational management skills to improve access to health data, with special emphasis on electronic health records, and thus contribute to the enhancement of delivery of healthcare across the world.

Learning Outcomes

As a result of completing this program, students will:

- Apply a range of concepts and tools to identify, analyze and creatively solve complex problems connected to the design and implementation of health informatics systems and documentation;
- Understand the main principles and practices of healthcare data management and how information technology can help improve patient care and meet organizational goals;
- Discuss and establish action plans to address regulatory and ethical issues in the management of health data;
- Interpret and use biomedical information across departmental units;
- Develop the expertise to manage data and data systems;
- Comprehend the challenges and opportunities of working effectively with other people across a wide array of departments, outside vendors, and individuals with diverse backgrounds who interact with health informatics systems and records;
- Build expertise in all business aspects of health informatics, including project management, organizational issues, communication plans, and strategic planning.

Curriculum

HIM 5110 - Principles of Health Informatics

An overview of definitions, systems, and challenges in the field of health informatics and its place in the design and management of healthcare systems. Students will study key terminology and analyze the systems behind the use of Electronic Health Records. The course touches people and organizational aspects of health information systems as well as technology. (4 credits)

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. This course introduces concepts dealing with interoperability. 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.

Prerequisite: HIM 5110 (4 credits)

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. (4 credits)

HIM 5330 - Information Security in Healthcare

Multi-user, multi-device network security is essential in healthcare. This course will review the policies associated with patient privacy and the use of electronic records. Students will be



introduced to the threats to network security, ways to mitigate these threats, and recovery systems. The wide variety of policy and technical solutions available to improve data security and patient records will be explored. This course will examine the security issues facing healthcare providers as technology advances. *Prerequisite: HIM 6000 (4 credits)*

MG 6420 Healthcare Informatics - Issues in Ethics for Healthcare

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. (4 credits)

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. *Prerequisite: HIM 5110 (4 credits)*

HIM 6240 - Research and Evaluation

Research and development projects in the broad field of biomedical informatics can take many forms, from field studies that improve understanding of the tasks and information needs of users, to development projects that design, build, and deploy information systems, to studies that assess the impact of information systems on health care processes and outcomes. This course provides an overview of the concepts, vocabularies, and strategies needed to design and evaluate projects in biomedical informatics, including a breadth of methodologies drawn from qualitative research, quantitative research, and software engineering. *Prerequisite: HIM 5110 (4 credits)*

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.

Prerequisites: Completion of MBA Core Courses. Offered every other term ONLINE to meet the needs of students who begin their program at different times. (4 credits)

Choose one of the following electives:

CT 5610 - Database Design

This course introduces database design and creation. Emphasis is on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Students should be able to design and implement normalized database structures by creating database tables, queries, reports, and forms. Students will use MS Access and MS SQL Server and the SQL programming language. They will also work with Visio to create database diagrams. (4 Credits)

CT 6670 - Network Communications

In this course you will study data communication networks focusing on the layered network structure and basic protocol functions. The course covers issues such as addressing, multiplexing, routing, forwarding, flow control, error control, congestion response, and reliability. It includes wired, wireless, and mobile networks. Multimedia, security, and network management topics will be introduced. Brief coverage is provided of the history of the Internet and the development of communication standards. (4 Credits)

Healthcare Administration

HCA 5110 (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. (4 credits)

HCA 6130 - 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. (4 credits)

Health Information Management

All undergraduate courses are 4 credits unless otherwise noted.

HIM 5110 - Principles of Health Informatics

An overview of definitions, systems, and challenges in the field of health informatics and its place in the design and management of healthcare systems. Students will study key terminology and analyze the systems behind the use of Electronic Health Records. The course touches people and organizational aspects of health information systems as well as technology. (4 credits)

HIM 5330 - Information Security in Healthcare

Multi-user, multi-device network security is essential in healthcare. This course will review the



policies associated with patient privacy and the use of electronic records. Students will be introduced to the threats to network security, ways to mitigate these threats, and recovery systems. The wide variety of policy and technical solutions available to improve data security and patient records will be explored. This course will examine the security issues facing healthcare providers as technology advances. *Prerequisite: HIM 6000 (4 credits)*

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. This course introduces concepts dealing with interoperability. 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.

Prerequisite: HIM 5110 (4 credits)

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. (4 credits)

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. *Prerequisite: HIM 5110 (4 credits)*

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. (4 credits)

HIM 6240 - Research and Evaluation

Research and development projects in the broad field of biomedical informatics can take many forms, from field studies that improve understanding of the tasks and information needs of users, to development projects that design, build, and deploy information systems, to studies that assess the impact of information systems on health care processes and outcomes. This course provides an overview of the concepts, vocabularies, and strategies needed to design and evaluate projects in biomedical informatics, including a breadth of methodologies drawn from qualitative research, quantitative research, and software engineering. *Prerequisite: HIM 5110 (4 credits)*

Education

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.

Major

Education, M.Ed.

- Description and Learning Outcomes

Note: Students may have coursework that can be transferred in to meet specific requirements listed below.

Certificates offered in School Climate and Leadership, Science STEM, Literacy: Reading and Language Arts, Literacy: Math, Special Education, Educational Leadership, Alternative Education, Curriculum and Instruction, Urban Education and Social Justice, Counseling, Counseling in Urban Schools, Physical Education, Art, English, History, Sports, Recreation, and Coaching, Collective Impact, Storytelling, Design your own in consultation with the Program Director.

Requirements

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. (4 credits)

ED 5261 - Research Practicum I



Research Practicum I is designed to help the Master in Education candidates develop the introduction and literature sections of their Action Research proposal and to review the IRB request form for the Action Research capstone project. Students who enroll in 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 introduction and literature review 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 ED 5262 - Research Practicum II. *Prerequisite:* ED 5130. (2 credits)

ED 5262 - Research Practicum II

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 Research Practicum II 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 I, ED 6511 . *Prerequisite:* ED 5261. (2 credits)

ED 6110 - Dynamics of Curriculum and Instruction

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 they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. Is required by those seeking certification. (4 credits) Meets MED Core Requirement

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. Is required by those seeking certification. (4 credits) Meets MED Core requirement

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 credits) This course is a substitute for ED 5110 Teachers as Leaders and there is a 30 hour practical experience required for those seeking certification. Meets MED Core requirement and those seeking principal licensure.

ED 6511 - Fundamentals of Educational Inquiry: Action Research I

Students will implement a comprehensive action research process in the context of a school or agency. Students will collect data based on the data collection tools developed in Research Practicum II ED 5262 . *Prerequisite: Must have completed ED 5262 and have IRB proposal approved.* (2 credits)

ED 6512 - Fundamentals of Educational Inquiry: Action Research II

Students in this course will continue to work on their Action Research project. They will analyze their data, complete the writing of their project, and implement a public presentation. *Prerequisite: Must have completed ED 6511.* (2 credits) Meets MED Core requirement

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. Is required by those seeking certification. (1 credit) Meets MED Core requirement

ED 6952 - Portfolio II

This course will assist participants 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 for applying to the certification program. Is required by those seeking certification. *Prerequisite: Completion of Portfolio I.* (1 credit) Meets MED Core requirement

ED 6961 - Portfolio III

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio 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. Is required by those seeking certification. *Prerequisite: Completion of Portfolio II.* (1 credit) Meets MED Core requirement

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. Is required by those seeking certification. *Prerequisite: Completion of Portfolio III.* (1 credit) Meets MED Core requirement

Credit Totals

CORE Credits Total 28

ELECTIVE Credits Total 9

Total credits for M.Ed. 37



Total credits needed in Concentration at least 9 - see course descriptions below

Concentrations

Educational Leadership

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

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. Is required by those seeking principal and superintendent certification (3 credits)

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. Is required by those seeking principal



and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

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. Is required by those seeking superintendent certification (3 credits)

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, and 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. Is required by those seeking superintendent certification (3 credits)

ED 7009 - Facilities Planning and Management and Data-based Decision Making

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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility development, and managing the budget and warrant article processes within the context of data-based management systems. (3 Credits) Is required by those seeking superintendent certification.

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

School Climate and Leadership

ED 6010 - Introduction to School Climate Leadership

This advanced Educational psychology course will explore theories of youth social and emotional intelligence, learning, motivation, intelligence and recent advanced in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning and teacher and student empowerment and use this information to critically assess current practice in school climate leadership and school change. (3 Credits) Meets MED and CAGS concentration requirement: School Culture and Leadership; Educational Leadership

ED 6021 - Beyond Bullying: Understanding Bullies, Victims, and Bystanders

This course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the



roles adults have played as bystanders, tacit supporters, and even bullies themselves and how to train teachers, students, school leaders, and parents to address social conflict, threshold behaviors and bullying. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6022 - Critical Connections: Student Engagement, Empowerment, and Respectful Schools

This course will help students understand the dimensions of "power" associated with respectful teaching, school climate, and bullying. We will explore strategies for engaging and empowering all students to serve as community advocates and resources, experts, and school change leaders, with special emphasis on empowering those students who have been socially isolated or targets of bullying and harassment. Student civic engagement, service-learning, and social activism for social justice in schools and society will be explored and applied. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6025 - Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card

In this course we will review ideas and skills to help individuals grow as people, educators, and students. We know that people are motivated in different ways; we know that people have different wants and needs; we know that some people persevere while other people give up too easily; we know that some people are optimistic and some people are pessimistic. We now also believe that the positive habits of our minds, optimism, perseverance, positive self-talk, and the ability to take more control over what we think and do all can be taught, nurtured, and enhanced. In this course we will work to begin this process by enhancing our own abilities and then we will work to set up our teaching environments to teach and enhance the thinking and the actions of our students. If we are successful, anything we want our students to learn will develop in much more positive and powerful ways for more of our students. (3 Credits) Meets MED and CAGS concentrations requirements: Curriculum & Instruction, School Climate Leadership

ED 7062 - Pedagogy and the Respectful School

This course will explore theoretical and conceptual foundations of curriculum development, alternative assessment and instructional design as it relates to two "grand theories" of learning; behaviorism and constructivism. Authentic instruction, solving real problems, inquiry-based, community-based, and service-based learning, and the use of virtual learning tools will be explored in relation to student motivation, engagements, teacher student relationships, and the



geography of learning. Students will assess the professional development needs of a school in relation to changing expectations for student learning in 21st century schools. Students will develop professional learning community processes and professional development plans in light of key theories, concepts, and models discussed in the course. (3 Credits)

ED 7063 - Legal Issues for School Climate Leaders

This course examines the substantive and procedural rights of children and the competing interests of their parents and the state (aka school) in a variety of school climate, educational equity, harassment, discrimination, and other safe schools contexts. Students will understand NH Anti-Bullying Laws as well as those from other states. They will gain an understanding of the relationships between Civil Rights, Human Rights, and Disability protections and school climate advocacy and leadership. (3 Credits)

ED 7064 - Using Data to Understand, Monitor, and Improve Climate and Learning

This course provides participants with the knowledge base to manage district-wide school data that can be used to understand school climate and its relationship to student learning. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage both objectives and incident data to assess school safety, student engagement, and attendance as well as systems for collecting and using "perceptual" school climate data from school-wide teacher and student surveys, interviews, focus groups, ethnographic data and experience sampling methods (SEM). (3 Credits)

Literacy: Reading and Language Arts

ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Is required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

Literacy: Mathematics

ED 5015 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3 credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 6450 - Mathematics Across the Curriculum

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete



independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6451 - Mathematical Problem Solving

This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6452 - Calculus AB for Educators

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6453 - Developing Mathematical Ideas in Numbers and Operations

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6454 - Developing Mathematical Ideas Through Application

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..." (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

Special Education

ED 5030 - Meeting the Needs of all Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. Those seeking certification must add the 30 hour experiential learning component CRN 129 Practicum: Meeting the Needs of All Learners (1 credit) (4 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5170 - Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member



with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. Those seeking certification must add the 30 hour experiential learning component CRN 221 Practicum in Special Education: Disabilities, Issues, and Laws (1 credit) (3 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6177 - Understanding and Remediating Deficits in Learners with Autism

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

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 credits)

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases



surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

ED 7180 - Advanced Assessment Strategies: Psycho-Educational Evaluation

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant learning outcomes, frameworks, or standards. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

STEM

ED 5610 - STEAM Education: Integration, Challenge, and Curiosity

At one time or another we have all had to enter into a curriculum by which we were slightly frightened. Whether it's due to a lack of content knowledge, limited experience, or simply because we're creatures of habit we have all stressed over how to incorporate new subject areas. In addition to the stress we feel due to change, there will always exist time constraints. Throughout this course we will explore the nature of STEAM and discuss and practice methods used to employ multiple facets of science in our elementary classrooms. Too often quality inquiry based science is over looked in the classroom and often times there are simple ways to connect our current curriculum to meaningful real world experiences for our students. Whether through lab experiences, off site exploration, or utilizing technology to create virtual experiences for our students we can all find ways to enjoy more exploratory science in our classrooms. We will begin by sharing some of the restraints we experience around STEAM education, explore best practice around science instruction, and finally transition into developing methods to encourage our students and our peers to get meaningful science back into our classrooms. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5620 - Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms

During this course we will explore the three dimensions of the Next Generation Science Standards and connect these to the ideas of STEAM educational goals. NGSS can be incorporated in a number of ways and often times woven into our existing curriculum. We will discuss the Disciplinary Core Ideas throughout NGSS and develop ways to increase our students' awareness and ability to be analytical when developing questions. We will review the goals of the NGSS, understand the layout and organization of the standards, and connect this framework to best practices used to increase student curiosity around the ideas of STEAM education. Participants will align parts of their current content to the NGSS and prepare activities and performance based assessments for their classrooms. We will analyze the work of our peers and share content and resources throughout the course. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5630 - STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum

This course will combine the Next Generation Science Standards, Common Core, and STEAM frameworks to create or modify curriculum in our classrooms. We will discuss ways to incorporate inquiry science into multiple disciplines and foster curiosity for our students. We will discuss ways of engaging our learners through exploration and create a variety of alternative assessment tools, to include more creativity and expression for our students. Throughout this course will take a look at curriculum and assessment techniques and build upon what we currently do to allow more flexibility for our students in our classrooms. Participants will share techniques they have had success with, review current best practices in the areas of science literacy, and develop assessments to use and reflect upon with the group. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 6710 - STEM Integration in the K-12 Classroom: An Interdisciplinary Approach

This course is designed to provide an interdisciplinary methodology to teaching and incorporating STEM practices across all disciplines. This course will involve active participation as discovery/inquiry learning, integration practices, and performance-based assessments and tasks are explored. Participants will understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, and questioning. The



specific skills and principles to be examined and incorporated into professional practices within all disciplines, as presented by the Next Generation Science Standards (NGSS), include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information (3 Credits) Meets MED and CAGS concentration requirements: Curriculum & Instruction, STEAM

Alternative Education

ED 6750 - Consultation and Collaboration in Alternative Education

This course provides an overview of models and strategies for coordinating services across disciplines and among school, family, and community agencies. Emphasis on interdisciplinary team coordination, communication, decision making, planning, and follow-up for individuals. The course will also focus on the role of the alternative program as a consultant and resource to other educational programs and agencies. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirement: Alternative Education

ED 6751 - Developing and Sustaining Excellence in Schools

This course provides an overview of the development of sustainable policies, procedures, staffing, and professional development that lead to sustainable alternative programs. Emphasis on establishing and maintaining a balance of stability and flexibility as required by the nature of alternative education. The role of data analysis and program evaluation as it contributes to ongoing school improvement, the development of best practices, and individual staff and professional growth is covered. This course will focus on the National Alternative Education



Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6752 - Planning for Student Success in Alternative Schools

This course provides an overview of additional support for the students in the alternative environment to enable academic and behavioral improvements. Topics will introduce the definition, techniques, and examples of addressing modifying student behavior. The course will contain an exploration of options to prepare students for post-secondary success. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6753 - Transition Services for Students in Alternative Education

This course provides an overview of techniques and processes used in programming for the needs of individuals as they prepare for transition to alternative programs and back to a comprehensive school program. This course will also focus on the development of an Alternative Education Plan and Transition Plan. Discussion will also focus on postsecondary programs and employment opportunities. Emphasis on skills related to professional liaison and support roles in the design of instructional arrangements and cooperative training. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6754 - Curriculum, Instruction, and Assessment in Alternative Schools

This course provides an overview of curriculum, instructional strategies and programming, digital and virtual learning, and the role of student assessment. There is an emphasis on specific curriculum, engagement strategies and learning environments effective in alternative schools based on research. The role of formative and summative assessment, intervention, and how they work together to increase learning and engagement in alternative schools will also be reviewed. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6755 - Instructional Leadership in Alternative Schools



This course provides an overview of instructional leadership and the role of the student in the alternative environment. There is an emphasis on the program's mission, goals, and target student population. Fundamental values are introduced that form the foundation for the design, operation, development, and administrative oversight of the alternative education program. The role of culture & climate and how they work together to support learning in alternative schools will also be a focus of this course. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

Urban Education and Social Justice

ED 6060 - Critical Pedagogy: Teachers as Political Actors

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of teaching in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6220 - Social Construct of an Empathic Teacher: A Multicultural and Social Justice Perspective

The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school, and implement a multicultural approach to teaching. This course provides candidates with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our action. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society. An understanding of the candidate's cultural background is sought in order to identify effective teaching styles and practices. Additionally, throughout the semester, candidates will learn about various American microcultures, explore ways to access information about cultural groups, identify/implement methods for creating culturally inclusive classrooms and schools, and develop critical and multiple perspectives about issues of multiculturalism and be able to apply those perspectives in their professional and civic lives as they work with others in a diverse, democratic America in a global community. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6320 - Teaching Immigrant Students

The overall goal of this course is to understand cultural and communication issues that English Language Learners (ELLs) and their teachers are likely to encounter in classrooms and to acquire knowledge and techniques to facilitate the success of ELLs. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6430 - Interrupting the School to Prison Pipeline - The Future of Black and Brown Boys in the USA

The goal of this course is to deepen our understanding of issues related to the construction of the school to prison pipeline. The issues that the course will address are inequality, discipline polices, systematic criminalization of youth, the achievement gap, and workings of the prison industrial president complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism". (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

Counseling

ED 6040 - Adolescent Development

Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform counselor, teachers and administrators in this advanced course we will examine adolescence as a developmental phase. We will examine biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity. Problems of adolescence, such as drug use, eating disorders, suicide, violence, and teen pregnancy will be covered, but normal development will be emphasized. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6090 - Substance Abuse Counseling

Substance abuse etiology, assessment, diagnosis, and treatment planning are studied in this course. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6095 - Family and Group Counseling

This course will focus on understanding human interaction patterns and influences from the perspective of major family and group therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6325 - Counseling Immigrant Children

The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to



cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be successful. (3 Credits) Meets MED and CAGS concentration requirement: Counseling & Counseling in Urban Schools

ED 6380 - Child-Centered Issues in the 21st Century Classroom

This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7040 - Advanced Child and Adolescent Development

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of the go, cognitive social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7110 - Advanced Multicultural Competencies for Teachers, Counselors, and Administrators

The purpose of this course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the



quality of services; thereby producing better outcomes. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

Counseling in Urban Schools

ED 6065 - The School Counselor as Political Advisor

This course explores the social and political context of counseling and the effect of policy on the lives and learning of children and youth. Students in this course will consider how counselors can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of counseling in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Counseling in Urban Schools

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6220 - Social Construct of an Empathic Teacher: A Multicultural and Social Justice Perspective

The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school, and implement a multicultural approach to teaching. This course provides candidates with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our action. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society. An understanding of the candidate's cultural



background is sought in order to identify effective teaching styles and practices. Additionally, throughout the semester, candidates will learn about various American microcultures, explore ways to access information about cultural groups, identify/implement methods for creating culturally inclusive classrooms and schools, and develop critical and multiple perspectives about issues of multiculturalism and be able to apply those perspectives in their professional and civic lives as they work with others in a diverse, democratic America in a global community. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

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Physical Education

ED 6210 - Management and Leadership in Sports and Physical Education



This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6215 - Applied Sports and Fitness Psychology

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 6440 - Current Issues in Sports and Physical Education

This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economics issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion. The course will provide in-depth analysis of these topics and ask students to explore their views on these issues. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7210 - Advanced Theories of Coaching and Team Building

This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life - including in business and in family life. This course helps the student to learn new ways to manage a variety of challenges that come from working with people. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7215 - Developing Student Athletes: Theory and Practice

This course is designed to provide the student with knowledge and experiences in counseling and helping skills with an emphasis on traditional counseling theory and skills. The major modalities covered will include examples of Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies. This course will utilize an eclectic approach to developing intervention strategies for dealing with psychological, emotional, relationship, and adjustment problems for the student athlete. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

Art

ED 6080 - Early Medieval Art

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland. From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6081 - History of Women in the Visual Arts

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6082 - Impressionist Art from France to America

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6083 - Methodologies of Art Analysis

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context. The methodologies discussed here—formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others—reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6084 - Masters of Twentieth Century Art

This course surveys developments in modern art, art theory, and "masters" of the craft from approximately 1890 to the present. Global in nature, this survey course will focus thematically on developments in Europe, the Americas, and the non-Western world. Our goals in this course are both to examine the artists and to understand the broader political, cultural, social, and economic forces that inevitably shape and impinge upon them. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6085 - Modern American Art

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the



production and reception of contemporary art. (3 Credits) Meets MED and CAGS concentration requirement: Art

English

ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Is required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 6820 - Literature, Culture, and War in the Twentieth Century

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of



national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6821 - Contemporary American Fiction

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6822 - Shakespeare: The Tragedies: Macbeth, Othello, Lear, and Hamlet

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching and reading these plays, then as now. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6823 - Victorian Poetry

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning,



Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6824 - The Romantic Poets: Wordsworth, Coleridge, Byron, Shelley, and Keats

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6825 - Survey of the Novel from 18th to 21st Centuries

The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20th-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in novels from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels. The final project will ask students to draw parallels between 21st -Century texts and their predecessors. (3 Credits) Meets MED and CAGS concentration requirement: English

History

ED 6011 - Democracy in America

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship



between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6012 - The USA in World War II

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6013 - United States History from 1865 to Present

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6014 - God, Terror, and History: When Religion Becomes Evil

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6015 - The Vietnam War

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6016 - Catastrophes in American History

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times. (3 Credits) Meets MED and CAGS concentration requirement: History

Sports, Recreation, and Coaching

ED 6210 - Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6211 - Application of Marketing Principles in Sports, Recreation, and Coaching

Students will explore the importance of effectively marketing sport and athletics to target populations. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. The relationship between sport and consumer behavior will be examined. Students will also develop their own marketing plan in the athletic administration program. In addition, we will be utilizing case studies in order to simulate decision making in athletic administration. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6212 - Legal Issues in Sports, Recreation, and Coaching

This course is a survey of the various applications of contract, tort, intellectual property, constitutional, and administrative laws to the growing and complex field of sport management with a perspective toward risk management, contract negotiation, product liability professional and collegiate leagues, and marketing. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6213 - Concepts and Issues in Coaching Sports in Secondary School

With a concentration at the secondary level, this course highlights the daily operations of the athletic director's office, detailing job responsibilities, complexities and challenges that impact a school system's interscholastic sports and extracurricular program. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6214 - Concepts and Issues in Coaching College Sports

This course is designed to give students the opportunity to study the administration process in intercollegiate athletics. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Emphasis will be placed on the problems, forces, and issues shaping intercollegiate athletic administration. Included will be discussion of management and management styles, office management, policies and procedures, eligibility, transportation issues, time management, and scheduling. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6216 - Sport and Event Planning Management in Sports and Coaching

This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of sport-related contests and special events. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6217 - Facilities, Design, and Construction in Sports and Recreation

The course will introduce the sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations. Students will develop a case statement and a request for proposal for sport industry segments: a private sports club, an interscholastic, intercollegiate, or professional sport program, or a recreational enterprise. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6513 - Action Research in Sports, Recreation, and Coaching

Students will explore research topics in the disciplines of athletic administration, understand how research methods can be utilized to form theories, learn how to critically review the published literatures, and write a comprehensive literature review that can be incorporated into a sport management capstone project. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

Collective Impact Leadership

ED 6612 - Launching Collective Impact Initiatives

In this course, students will develop an understanding of key strategies and resources to launch a "collective impact" effort, from mobilizing key stakeholders to engaging them in developing consensus on "shared measures" of success to use to assess progress, to designing and implementing data management and formative evaluation strategies to monitor progress and continuously improve joint efforts to generate desired impacts on a targeted, high stakes societal problem such as hunger in America. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6613 - Planning and Communicating Collective Impact Efforts

In this course, students will explore the Collective Impact principle of designing "mutually reinforcing activities" - i.e., coordinating and aligning efforts by key stakeholders and organizations so that they support one another's efforts and contribute to "moving the dials that matter" (e.g., reduce local measures of homelessness, hunger, or chronic underemployment). We also will consider the growing array of communications tools and strategies available both to help partners collaborate effectively and to gain broader awareness and support for the partners'



shared efforts. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6614 - Institutionalizing a Collective Impact Initiative

This course will engage participants in examining the crucial role that a local "backbone organization" needs to play to ensure that the community's collective impact efforts to address a pressing societal problem are truly aligned, coordinated, continuously assessed and, ultimately, institutionalized. The aim is to significantly strengthen the community's long-term capacity to address and, ideally, prevent the societal ill in question. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6615 - Ethics, Equity and Collective Impact

As a social change methodology, collective impact strives to mobilize diverse stakeholders, especially those who themselves suffer most directly from the social ill in question. Yet, recent research makes it clear that simply involving the most dispossessed in setting the agenda for sustained local change does not ensure that the resources mobilized to address that social ill benefit the most disadvantaged as fully as possible: how a community selects and runs its backbone organization and assesses its efficacy are crucial in determining the equitability of results. In this course, students will explore the ethical and pragmatic challenges entailed in striving to optimize impacts for those most in need. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6616 - Grantsmanship and Collective Impact

The "collective impact" approach to social change - which involves a sustained, highly collaborative local effort by diverse stakeholders to eradicate a pressing social problem -- has transformed the grantmaking processes and criteria of many of the nation's and the world's foremost philanthropic leaders, such as Grantmakers For Education. In this course, we will examine not only how collective impact methods are being employed in grantmaking but also how one can seek grants to finance collective impact approaches to tackle persistent, high stakes societal ills. Students will gain skills in grant prospect research and proposal writing. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

Storytelling

ED 6140 - Fundamentals of Storytelling for Educators

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this course, students will learn how to construct and tell a well-developed story that holds interest and is effectively communicated to its listeners. Students will begin by exploring narrative stories to examine the basic elements of theme, plot, style, characterization, dramatic appeal, and appropriateness to listeners. Once a story line is well mapped out and adapted to a particular audience, the focus will shift to preparation for telling. Basic storytelling skills will be explored to make it your own, including dialogue, voice, gestures, facial expression, pacing, repetition, and exaggeration. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6142 - Bringing History to Life Through Story Preservation Initiative

Students will be introduced to a variety of first-hand narratives and primary source documents for K-12 classrooms using the online educational resource *Story Preservation Initiative (SPI)* that includes links to trusted external sites: *Library of Congress*, *PBS Learning Media*, *Smithsonian*, *Center for Ecoliteracy*, *J. Paul Getty Museum*, and the *United States Holocaust Memorial Museum*. Participants will learn how to search *SPI's* vast collection and study teacher created lesson plans connected to these personal accounts. In addition, students will be introduced to other classroom materials using these resources to further enrich their classroom instruction. Participants will then apply their knowledge by integrating *SPI* narratives and resources to create lessons and activities for a differentiated, inquiry-based unit that can be used in their own classroom. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6143 - Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning

This innovative course provides deeper inquiry into *Story Preservation Initiative Learning Lab®*, an oral history-based educational resource that combines primary source audio with project-based lessons for rich, multi-disciplinary learning. Participants will experience the power of sparking student interest in content using *SPI's* collection of personal recordings that capture the voices, words, and meanderings of artists, scientists, writers, poets, musicians, and eyewitnesses to history. Connecting the personal narratives of experts to content learning in the arts, sciences, humanities, and eyewitness accounts provides an exciting and unique springboard



to project-based learning. Participants will learn to support students with developing orbital studies, independent investigations that "orbit" or revolve around some aspect of the content. This involves designing a question for study, developing a research plan and method for presenting their learning, and criteria to measure quality products. Through inquiry-based learning, participants will experience how rigorous and relevant personalized and differentiated instruction can increase student motivation and engagement that supports students as they develop expertise and become independent learners. *Prerequisite:* ED 6142 Bringing History to Life Through Story Preservation Initiative (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6144 - Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom

Digital storytelling is a powerful tool for providing students with the technology skills they need to thrive in 21st century media-rich environments. This fun, creative class explores digital storytelling as a new form of documentary that allows computer users to become creative storytellers through the use of digital multimedia. Teacher-created digital stories can be used to enhance current lessons within a unit and engage students in discussions about the topics presented. They can also support learning by making abstract or conceptual content more understandable. Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform and educate the learner. After selecting and researching a topic, students will write a script, and develop an interesting story. This material will then be combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music. The author then narrates in their own voice over the series of images. This class provides basic knowledge of the range of capabilities of available multimedia including audio and video design applications for creating instructional products. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6145 - The Interactive Art of Storytelling Across the Curriculum

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Teachers who incorporate storytelling into their repertoire of teaching skills can enhance student engagement with almost any subject. This course offers students practical instruction in the traditional art of storytelling as it relates to numerous interdisciplinary fields. The class will examine how this ancient art form can be used to enliven classroom learning, encourage personal expression, improve public communication



skills, build communities, and strengthen multicultural understanding and emotive awareness across the curriculum. Students will learn how to enhance lessons using storytelling across the curriculum and come to appreciate storytelling as a tool to improve language, vocabulary and, listening skills, as well as increase student interest in literature and independent reading. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6146 - Story Preservation Initiative (SPI) Learning Lab Practicum I

SPI Learning Lab Practicum I offers students the opportunity to work directly with SPI staff to develop a unit of study that integrates personal narrative into their classroom. In this course, students will become familiar with the *Story Preservation Initiative* website and choose a personal narrative from the site that will act as a springboard to learning for a unit of study that is project-based. Students will determine a topic and develop a unit plan outline that includes grade level competencies, related materials, and assessment evidence that will support the project. Teachers are required to meet with an SPI staff member three times within the seven-week period either virtually, via phone or face to face, to discuss ongoing progress with the project as well as student and teacher engagement. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6147 - Story Preservation Initiative (SPI) Learning Lab Practicum II

SPI Learning Lab Practicum II is designed for teachers with Learning Lab projects currently underway. In this course, students will teach the SPI unit/lessons of study, developed in Practicum I and assess student learning along the way. Teachers are required to meet (virtually or otherwise) with *SPI* staff three times within the seven-week period to further discuss project development and progress, student and teacher engagement, as well as assessment tools, and documentation. At the end of the seven-week period, teachers are required to produce an integrated Understanding by Design unit plan to be added to the *SPI* collection, which may be shared with other teachers. SPI staff will be available as a resource to teachers throughout the project period. Prerequisite: ED 6146 (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6141 - The Art & Power of Storytelling

Stories are the medium of our lives. They are what move us, make us feel alive, and inspire us by stirring our emotions. In this course, participants will learn the art of turning information into



meaning through the logic and process of story. Educators will learn practical instruction in the art of storytelling and effective storytelling strategies for children and adults. The class will explore how this exciting art form can be used to enliven classroom learning, build communities, and provide creative entertainment. Participants will learn how they can become imaginative, confident storytellers and more engaging speakers by developing dynamic vocal and physical delivery skills, creating stronger connections to their audiences, and employing a natural, spontaneous style. The multicultural history of oral tradition and interdisciplinary applications of the art of storytelling will also be examined. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

Curriculum and Instruction

ED 5000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5010 - Curriculum Design/Planning/Instruction/Assessment

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. Is required by those seeking certification all areas; There is a 30 hour experiential component for those seeking certification (4 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5015 - Teaching Math



This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3 credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be



addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6190 - Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions

What are district and classroom based assessments saying about our students, and how can we use them to make informed decisions in which to meet the needs of all learners. As schools wrestle with implementing effective Response to Intervention systems, it is critical that staff can effectively utilize progress monitoring tools and assessment data to ensure best instructional practices. This class will focus on analyzing data in order to inform instruction and improve student growth. Students will read and discuss articles related to using data to inform instruction, analyze and sort district and/or classroom data, design a grade book using content standards to track progress, create a data correlation chart to be used as a resource or in communicating levels of achievement with colleagues, students and parents, and create an instructional improvement plan using a framework such as universal design for learning. (4 Credits) Meets MED Core requirement. Can be taken as a concentration course for any concentration. Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful.

Digital Equity Leadership

ED 5611 - Digital Equity in the Digital Age

In this course participants will explore research on the increasingly vital "digital inclusion" plays in economic opportunity. We also will examine policies and practices by which communities are significantly improving digital equity and inclusion. (3 credits)

ED 5612 - Systemics Dimensions of Digital Equity

In this course participants will explore why digital equity investments must be "systemic" if they are to significantly improve such metrics as participation in living wage careers and educational opportunity and attainment. We will examine research that identified essential dimensions of a systemic approach, the growing range of known providers of these resources, and socially responsible business strategies for eliciting more providers to provide resources at increasingly affordable costs for all including low-income learners. (3 credits)

ED 5613 - Developing Partnerships for Digital Equity

Participants will develop a cognitive map both of organizations with proven interest in supporting digital equity initiatives in support of educational and economic opportunity for all including low-income learners and families, and of strategies and rationales to engage organizations in collaboration. (3 credits)

ED 6611 - The Principles and Goals of Collective Impact

In this course, students will learn about the theory and philosophy underlying Collective Impact, a social change methodology that shows considerable promise for resolving a wide array of persistent, complex social problems such as poverty, homelessness, hunger, or the overrepresentation of students of color in special education. We will examine both the historical roots of Collective Impact in other approaches to community improvement and development, as well as research concerning this very promising approach to fostering significant gains in social justice. Students will be able to speak persuasively with diverse stakeholders on the merits, resources required, and strategies involved in successful Collective Impact activity. (3 credits)

Digital and Media Literacy

ED 5450 - Media Literacy for Social Change: Teaching Informational and Primary Texts

Just as primary and informational texts have been pivotal in social change, the media has become equally as important. This course will explore the way teaching media literacy enhances the instruction of informational and primary texts. Students will explore various informational and primary texts as vehicles for social change. Topics in this course will include: gender representation, youth and advertising, and politics and propaganda. Students will develop a professional development activity to use in their school or school district. (3 credits)

ED 5451 - Storytelling in a Digital Age: Incorporating Media Literacy into the English Class

At the heart of every media message is a story. Someone created that story, found a target audience, and delivered the message. This class will explore those stories told through multiple



modes including: radio, news media, advertisements, film, print, as well as social networking communities. The guiding question of this course asks *who is telling the story?* and students will study the process media messages take from inception to delivery. Students will leave the course with a developed lesson plan to use in their own classrooms as well as a clear understanding of the digital tools available to implement that lesson plan. (3 credits)

ED 5452 - Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies

This course will explore the historical roots of media and digital literacy in our schools. Students will learn about the different ways that media literacy has been integrated into English classes as well as the costs and benefits of those choices. Thought leaders and advocates of the fields will be studied. Students will conduct a case study of their home school or school district analyzing the integration and use of media and digital literacy. (3 credits)

ED 5453 - Tricks of the Trade: Using Digital Tools to ENhance the English Curriculum

Students in our classrooms are becoming more and more tech savvy each day. As educators, we walk the fine line between introducing digital tools that help enhance our classrooms while avoiding digital fads. This course will start by introducing students to the research surrounding the effects of technology on the brain. Next, students will learn about different digital tools and learn how to choose the best tool for a skill or unit of study. Finally, this course will teach students how to help students think critically about the digital tools they use for their assignments. The course will also include instruction of fair use and copyright policies. Students will leave this course with a redesigned curriculum unit that showcases digital tools for production and presentation. (3 credits)

Digital Equity

ED 5611 - Digital Equity in the Digital Age

In this course participants will explore research on the increasingly vital "digital inclusion" plays in economic opportunity. We also will examine policies and practices by which communities are significantly improving digital equity and inclusion. (3 credits)

ED 5612 - Systemics Dimensions of Digital Equity

In this course participants will explore why digital equity investments must be "systemic" if they are to significantly improve such metrics as participation in living wage careers and educational opportunity and attainment. We will examine research that identified essential dimensions of a systemic approach, the growing range of known providers of these resources, and socially responsible business strategies for eliciting more providers to provide resources at increasingly affordable costs for all including low-income learners. (3 credits)

ED 5613 - Developing Partnerships for Digital Equity

Participants will develop a cognitive map both of organizations with proven interest in supporting digital equity initiatives in support of educational and economic opportunity for all including low-income learners and families, and of strategies and rationales to engage organizations in collaboration. (3 credits)

ED 6611 - The Principles and Goals of Collective Impact

In this course, students will learn about the theory and philosophy underlying Collective Impact, a social change methodology that shows considerable promise for resolving a wide array of persistent, complex social problems such as poverty, homelessness, hunger, or the overrepresentation of students of color in special education. We will examine both the historical roots of Collective Impact in other approaches to community improvement and development, as well as research concerning this very promising approach to fostering significant gains in social justice. Students will be able to speak persuasively with diverse stakeholders on the merits, resources required, and strategies involved in successful Collective Impact activity. (3 credits)

Concentration Courses**ED 5000 - Technology and Information Literacy**

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching,



learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5010 - Curriculum Design/Planning/Instruction/Assessment

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. Is required by those seeking certification all areas; There is a 30 hour experiential component for those seeking certification (4 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5015 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3 credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar



effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5030 - Meeting the Needs of all Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. Those seeking certification must add the 30 hour experiential learning component CRN 129 Practicum: Meeting the Needs of All Learners (1 credit) (4 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Is required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5170 - Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on



what they are learning in the college classroom to what they are seeing in a school setting. Those seeking certification must add the 30 hour experiential learning component CRN 221 Practicum in Special Education: Disabilities, Issues, and Laws (1 credit) (3 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5610 - STEAM Education: Integration, Challenge, and Curiosity

At one time or another we have all had to enter into a curriculum by which we were slightly frightened. Whether it's due to a lack of content knowledge, limited experience, or simply because we're creatures of habit we have all stressed over how to incorporate new subject areas. In addition to the stress we feel due to change, there will always exist time constraints. Throughout this course we will explore the nature of STEAM and discuss and practice methods used to employ multiple facets of science in our elementary classrooms. Too often quality inquiry based science is over looked in the classroom and often times there are simple ways to connect our current curriculum to meaningful real world experiences for our students. Whether through lab experiences, off site exploration, or utilizing technology to create virtual experiences for our students we can all find ways to enjoy more exploratory science in our classrooms. We will begin by sharing some of the restraints we experience around STEAM education, explore best practice around science instruction, and finally transition into developing methods to encourage our students and our peers to get meaningful science back into our classrooms. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5620 - Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms

During this course we will explore the three dimensions of the Next Generation Science Standards and connect these to the ideas of STEAM educational goals. NGSS can be incorporated in a number of ways and often times woven into our existing curriculum. We will discuss the Disciplinary Core Ideas throughout NGSS and develop ways to increase our students' awareness and ability to be analytical when developing questions. We will review the goals of the NGSS, understand the layout and organization of the standards, and connect this framework to best practices used to increase student curiosity around the ideas of STEAM education. Participants will align parts of their current content to the NGSS and prepare activities and performance based assessments for their classrooms. We will analyze the work of our peers and share content and resources throughout the course. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5630 - STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum

This course will combine the Next Generation Science Standards, Common Core, and STEAM frameworks to create or modify curriculum in our classrooms. We will discuss ways to incorporate inquiry science into multiple disciplines and foster curiosity for our students. We will discuss ways of engaging our learners through exploration and create a variety of alternative assessment tools, to include more creativity and expression for our students. Throughout this course will take a look at curriculum and assessment techniques and build upon what we currently do to allow more flexibility for our students in our classrooms. Participants will share techniques they have had success with, review current best practices in the areas of science literacy, and develop assessments to use and reflect upon with the group. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore



the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed.



Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 6010 - Introduction to School Climate Leadership

This advanced Educational psychology course will explore theories of youth social and emotional intelligence, learning, motivation, intelligence and recent advanced in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning and teacher and student empowerment and use this information to critically assess current practice in school climate leadership and school change. (3 Credits) Meets MED and CAGS concentration requirement: School Culture and Leadership; Educational Leadership

ED 6011 - Democracy in America

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6012 - The USA in World War II

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new

approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6013 - United States History from 1865 to Present

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6014 - God, Terror, and History: When Religion Becomes Evil

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6015 - The Vietnam War

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6016 - Catastrophes in American History

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times. (3 Credits)
Meets MED and CAGS concentration requirement: History

ED 6021 - Beyond Bullying: Understanding Bullies, Victims, and Bystanders

This course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the roles adults have played as bystanders, tacit supporters, and even bullies themselves and how to train teachers, students, school leaders, and parents to address social conflict, threshold behaviors and bullying. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6022 - Critical Connections: Student Engagement, Empowerment, and Respectful Schools

This course will help students understand the dimensions of "power" associated with respectful teaching, school climate, and bullying. We will explore strategies for engaging and empowering all students to serve as community advocates and resources, experts, and school change leaders, with special emphasis on empowering those students who have been socially isolated or targets of bullying and harassment. Student civic engagement, service-learning, and social activism for social justice in schools and society will be explored and applied. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6025 - Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card

In this course we will review ideas and skills to help individuals grow as people, educators, and students. We know that people are motivated in different ways; we know that people have different wants and needs; we know that some people persevere while other people give up too easily; we know that some people are optimistic and some people are pessimistic. We now also believe that the positive habits of our minds, optimism, perseverance, positive self-talk, and the ability to take more control over what we think and do all can be taught, nurtured, and enhanced. In this course we will work to begin this process by enhancing our own abilities and then we will work to set up our teaching environments to teach and enhance the thinking and the actions of our students. If we are successful, anything we want our students to learn will develop in much



more positive and powerful ways for more of our students. (3 Credits) Meets MED and CAGS concentrations requirements: Curriculum & Instruction, School Climate Leadership

ED 6040 - Adolescent Development

Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform counselor, teachers and administrators in this advanced course we will examine adolescence as a developmental phase. We will examine biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity. Problems of adolescence, such as drug use, eating disorders, suicide, violence, and teen pregnancy will be covered, but normal development will be emphasized. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6060 - Critical Pedagogy: Teachers as Political Actors

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of teaching in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6065 - The School Counselor as Political Advisor

This course explores the social and political context of counseling and the effect of policy on the lives and learning of children and youth. Students in this course will consider how counselors can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of counseling in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Counseling in Urban Schools

ED 6080 - Early Medieval Art

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland. From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6081 - History of Women in the Visual Arts

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6082 - Impressionist Art from France to America

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6083 - Methodologies of Art Analysis

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety

of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context. The methodologies discussed here-formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others-reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6084 - Masters of Twentieth Century Art

This course surveys developments in modern art, art theory, and "masters" of the craft from approximately 1890 to the present. Global in nature, this survey course will focus thematically on developments in Europe, the Americas, and the non-Western world. Our goals in this course are both to examine the artists and to understand the broader political, cultural, social, and economic forces that inevitably shape and impinge upon them. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6085 - Modern American Art

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6090 - Substance Abuse Counseling

Substance abuse etiology, assessment, diagnosis, and treatment planning are studied in this course. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6095 - Family and Group Counseling

This course will focus on understanding human interaction patterns and influences from the

perspective of major family and group therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6140 - Fundamentals of Storytelling for Educators

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this course, students will learn how to construct and tell a well-developed story that holds interest and is effectively communicated to its listeners. Students will begin by exploring narrative stories to examine the basic elements of theme, plot, style, characterization, dramatic appeal, and appropriateness to listeners. Once a story line is well mapped out and adapted to a particular audience, the focus will shift to preparation for telling. Basic storytelling skills will be explored to make it your own, including dialogue, voice, gestures, facial expression, pacing, repetition, and exaggeration. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6142 - Bringing History to Life Through Story Preservation Initiative

Students will be introduced to a variety of first-hand narratives and primary source documents for K-12 classrooms using the online educational resource *Story Preservation Initiative (SPI)* that includes links to trusted external sites: *Library of Congress*, *PBS Learning Media*, *Smithsonian*, *Center for Ecoliteracy*, *J. Paul Getty Museum*, and the *United States Holocaust Memorial Museum*. Participants will learn how to search *SPI's* vast collection and study teacher created lesson plans connected to these personal accounts. In addition, students will be introduced to other classroom materials using these resources to further enrich their classroom instruction. Participants will then apply their knowledge by integrating *SPI* narratives and resources to create lessons and activities for a differentiated, inquiry-based unit that can be used in their own classroom. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6143 - Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning

This innovative course provides deeper inquiry into *Story Preservation Initiative Learning Lab*®, an oral history-based educational resource that combines primary source audio with project-based lessons for rich, multi-disciplinary learning. Participants will experience the power of sparking student interest in content using *SPI's* collection of personal recordings that capture the voices, words, and meanderings of artists, scientists, writers, poets, musicians, and eyewitnesses to history. Connecting the personal narratives of experts to content learning in the arts, sciences, humanities, and eyewitness accounts provides an exciting and unique springboard to project-based learning. Participants will learn to support students with developing orbital studies, independent investigations that "orbit" or revolve around some aspect of the content. This involves designing a question for study, developing a research plan and method for presenting their learning, and criteria to measure quality products. Through inquiry-based learning, participants will experience how rigorous and relevant personalized and differentiated instruction can increase student motivation and engagement that supports students as they develop expertise and become independent learners. *Prerequisite:* ED 6142 Bringing History to Life Through Story Preservation Initiative (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6144 - Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom

Digital storytelling is a powerful tool for providing students with the technology skills they need to thrive in 21st century media-rich environments. This fun, creative class explores digital storytelling as a new form of documentary that allows computer users to become creative storytellers through the use of digital multimedia. Teacher-created digital stories can be used to enhance current lessons within a unit and engage students in discussions about the topics presented. They can also support learning by making abstract or conceptual content more understandable. Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform and educate the learner. After selecting and researching a topic, students will write a script, and develop an interesting story. This material will then be combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music. The author then narrates in their own voice over the series of images. This class provides basic knowledge of the range of capabilities of available multimedia including audio and video design applications for creating instructional products. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6145 - The Interactive Art of Storytelling Across the Curriculum

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Teachers who incorporate storytelling into their repertoire of teaching skills can enhance student engagement with almost any subject. This course offers students practical instruction in the traditional art of storytelling as it relates to numerous interdisciplinary fields. The class will examine how this ancient art form can be used to enliven classroom learning, encourage personal expression, improve public communication skills, build communities, and strengthen multicultural understanding and emotive awareness across the curriculum. Students will learn how to enhance lessons using storytelling across the curriculum and come to appreciate storytelling as a tool to improve language, vocabulary and, listening skills, as well as increase student interest in literature and independent reading. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6146 - Story Preservation Initiative (SPI) Learning Lab Practicum I

SPI Learning Lab Practicum I offers students the opportunity to work directly with SPI staff to develop a unit of study that integrates personal narrative into their classroom. In this course, students will become familiar with the *Story Preservation Initiative* website and choose a personal narrative from the site that will act as a springboard to learning for a unit of study that is project-based. Students will determine a topic and develop a unit plan outline that includes grade level competencies, related materials, and assessment evidence that will support the project. Teachers are required to meet with an SPI staff member three times within the seven-week period either virtually, via phone or face to face, to discuss ongoing progress with the project as well as student and teacher engagement. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6147 - Story Preservation Initiative (SPI) Learning Lab Practicum II

SPI Learning Lab Practicum II is designed for teachers with Learning Lab projects currently underway. In this course, students will teach the SPI unit/lessons of study, developed in Practicum I and assess student learning along the way. Teachers are required to meet (virtually or otherwise) with *SPI* staff three times within the seven-week period to further discuss project development and progress, student and teacher engagement, as well as assessment tools, and documentation. At the end of the seven-week period, teachers are required to produce an integrated Understanding by Design unit plan to be added to the *SPI* collection, which may be shared with other teachers. SPI staff will be available as a resource to teachers throughout the



project period. Prerequisite: ED 6146 (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6177 - Understanding and Remediating Deficits in Learners with Autism

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

ED 6190 - Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions

What are district and classroom based assessments saying about our students, and how can we use them to make informed decisions in which to meet the needs of all learners. As schools wrestle with implementing effective Response to Intervention systems, it is critical that staff can effectively utilize progress monitoring tools and assessment data to ensure best instructional practices. This class will focus on analyzing data in order to inform instruction and improve student growth. Students will read and discuss articles related to using data to inform instruction, analyze and sort district and/or classroom data, design a grade book using content standards to track progress, create a data correlation chart to be used as a resource or in communicating levels of achievement with colleagues, students and parents, and create an instructional improvement



plan using a framework such as universal design for learning. (4 Credits) Meets MED Core requirement. Can be taken as a concentration course for any concentration. Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful.

ED 6210 - Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6211 - Application of Marketing Principles in Sports, Recreation, and Coaching

Students will explore the importance of effectively marketing sport and athletics to target populations. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. The relationship between sport and consumer behavior will be examined. Students will also develop their own marketing plan in the athletic administration program. In addition, we will be utilizing case studies in order to simulate decision making in athletic administration. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6212 - Legal Issues in Sports, Recreation, and Coaching

This course is a survey of the various applications of contract, tort, intellectual property, constitutional, and administrative laws to the growing and complex field of sport management with a perspective toward risk management, contract negotiation, product liability professional and collegiate leagues, and marketing. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6213 - Concepts and Issues in Coaching Sports in Secondary School

With a concentration at the secondary level, this course highlights the daily operations of the



athletic director's office, detailing job responsibilities, complexities and challenges that impact a school system's interscholastic sports and extracurricular program. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6214 - Concepts and Issues in Coaching College Sports

This course is designed to give students the opportunity to study the administration process in intercollegiate athletics. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Emphasis will be placed on the problems, forces, and issues shaping intercollegiate athletic administration. Included will be discussion of management and management styles, office management, policies and procedures, eligibility, transportation issues, time management, and scheduling. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6215 - Applied Sports and Fitness Psychology

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 6216 - Sport and Event Planning Management in Sports and Coaching

This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of sport-related contests and special events. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6217 - Facilities, Design, and Construction in Sports and Recreation

The course will introduce the sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations. Students will develop a case statement and a request for proposal for sport industry segments: a private sports club, an interscholastic, intercollegiate, or professional sport program, or a recreational enterprise. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6320 - Teaching Immigrant Students

The overall goal of this course is to understand cultural and communication issues that English Language Learners (ELLs) and their teachers are likely to encounter in classrooms and to acquire knowledge and techniques to facilitate the success of ELLs. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6325 - Counseling Immigrant Children

The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be successful. (3 Credits) Meets MED and CAGS concentration requirement: Counseling & Counseling in Urban Schools

ED 6380 - Child-Centered Issues in the 21st Century Classroom

This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6430 - Interrupting the School to Prison Pipeline - The Future of Black and Brown Boys in the USA

The goal of this course is to deepen our understanding of issues related to the construction of the

school to prison pipeline. The issues that the course will address are inequality, discipline polices, systematic criminalization of youth, the achievement gap, and workings of the prison industrial president complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism". (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6450 - Mathematics Across the Curriculum

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6451 - Mathematical Problem Solving

This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6452 - Calculus AB for Educators

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6453 - Developing Mathematical Ideas in Numbers and Operations

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6454 - Developing Mathematical Ideas Through Application

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..." (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6513 - Action Research in Sports, Recreation, and Coaching

Students will explore research topics in the disciplines of athletic administration, understand how research methods can be utilized to form theories, learn how to critically review the published literatures, and write a comprehensive literature review that can be incorporated into a sport management capstone project. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6612 - Launching Collective Impact Initiatives

In this course, students will develop an understanding of key strategies and resources to launch a "collective impact" effort, from mobilizing key stakeholders to engaging them in developing consensus on "shared measures" of success to use to assess progress, to designing and implementing data management and formative evaluation strategies to monitor progress and continuously improve joint efforts to generate desired impacts on a targeted, high stakes societal problem such as hunger in America. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6613 - Planning and Communicating Collective Impact Efforts

In this course, students will explore the Collective Impact principle of designing "mutually reinforcing activities" - i.e., coordinating and aligning efforts by key stakeholders and organizations so that they support one another's efforts and contribute to "moving the dials that matter" (e.g., reduce local measures of homelessness, hunger, or chronic underemployment). We also will consider the growing array of communications tools and strategies available both to help partners collaborate effectively and to gain broader awareness and support for the partners' shared efforts. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6614 - Institutionalizing a Collective Impact Initiative

This course will engage participants in examining the crucial role that a local "backbone organization" needs to play to ensure that the community's collective impact efforts to address a pressing societal problem are truly aligned, coordinated, continuously assessed and, ultimately, institutionalized. The aim is to significantly strengthen the community's long-term capacity to address and, ideally, prevent the societal ill in question. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6615 - Ethics, Equity and Collective Impact

As a social change methodology, collective impact strives to mobilize diverse stakeholders, especially those who themselves suffer most directly from the social ill in question. Yet, recent

research makes it clear that simply involving the most dispossessed in setting the agenda for sustained local change does not ensure that the resources mobilized to address that social ill benefit the most disadvantaged as fully as possible: how a community selects and runs its backbone organization and assesses its efficacy are crucial in determining the equitability of results. In this course, students will explore the ethical and pragmatic challenges entailed in striving to optimize impacts for those most in need. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6616 - Grantsmanship and Collective Impact

The "collective impact" approach to social change - which involves a sustained, highly collaborative local effort by diverse stakeholders to eradicate a pressing social problem -- has transformed the grantmaking processes and criteria of many of the nation's and the world's foremost philanthropic leaders, such as Grantmakers For Education. In this course, we will examine not only how collective impact methods are being employed in grantmaking but also how one can seek grants to finance collective impact approaches to tackle persistent, high stakes societal ills. Students will gain skills in grant prospect research and proposal writing. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6710 - STEM Integration in the K-12 Classroom: An Interdisciplinary Approach

This course is designed to provide an interdisciplinary methodology to teaching and incorporating STEM practices across all disciplines. This course will involve active participation as discovery/inquiry learning, integration practices, and performance-based assessments and tasks are explored. Participants will understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, and questioning. The specific skills and principles to be examined and incorporated into professional practices within all disciplines, as presented by the Next Generation Science Standards (NGSS), include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions

- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information (3 Credits) Meets MED and CAGS concentration requirements: Curriculum & Instruction, STEAM

ED 6750 - Consultation and Collaboration in Alternative Education

This course provides an overview of models and strategies for coordinating services across disciplines and among school, family, and community agencies. Emphasis on interdisciplinary team coordination, communication, decision making, planning, and follow-up for individuals. The course will also focus on the role of the alternative program as a consultant and resource to other educational programs and agencies. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirement: Alternative Education

ED 6751 - Developing and Sustaining Excellence in Schools

This course provides an overview of the development of sustainable policies, procedures, staffing, and professional development that lead to sustainable alternative programs. Emphasis on establishing and maintaining a balance of stability and flexibility as required by the nature of alternative education. The role of data analysis and program evaluation as it contributes to ongoing school improvement, the development of best practices, and individual staff and professional growth is covered. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6752 - Planning for Student Success in Alternative Schools

This course provides an overview of additional support for the students in the alternative environment to enable academic and behavioral improvements. Topics will introduce the definition, techniques, and examples of addressing modifying student behavior. The course will contain an exploration of options to prepare students for post-secondary success. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6753 - Transition Services for Students in Alternative Education

This course provides an overview of techniques and processes used in programming for the needs of individuals as they prepare for transition to alternative programs and back to a comprehensive school program. This course will also focus on the development of an Alternative Education Plan and Transition Plan. Discussion will also focus on postsecondary programs and employment opportunities. Emphasis on skills related to professional liaison and support roles in the design of instructional arrangements and cooperative training. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6754 - Curriculum, Instruction, and Assessment in Alternative Schools

This course provides an overview of curriculum, instructional strategies and programming, digital and virtual learning, and the role of student assessment. There is an emphasis on specific curriculum, engagement strategies and learning environments effective in alternative schools based on research. The role of formative and summative assessment, intervention, and how they work together to increase learning and engagement in alternative schools will also be reviewed. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6755 - Instructional Leadership in Alternative Schools

This course provides an overview of instructional leadership and the role of the student in the alternative environment. There is an emphasis on the program's mission, goals, and target student population. Fundamental values are introduced that form the foundation for the design, operation, development, and administrative oversight of the alternative education program. The role of culture & climate and how they work together to support learning in alternative schools will also be a focus of this course. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6820 - Literature, Culture, and War in the Twentieth Century

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6821 - Contemporary American Fiction

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6822 - Shakespeare: The Tragedies: Macbeth, Othello, Lear, and Hamlet

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching



and reading these plays, then as now. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6823 - Victorian Poetry

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6824 - The Romantic Poets: Wordsworth, Coleridge, Byron, Shelley, and Keats

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6825 - Survey of the Novel from 18th to 21st Centuries

The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20th-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in novels from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels. The final project will ask students to draw parallels between 21st -Century texts and their predecessors. (3 Credits) Meets MED and CAGS concentration requirement: English

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. Is required by those seeking certification. (1 credit) Meets MED Core requirement

ED 6965 - Leadership Portfolio II

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 Leadership Portfolio I. (1 credit) Is required by those seeking principal and superintendent certification

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

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. Is required by those seeking principal and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

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. Is required by those seeking superintendent certification (3 credits)

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, and 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. Is required by those seeking superintendent certification (3 credits)

ED 7009 - Facilities Planning and Management and Data-based Decision Making

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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility



development, and managing the budget and warrant article processes within the context of data-based management systems. (3 Credits) Is required by those seeking superintendent certification.

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

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. (3 credits)

ED 7040 - Advanced Child and Adolescent Development

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of the ego, cognitive social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7062 - Pedagogy and the Respectful School

This course will explore theoretical and conceptual foundations of curriculum development, alternative assessment and instructional design as it relates to two "grand theories" of learning; behaviorism and constructivism. Authentic instruction, solving real problems, inquiry-based, community-based, and service-based learning, and the use of virtual learning tools will be explored in relation to student motivation, engagements, teacher student relationships, and the geography of learning. Students will assess the professional development needs of a school in relation to changing expectations for student learning in 21st century schools. Students will develop professional learning community processes and professional development plans in light of key theories, concepts, and models discussed in the course. (3 Credits)

ED 7063 - Legal Issues for School Climate Leaders

This course examines the substantive and procedural rights of children and the competing interests of their parents and the state (aka school) in a variety of school climate, educational equity, harassment, discrimination, and other safe schools contexts. Students will understand NH Anti-Bullying Laws as well as those from other states. They will gain an understanding of the relationships between Civil Rights, Human Rights, and Disability protections and school climate advocacy and leadership. (3 Credits)

ED 7064 - Using Data to Understand, Monitor, and Improve Climate and Learning

This course provides participants with the knowledge base to manage district-wide school data



that can be used to understand school climate and its relationship to student learning. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage both objectives and incident data to assess school safety, student engagement, and attendance as well as systems for collecting and using "perceptual" school climate data from school-wide teacher and student surveys, interviews, focus groups, ethnographic data and experience sampling methods (SEM). (3 Credits)

ED 7110 - Advanced Multicultural Competencies for Teachers, Counselors, and Administrators

The purpose of this course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7180 - Advanced Assessment Strategies: Psycho-Educational Evaluation

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant learning outcomes, frameworks, or standards. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

ED 7210 - Advanced Theories of Coaching and Team Building

This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life - including in business and in family life. This course helps the student to learn new ways to manage a



variety of challenges that come from working with people. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7215 - Developing Student Athletes: Theory and Practice

This course is designed to provide the student with knowledge and experiences in counseling and helping skills with an emphasis on traditional counseling theory and skills. The major modalities covered will include examples of Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies. This course will utilize an eclectic approach to developing intervention strategies for dealing with psychological, emotional, relationship, and adjustment problems for the student athlete. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

Education, School Principal, M.Ed.

- Description and Learning Outcomes

NOTE: Students may have coursework that can be transferred in to meet specific requirements listed below.

NOTE: Student who do not have Psychology of Learning Communities and/or Curriculum and Instruction on their MED transcript would need to take them if they are seeking principal or superintendent licensure.

Core Courses for MED

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. (4 credits)

ED 5261 - Research Practicum I

Research Practicum I is designed to help the Master in Education candidates develop the



introduction and literature sections of their Action Research proposal and to review the IRB request form for the Action Research capstone project. Students who enroll in 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 introduction and literature review 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 ED 5262 - Research Practicum II. *Prerequisite:* ED 5130. (2 credits)

ED 5262 - Research Practicum II

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 Research Practicum II 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 I, ED 6511 . *Prerequisite:* ED 5261. (2 credits)

ED 6110 - Dynamics of Curriculum and Instruction

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 they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. Is required by those seeking certification. (4 credits) Meets MED Core Requirement

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. Is required by those seeking certification. (4 credits) Meets MED Core requirement

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 credits) This course is a substitute for ED 5110 Teachers as Leaders and there is a 30 hour practical experience required for those seeking certification. Meets MED Core requirement and those seeking principal licensure.

ED 6511 - Fundamentals of Educational Inquiry: Action Research I

Students will implement a comprehensive action research process in the context of a school or agency. Students will collect data based on the data collection tools developed in Research Practicum II ED 5262 . *Prerequisite: Must have completed ED 5262 and have IRB proposal approved.* (2 credits)

ED 6512 - Fundamentals of Educational Inquiry: Action Research II

Students in this course will continue to work on their Action Research project. They will analyze their data, complete the writing of their project, and implement a public presentation. *Prerequisite: Must have completed ED 6511.* (2 credits) Meets MED Core requirement

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. Is required by those seeking certification. (1 credit) Meets MED Core requirement

ED 6952 - Portfolio II

This course will assist participants 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 for applying to the certification program. Is required by those seeking certification. *Prerequisite: Completion of Portfolio I.* (1 credit) Meets MED Core requirement

ED 6961 - Portfolio III

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio 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. Is required by those seeking certification. *Prerequisite: Completion of Portfolio II.* (1 credit) Meets MED Core requirement

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. Is required by those seeking certification. *Prerequisite: Completion of Portfolio III.* (1 credit) Meets MED Core requirement

Educational Leadership Concentration Courses required for Principal licensure

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

ED 7002 - Supervision of Curriculum and Instruction

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 credits)

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. Is required by those seeking principal and superintendent certification (3 credits)

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. Is required by those seeking principal and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

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. (3 credits)

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. Is required by those seeking principal certification (1 credit)

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites:* ED 7201 *Principal Internship I.* (1 credit)

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites:* ED 7202 *Principal Internship II.* (1 credit)

Credit Totals

CORE Credits Total 28

ELECTIVE Credits Total 23

Total credits for M.Ed. 51

(If seeking Maine certification total credits 57)

Certificate

Professional Development Focus, C.A.G.S.

Note: Students may have coursework that can be transferred in to meet specific requirements listed below.

Certificates offered in School Climate and Leadership, Science STEM, Literacy: Reading and Language Arts, Literacy: Math, Special Education, Educational Leadership, Alternative Education, Curriculum and Instruction, Urban Education and Social Justice, Counseling, Counseling in Urban Schools, Physical Education, Art, English, History, Sports, Recreation, and



Coaching, Collective Impact, Design your own in consultation with the Program Director. 12 credits in one specific area are needed for a certificate.

CORE Credits Total 20

ELECTIVE Credits Total 12

Total credits for C.A.G.S. 32

C.A.G.S. must have 12 credits of electives and for a certificate in an area all courses must come from the same concentration.

Requirements

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. Is required by those seeking principal and superintendent certification (3 credits)

ED 7020 - Exploring Assessment and Accountability: Controversies and Solutions

This course explores the various assessments, standardized and authentic, that teachers and school leaders can use to inform instruction. It goes beyond just looking at test data to actually developing plans using data to improve learning in schools and classrooms. Students will analyze the conditions needed for designing high-quality assessment systems, develop specific competencies and become proficient at productively discussing Assessment Practices, Assessment Principles, and Assessment Policies. Students will be able to more deeply engage in professional dialogue with other educational professionals about using and improving student assessment. The link between school effectiveness, student achievement, and accountability will be discussed. (4 Credits) Meets CAGS Core requirement

ED 7030 - Culminating Leadership Plan

Every school leader needs to have a plan for moving forward. Whether you are a formal leader



such as a principal or superintendent or a teacher leader it is critical that you have a sense of direction, a plan with actionable steps, individuals who can help achieve the goals, people to take responsibility for achieving the goals, criteria for success, and possible evidence of meeting the identified goals. In this course students will take stock of where they are and where they would like to be in five years, discuss this vision with colleagues, find research to support the direction in which they want to go, and develop a leadership plan with materials to help them achieve their vision and goals. (4 Credits) Meets CAGS Core requirement

ED 7260 - Applied Education Research

Every school leader is aware of the myriad issues associated with schools. In addition they are aware of the endless resources that can be used to understand an issue in their school. This course has the student identify a significant school-wide issue, one that requires research about the cause of the problem and possible solution. The student will find scholarly research about the issue and develop an introduction and comprehensive literature review along with reference page. This course is the prerequisite for ED 7510 where the student will take the information, gather data from the school that is pertinent to the issue, develop a comprehensive plan to solve the problem, and share this plan with appropriate school leaders for their approval. (4 Credits)

ED 7510 - Data-Driven Leadership and Action Capstone

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan. (4 Credits)

Concentrations

Educational Leadership

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

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. Is required by those seeking principal and superintendent certification (3 credits)

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. Is required by those seeking principal and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

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. Is required by those seeking superintendent certification (3 credits)

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, and 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. Is required by those seeking superintendent certification (3 credits)

ED 7009 - Facilities Planning and Management and Data-based Decision Making

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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility development, and managing the budget and warrant article processes within the context of data-based management systems. (3 Credits) Is required by those seeking superintendent certification.

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating



teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

School Climate and Leadership

ED 6010 - Introduction to School Climate Leadership

This advanced Educational psychology course will explore theories of youth social and emotional intelligence, learning, motivation, intelligence and recent advanced in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning and teacher and student empowerment and use this information to critically assess current practice in school climate leadership and school change. (3 Credits) Meets MED and CAGS concentration requirement: School Culture and Leadership; Educational Leadership

ED 6021 - Beyond Bullying: Understanding Bullies, Victims, and Bystanders

This course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the roles adults have played as bystanders, tacit supporters, and even bullies themselves and how to train teachers, students, school leaders, and parents to address social conflict, threshold behaviors and bullying. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6022 - Critical Connections: Student Engagement, Empowerment, and Respectful Schools

This course will help students understand the dimensions of "power" associated with respectful



teaching, school climate, and bullying. We will explore strategies for engaging and empowering all students to serve as community advocates and resources, experts, and school change leaders, with special emphasis on empowering those students who have been socially isolated or targets of bullying and harassment. Student civic engagement, service-learning, and social activism for social justice in schools and society will be explored and applied. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6025 - Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card

In this course we will review ideas and skills to help individuals grow as people, educators, and students. We know that people are motivated in different ways; we know that people have different wants and needs; we know that some people persevere while other people give up too easily; we know that some people are optimistic and some people are pessimistic. We now also believe that the positive habits of our minds, optimism, perseverance, positive self-talk, and the ability to take more control over what we think and do all can be taught, nurtured, and enhanced. In this course we will work to begin this process by enhancing our own abilities and then we will work to set up our teaching environments to teach and enhance the thinking and the actions of our students. If we are successful, anything we want our students to learn will develop in much more positive and powerful ways for more of our students. (3 Credits) Meets MED and CAGS concentrations requirements: Curriculum & Instruction, School Climate Leadership

ED 7062 - Pedagogy and the Respectful School

This course will explore theoretical and conceptual foundations of curriculum development, alternative assessment and instructional design as it relates to two "grand theories" of learning; behaviorism and constructivism. Authentic instruction, solving real problems, inquiry-based, community-based, and service-based learning, and the use of virtual learning tools will be explored in relation to student motivation, engagements, teacher student relationships, and the geography of learning. Students will assess the professional development needs of a school in relation to changing expectations for student learning in 21st century schools. Students will develop professional learning community processes and professional development plans in light of key theories, concepts, and models discussed in the course. (3 Credits)

ED 7063 - Legal Issues for School Climate Leaders

This course examines the substantive and procedural rights of children and the competing



interests of their parents and the state (aka school) in a variety of school climate, educational equity, harassment, discrimination, and other safe schools contexts. Students will understand NH Anti-Bullying Laws as well as those from other states. They will gain an understanding of the relationships between Civil Rights, Human Rights, and Disability protections and school climate advocacy and leadership. (3 Credits)

ED 7064 - Using Data to Understand, Monitor, and Improve Climate and Learning

This course provides participants with the knowledge base to manage district-wide school data that can be used to understand school climate and its relationship to student learning. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage both objectives and incident data to assess school safety, student engagement, and attendance as well as systems for collecting and using "perceptual" school climate data from school-wide teacher and student surveys, interviews, focus groups, ethnographic data and experience sampling methods (SEM). (3 Credits)

Literacy: Reading and Language Arts

ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to



convey the essence of the literature to share this with students within the class and beyond. Is required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and



Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

Literacy: Mathematics

ED 5015 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3 credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 6450 - Mathematics Across the Curriculum

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6451 - Mathematical Problem Solving

This course will concentrate on solving, or attempting to solve, mathematics problems. How can



one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6452 - Calculus AB for Educators

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6453 - Developing Mathematical Ideas in Numbers and Operations

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6454 - Developing Mathematical Ideas Through Application

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the



Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..." (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

Special Education

ED 5030 - Meeting the Needs of all Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. Those seeking certification must add the 30 hour experiential learning component CRN 129 Practicum: Meeting the Needs of All Learners (1 credit) (4 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5170 - Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. Those seeking certification must add the 30 hour experiential learning component CRN 221 Practicum in Special Education: Disabilities, Issues, and Laws (1 credit) (3 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be



addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6177 - Understanding and Remediating Deficits in Learners with Autism

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

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 credits)

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

ED 7180 - Advanced Assessment Strategies: Psycho-Educational Evaluation

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant learning outcomes, frameworks, or standards. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

STEM

ED 5610 - STEAM Education: Integration, Challenge, and Curiosity

At one time or another we have all had to enter into a curriculum by which we were slightly frightened. Whether it's due to a lack of content knowledge, limited experience, or simply because we're creatures of habit we have all stressed over how to incorporate new subject areas. In addition to the stress we feel due to change, there will always exist time constraints. Throughout this course we will explore the nature of STEAM and discuss and practice methods used to employ multiple facets of science in our elementary classrooms. Too often quality inquiry based science is over looked in the classroom and often times there are simple ways to connect our current curriculum to meaningful real world experiences for our students. Whether through lab experiences, off site exploration, or utilizing technology to create virtual experiences for our students we can all find ways to enjoy more exploratory science in our classrooms. We will begin by sharing some of the restraints we experience around STEAM education, explore best practice around science instruction, and finally transition into developing methods to encourage our students and our peers to get meaningful science back into our classrooms. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5620 - Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms

During this course we will explore the three dimensions of the Next Generation Science Standards and connect these to the ideas of STEAM educational goals. NGSS can be incorporated in a number of ways and often times woven into our existing curriculum. We will discuss the Disciplinary Core Ideas throughout NGSS and develop ways to increase our students'



awareness and ability to be analytical when developing questions. We will review the goals of the NGSS, understand the layout and organization of the standards, and connect this framework to best practices used to increase student curiosity around the ideas of STEAM education. Participants will align parts of their current content to the NGSS and prepare activities and performance based assessments for their classrooms. We will analyze the work of our peers and share content and resources throughout the course. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5630 - STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum

This course will combine the Next Generation Science Standards, Common Core, and STEAM frameworks to create or modify curriculum in our classrooms. We will discuss ways to incorporate inquiry science into multiple disciplines and foster curiosity for our students. We will discuss ways of engaging our learners through exploration and create a variety of alternative assessment tools, to include more creativity and expression for our students. Throughout this course will take a look at curriculum and assessment techniques and build upon what we currently do to allow more flexibility for our students in our classrooms. Participants will share techniques they have had success with, review current best practices in the areas of science literacy, and develop assessments to use and reflect upon with the group. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 6710 - STEM Integration in the K-12 Classroom: An Interdisciplinary Approach

This course is designed to provide an interdisciplinary methodology to teaching and incorporating STEM practices across all disciplines. This course will involve active participation as discovery/inquiry learning, integration practices, and performance-based assessments and tasks are explored. Participants will understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, and questioning. The specific skills and principles to be examined and incorporated into professional practices within all disciplines, as presented by the Next Generation Science Standards (NGSS), include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data

- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information (3 Credits) Meets MED and CAGS concentration requirements: Curriculum & Instruction, STEAM

Alternative Education

ED 6750 - Consultation and Collaboration in Alternative Education

This course provides an overview of models and strategies for coordinating services across disciplines and among school, family, and community agencies. Emphasis on interdisciplinary team coordination, communication, decision making, planning, and follow-up for individuals. The course will also focus on the role of the alternative program as a consultant and resource to other educational programs and agencies. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirement: Alternative Education

ED 6751 - Developing and Sustaining Excellence in Schools

This course provides an overview of the development of sustainable policies, procedures, staffing, and professional development that lead to sustainable alternative programs. Emphasis on establishing and maintaining a balance of stability and flexibility as required by the nature of alternative education. The role of data analysis and program evaluation as it contributes to ongoing school improvement, the development of best practices, and individual staff and professional growth is covered. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6752 - Planning for Student Success in Alternative Schools

This course provides an overview of additional support for the students in the alternative environment to enable academic and behavioral improvements. Topics will introduce the

definition, techniques, and examples of addressing modifying student behavior. The course will contain an exploration of options to prepare students for post-secondary success. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6753 - Transition Services for Students in Alternative Education

This course provides an overview of techniques and processes used in programming for the needs of individuals as they prepare for transition to alternative programs and back to a comprehensive school program. This course will also focus on the development of an Alternative Education Plan and Transition Plan. Discussion will also focus on postsecondary programs and employment opportunities. Emphasis on skills related to professional liaison and support roles in the design of instructional arrangements and cooperative training. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6754 - Curriculum, Instruction, and Assessment in Alternative Schools

This course provides an overview of curriculum, instructional strategies and programming, digital and virtual learning, and the role of student assessment. There is an emphasis on specific curriculum, engagement strategies and learning environments effective in alternative schools based on research. The role of formative and summative assessment, intervention, and how they work together to increase learning and engagement in alternative schools will also be reviewed. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6755 - Instructional Leadership in Alternative Schools

This course provides an overview of instructional leadership and the role of the student in the alternative environment. There is an emphasis on the program's mission, goals, and target student population. Fundamental values are introduced that form the foundation for the design, operation, development, and administrative oversight of the alternative education program. The role of culture & climate and how they work together to support learning in alternative schools will also be a focus of this course. This course will highlight the National Alternative Education



Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

Urban Education and Social Justice

ED 6060 - Critical Pedagogy: Teachers as Political Actors

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of teaching in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6220 - Social Construct of an Empathic Teacher: A Multicultural and Social Justice Perspective

The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school, and implement a multicultural approach to teaching. This course provides candidates with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our action. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society. An understanding of the candidate's cultural

background is sought in order to identify effective teaching styles and practices. Additionally, throughout the semester, candidates will learn about various American microcultures, explore ways to access information about cultural groups, identify/implement methods for creating culturally inclusive classrooms and schools, and develop critical and multiple perspectives about issues of multiculturalism and be able to apply those perspectives in their professional and civic lives as they work with others in a diverse, democratic America in a global community. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6320 - Teaching Immigrant Students

The overall goal of this course is to understand cultural and communication issues that English Language Learners (ELLs) and their teachers are likely to encounter in classrooms and to acquire knowledge and techniques to facilitate the success of ELLs. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6430 - Interrupting the School to Prison Pipeline - The Future of Black and Brown Boys in the USA

The goal of this course is to deepen our understanding of issues related to the construction of the school to prison pipeline. The issues that the course will address are inequality, discipline polices, systematic criminalization of youth, the achievement gap, and workings of the prison industrial president complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism". (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

Counseling

ED 6040 - Adolescent Development

Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform



counselor, teachers and administrators in this advanced course we will examine adolescence as a developmental phase. We will examine biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity. Problems of adolescence, such as drug use, eating disorders, suicide, violence, and teen pregnancy will be covered, but normal development will be emphasized. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6090 - Substance Abuse Counseling

Substance abuse etiology, assessment, diagnosis, and treatment planning are studied in this course. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6095 - Family and Group Counseling

This course will focus on understanding human interaction patterns and influences from the perspective of major family and group therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6325 - Counseling Immigrant Children

The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be



successful. (3 Credits) Meets MED and CAGS concentration requirement: Counseling & Counseling in Urban Schools

ED 6380 - Child-Centered Issues in the 21st Century Classroom

This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7040 - Advanced Child and Adolescent Development

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of the ego, cognitive social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7110 - Advanced Multicultural Competencies for Teachers, Counselors, and Administrators

The purpose of this course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

Counseling in Urban Schools

ED 6065 - The School Counselor as Political Advisor

This course explores the social and political context of counseling and the effect of policy on the lives and learning of children and youth. Students in this course will consider how counselors can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of counseling in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Counseling in Urban Schools

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6220 - Social Construct of an Empathic Teacher: A Multicultural and Social Justice Perspective

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Physical Education

ED 6210 - Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits)



Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6215 - Applied Sports and Fitness Psychology

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 6440 - Current Issues in Sports and Physical Education

This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economics issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion. The course will provide in-depth analysis of these topics and ask students to explore their views on these issues. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7210 - Advanced Theories of Coaching and Team Building

This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life - including in business and in family life. This course helps the student to learn new ways to manage a variety of challenges that come from working with people. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7215 - Developing Student Athletes: Theory and Practice

This course is designed to provide the student with knowledge and experiences in counseling and helping skills with an emphasis on traditional counseling theory and skills. The major modalities covered will include examples of Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies. This course will utilize an eclectic approach to developing intervention strategies for dealing with psychological, emotional,

relationship, and adjustment problems for the student athlete. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

Art

ED 6080 - Early Medieval Art

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland. From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6081 - History of Women in the Visual Arts

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6082 - Impressionist Art from France to America

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America.



In this course, students will explore the artistic and social consequences of Impressionism from France to America. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6083 - Methodologies of Art Analysis

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context. The methodologies discussed here—formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others—reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6084 - Masters of Twentieth Century Art

This course surveys developments in modern art, art theory, and "masters" of the craft from approximately 1890 to the present. Global in nature, this survey course will focus thematically on developments in Europe, the Americas, and the non-Western world. Our goals in this course are both to examine the artists and to understand the broader political, cultural, social, and economic forces that inevitably shape and impinge upon them. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6085 - Modern American Art

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art. (3 Credits) Meets MED and CAGS concentration requirement: Art

English



ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Is required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional



methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 6820 - Literature, Culture, and War in the Twentieth Century

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6821 - Contemporary American Fiction

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6822 - Shakespeare: The Tragedies: Macbeth, Othello, Lear, and Hamlet

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching and reading these plays, then as now. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6823 - Victorian Poetry

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6824 - The Romantic Poets: Wordsworth, Coleridge, Byron, Shelley, and Keats

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6825 - Survey of the Novel from 18th to 21st Centuries

The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20th-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in novels from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels. The final project will ask students to draw parallels between 21st -Century texts and their predecessors. (3 Credits) Meets MED and CAGS concentration requirement: English

History

ED 6011 - Democracy in America

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6012 - The USA in World War II

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6013 - United States History from 1865 to Present

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6014 - God, Terror, and History: When Religion Becomes Evil

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6015 - The Vietnam War

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will



examine the impact and legacy of the war as told by the many people involved. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6016 - Catastrophes in American History

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times. (3 Credits) Meets MED and CAGS concentration requirement: History

Sports, Recreation, and Coaching

ED 6210 - Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6211 - Application of Marketing Principles in Sports, Recreation, and Coaching

Students will explore the importance of effectively marketing sport and athletics to target populations. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. The relationship between sport and consumer behavior will be examined. Students will also develop their own marketing plan in the athletic administration program. In addition, we will be utilizing case studies in order to simulate decision making in athletic administration. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6212 - Legal Issues in Sports, Recreation, and Coaching

This course is a survey of the various applications of contract, tort, intellectual property, constitutional, and administrative laws to the growing and complex field of sport management with a perspective toward risk management, contract negotiation, product liability professional and collegiate leagues, and marketing. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6213 - Concepts and Issues in Coaching Sports in Secondary School

With a concentration at the secondary level, this course highlights the daily operations of the athletic director's office, detailing job responsibilities, complexities and challenges that impact a school system's interscholastic sports and extracurricular program. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6214 - Concepts and Issues in Coaching College Sports

This course is designed to give students the opportunity to study the administration process in intercollegiate athletics. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Emphasis will be placed on the problems, forces, and issues shaping intercollegiate athletic administration. Included will be discussion of management and management styles, office management, policies and procedures, eligibility, transportation issues, time management, and scheduling. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6216 - Sport and Event Planning Management in Sports and Coaching

This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of sport-related contests and special events. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6217 - Facilities, Design, and Construction in Sports and Recreation

The course will introduce the sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations. Students will develop a



case statement and a request for proposal for sport industry segments: a private sports club, an interscholastic, intercollegiate, or professional sport program, or a recreational enterprise. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6513 - Action Research in Sports, Recreation, and Coaching

Students will explore research topics in the disciplines of athletic administration, understand how research methods can be utilized to form theories, learn how to critically review the published literatures, and write a comprehensive literature review that can be incorporated into a sport management capstone project. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

Collective Impact Leadership

ED 6612 - Launching Collective Impact Initiatives

In this course, students will develop an understanding of key strategies and resources to launch a "collective impact" effort, from mobilizing key stakeholders to engaging them in developing consensus on "shared measures" of success to use to assess progress, to designing and implementing data management and formative evaluation strategies to monitor progress and continuously improve joint efforts to generate desired impacts on a targeted, high stakes societal problem such as hunger in America. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6613 - Planning and Communicating Collective Impact Efforts

In this course, students will explore the Collective Impact principle of designing "mutually reinforcing activities" - i.e., coordinating and aligning efforts by key stakeholders and organizations so that they support one another's efforts and contribute to "moving the dials that matter" (e.g., reduce local measures of homelessness, hunger, or chronic underemployment). We also will consider the growing array of communications tools and strategies available both to help partners collaborate effectively and to gain broader awareness and support for the partners' shared efforts. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6614 - Institutionalizing a Collective Impact Initiative

This course will engage participants in examining the crucial role that a local "backbone organization" needs to play to ensure that the community's collective impact efforts to address a pressing societal problem are truly aligned, coordinated, continuously assessed and, ultimately, institutionalized. The aim is to significantly strengthen the community's long-term capacity to address and, ideally, prevent the societal ill in question. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6615 - Ethics, Equity and Collective Impact

As a social change methodology, collective impact strives to mobilize diverse stakeholders, especially those who themselves suffer most directly from the social ill in question. Yet, recent research makes it clear that simply involving the most dispossessed in setting the agenda for sustained local change does not ensure that the resources mobilized to address that social ill benefit the most disadvantaged as fully as possible: how a community selects and runs its backbone organization and assesses its efficacy are crucial in determining the equitability of results. In this course, students will explore the ethical and pragmatic challenges entailed in striving to optimize impacts for those most in need. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6616 - Grantsmanship and Collective Impact

The "collective impact" approach to social change - which involves a sustained, highly collaborative local effort by diverse stakeholders to eradicate a pressing social problem -- has transformed the grantmaking processes and criteria of many of the nation's and the world's foremost philanthropic leaders, such as Grantmakers For Education. In this course, we will examine not only how collective impact methods are being employed in grantmaking but also how one can seek grants to finance collective impact approaches to tackle persistent, high stakes societal ills. Students will gain skills in grant prospect research and proposal writing. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

Storytelling

ED 6140 - Fundamentals of Storytelling for Educators

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this course, students will learn how to construct and tell a well-developed story that holds interest and is effectively communicated to its listeners. Students will begin by exploring narrative stories to examine the basic elements of theme, plot, style, characterization, dramatic appeal, and appropriateness to listeners. Once a story line is well mapped out and adapted to a particular audience, the focus will shift to preparation for telling. Basic storytelling skills will be explored to make it your own, including dialogue, voice, gestures, facial expression, pacing, repetition, and exaggeration. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6142 - Bringing History to Life Through Story Preservation Initiative

Students will be introduced to a variety of first-hand narratives and primary source documents for K-12 classrooms using the online educational resource *Story Preservation Initiative (SPI)* that includes links to trusted external sites: *Library of Congress*, *PBS Learning Media*, *Smithsonian*, *Center for Ecoliteracy*, *J. Paul Getty Museum*, and the *United States Holocaust Memorial Museum*. Participants will learn how to search *SPI's* vast collection and study teacher created lesson plans connected to these personal accounts. In addition, students will be introduced to other classroom materials using these resources to further enrich their classroom instruction. Participants will then apply their knowledge by integrating *SPI* narratives and resources to create lessons and activities for a differentiated, inquiry-based unit that can be used in their own classroom. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6143 - Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning

This innovative course provides deeper inquiry into *Story Preservation Initiative Learning Lab®*, an oral history-based educational resource that combines primary source audio with project-based lessons for rich, multi-disciplinary learning. Participants will experience the power of sparking student interest in content using *SPI's* collection of personal recordings that capture the voices, words, and meanderings of artists, scientists, writers, poets, musicians, and eyewitnesses to history. Connecting the personal narratives of experts to content learning in the arts, sciences, humanities, and eyewitness accounts provides an exciting and unique springboard



to project-based learning. Participants will learn to support students with developing orbital studies, independent investigations that "orbit" or revolve around some aspect of the content. This involves designing a question for study, developing a research plan and method for presenting their learning, and criteria to measure quality products. Through inquiry-based learning, participants will experience how rigorous and relevant personalized and differentiated instruction can increase student motivation and engagement that supports students as they develop expertise and become independent learners. *Prerequisite:* ED 6142 Bringing History to Life Through Story Preservation Initiative (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6144 - Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom

Digital storytelling is a powerful tool for providing students with the technology skills they need to thrive in 21st century media-rich environments. This fun, creative class explores digital storytelling as a new form of documentary that allows computer users to become creative storytellers through the use of digital multimedia. Teacher-created digital stories can be used to enhance current lessons within a unit and engage students in discussions about the topics presented. They can also support learning by making abstract or conceptual content more understandable. Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform and educate the learner. After selecting and researching a topic, students will write a script, and develop an interesting story. This material will then be combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music. The author then narrates in their own voice over the series of images. This class provides basic knowledge of the range of capabilities of available multimedia including audio and video design applications for creating instructional products. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6145 - The Interactive Art of Storytelling Across the Curriculum

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Teachers who incorporate storytelling into their repertoire of teaching skills can enhance student engagement with almost any subject. This course offers students practical instruction in the traditional art of storytelling as it relates to numerous interdisciplinary fields. The class will examine how this ancient art form can be used to enliven classroom learning, encourage personal expression, improve public communication



skills, build communities, and strengthen multicultural understanding and emotive awareness across the curriculum. Students will learn how to enhance lessons using storytelling across the curriculum and come to appreciate storytelling as a tool to improve language, vocabulary and, listening skills, as well as increase student interest in literature and independent reading. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6146 - Story Preservation Initiative (SPI) Learning Lab Practicum I

SPI Learning Lab Practicum I offers students the opportunity to work directly with SPI staff to develop a unit of study that integrates personal narrative into their classroom. In this course, students will become familiar with the *Story Preservation Initiative* website and choose a personal narrative from the site that will act as a springboard to learning for a unit of study that is project-based. Students will determine a topic and develop a unit plan outline that includes grade level competencies, related materials, and assessment evidence that will support the project. Teachers are required to meet with an SPI staff member three times within the seven-week period either virtually, via phone or face to face, to discuss ongoing progress with the project as well as student and teacher engagement. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6147 - Story Preservation Initiative (SPI) Learning Lab Practicum II

SPI Learning Lab Practicum II is designed for teachers with Learning Lab projects currently underway. In this course, students will teach the SPI unit/lessons of study, developed in Practicum I and assess student learning along the way. Teachers are required to meet (virtually or otherwise) with *SPI* staff three times within the seven-week period to further discuss project development and progress, student and teacher engagement, as well as assessment tools, and documentation. At the end of the seven-week period, teachers are required to produce an integrated Understanding by Design unit plan to be added to the *SPI* collection, which may be shared with other teachers. SPI staff will be available as a resource to teachers throughout the project period. Prerequisite: ED 6146 (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6141 - The Art & Power of Storytelling

Stories are the medium of our lives. They are what move us, make us feel alive, and inspire us by stirring our emotions. In this course, participants will learn the art of turning information into



meaning through the logic and process of story. Educators will learn practical instruction in the art of storytelling and effective storytelling strategies for children and adults. The class will explore how this exciting art form can be used to enliven classroom learning, build communities, and provide creative entertainment. Participants will learn how they can become imaginative, confident storytellers and more engaging speakers by developing dynamic vocal and physical delivery skills, creating stronger connections to their audiences, and employing a natural, spontaneous style. The multicultural history of oral tradition and interdisciplinary applications of the art of storytelling will also be examined. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

Curriculum and Instruction

ED 5000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5010 - Curriculum Design/Planning/Instruction/Assessment

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. Is required by those seeking certification all areas; There is a 30 hour experiential component for those seeking certification (4 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5015 - Teaching Math



This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3 credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be



addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6190 - Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions

What are district and classroom based assessments saying about our students, and how can we use them to make informed decisions in which to meet the needs of all learners. As schools wrestle with implementing effective Response to Intervention systems, it is critical that staff can effectively utilize progress monitoring tools and assessment data to ensure best instructional practices. This class will focus on analyzing data in order to inform instruction and improve student growth. Students will read and discuss articles related to using data to inform instruction, analyze and sort district and/or classroom data, design a grade book using content standards to track progress, create a data correlation chart to be used as a resource or in communicating levels of achievement with colleagues, students and parents, and create an instructional improvement plan using a framework such as universal design for learning. (4 Credits) Meets MED Core requirement. Can be taken as a concentration course for any concentration. Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful.

Digital Equity Leadership

ED 5611 - Digital Equity in the Digital Age

In this course participants will explore research on the increasingly vital "digital inclusion" plays in economic opportunity. We also will examine policies and practices by which communities are significantly improving digital equity and inclusion. (3 credits)

ED 5612 - Systemics Dimensions of Digital Equity

In this course participants will explore why digital equity investments must be "systemic" if they are to significantly improve such metrics as participation in living wage careers and educational opportunity and attainment. We will examine research that identified essential dimensions of a systemic approach, the growing range of known providers of these resources, and socially responsible business strategies for eliciting more providers to provide resources at increasingly affordable costs for all including low-income learners. (3 credits)

ED 5613 - Developing Partnerships for Digital Equity

Participants will develop a cognitive map both of organizations with proven interest in supporting digital equity initiatives in support of educational and economic opportunity for all including low-income learners and families, and of strategies and rationales to engage organizations in collaboration. (3 credits)

ED 6611 - The Principles and Goals of Collective Impact

In this course, students will learn about the theory and philosophy underlying Collective Impact, a social change methodology that shows considerable promise for resolving a wide array of persistent, complex social problems such as poverty, homelessness, hunger, or the overrepresentation of students of color in special education. We will examine both the historical roots of Collective Impact in other approaches to community improvement and development, as well as research concerning this very promising approach to fostering significant gains in social justice. Students will be able to speak persuasively with diverse stakeholders on the merits, resources required, and strategies involved in successful Collective Impact activity. (3 credits)

Digital and Media Literacy

ED 5450 - Media Literacy for Social Change: Teaching Informational and Primary Texts

Just as primary and informational texts have been pivotal in social change, the media has become equally as important. This course will explore the way teaching media literacy enhances the instruction of informational and primary texts. Students will explore various informational and primary texts as vehicles for social change. Topics in this course will include: gender representation, youth and advertising, and politics and propaganda. Students will develop a professional development activity to use in their school or school district. (3 credits)

ED 5451 - Storytelling in a Digital Age: Incorporating Media Literacy into the English Class

At the heart of every media message is a story. Someone created that story, found a target audience, and delivered the message. This class will explore those stories told through multiple



modes including: radio, news media, advertisements, film, print, as well as social networking communities. The guiding question of this course asks *who is telling the story?* and students will study the process media messages take from inception to delivery. Students will leave the course with a developed lesson plan to use in their own classrooms as well as a clear understanding of the digital tools available to implement that lesson plan. (3 credits)

ED 5452 - Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies

This course will explore the historical roots of media and digital literacy in our schools. Students will learn about the different ways that media literacy has been integrated into English classes as well as the costs and benefits of those choices. Thought leaders and advocates of the fields will be studied. Students will conduct a case study of their home school or school district analyzing the integration and use of media and digital literacy. (3 credits)

ED 5453 - Tricks of the Trade: Using Digital Tools to ENhance the English Curriculum

Students in our classrooms are becoming more and more tech savvy each day. As educators, we walk the fine line between introducing digital tools that help enhance our classrooms while avoiding digital fads. This course will start by introducing students to the research surrounding the effects of technology on the brain. Next, students will learn about different digital tools and learn how to choose the best tool for a skill or unit of study. Finally, this course will teach students how to help students think critically about the digital tools they use for their assignments. The course will also include instruction of fair use and copyright policies. Students will leave this course with a redesigned curriculum unit that showcases digital tools for production and presentation. (3 credits)

Digital Equity

ED 5611 - Digital Equity in the Digital Age

In this course participants will explore research on the increasingly vital "digital inclusion" plays in economic opportunity. We also will examine policies and practices by which communities are significantly improving digital equity and inclusion. (3 credits)

ED 5612 - Systemics Dimensions of Digital Equity

In this course participants will explore why digital equity investments must be "systemic" if they are to significantly improve such metrics as participation in living wage careers and educational opportunity and attainment. We will examine research that identified essential dimensions of a systemic approach, the growing range of known providers of these resources, and socially responsible business strategies for eliciting more providers to provide resources at increasingly affordable costs for all including low-income learners. (3 credits)

ED 5613 - Developing Partnerships for Digital Equity

Participants will develop a cognitive map both of organizations with proven interest in supporting digital equity initiatives in support of educational and economic opportunity for all including low-income learners and families, and of strategies and rationales to engage organizations in collaboration. (3 credits)

ED 6611 - The Principles and Goals of Collective Impact

In this course, students will learn about the theory and philosophy underlying Collective Impact, a social change methodology that shows considerable promise for resolving a wide array of persistent, complex social problems such as poverty, homelessness, hunger, or the overrepresentation of students of color in special education. We will examine both the historical roots of Collective Impact in other approaches to community improvement and development, as well as research concerning this very promising approach to fostering significant gains in social justice. Students will be able to speak persuasively with diverse stakeholders on the merits, resources required, and strategies involved in successful Collective Impact activity. (3 credits)

Concentration Courses**ED 5000 - Technology and Information Literacy**

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching,



learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5010 - Curriculum Design/Planning/Instruction/Assessment

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. Is required by those seeking certification all areas; There is a 30 hour experiential component for those seeking certification (4 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5015 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3 credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar



effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5030 - Meeting the Needs of all Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. Those seeking certification must add the 30 hour experiential learning component CRN 129 Practicum: Meeting the Needs of All Learners (1 credit) (4 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Is required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5170 - Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on



what they are learning in the college classroom to what they are seeing in a school setting. Those seeking certification must add the 30 hour experiential learning component CRN 221 Practicum in Special Education: Disabilities, Issues, and Laws (1 credit) (3 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5610 - STEAM Education: Integration, Challenge, and Curiosity

At one time or another we have all had to enter into a curriculum by which we were slightly frightened. Whether it's due to a lack of content knowledge, limited experience, or simply because we're creatures of habit we have all stressed over how to incorporate new subject areas. In addition to the stress we feel due to change, there will always exist time constraints. Throughout this course we will explore the nature of STEAM and discuss and practice methods used to employ multiple facets of science in our elementary classrooms. Too often quality inquiry based science is over looked in the classroom and often times there are simple ways to connect our current curriculum to meaningful real world experiences for our students. Whether through lab experiences, off site exploration, or utilizing technology to create virtual experiences for our students we can all find ways to enjoy more exploratory science in our classrooms. We will begin by sharing some of the restraints we experience around STEAM education, explore best practice around science instruction, and finally transition into developing methods to encourage our students and our peers to get meaningful science back into our classrooms. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5620 - Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms

During this course we will explore the three dimensions of the Next Generation Science Standards and connect these to the ideas of STEAM educational goals. NGSS can be incorporated in a number of ways and often times woven into our existing curriculum. We will discuss the Disciplinary Core Ideas throughout NGSS and develop ways to increase our students' awareness and ability to be analytical when developing questions. We will review the goals of the NGSS, understand the layout and organization of the standards, and connect this framework to best practices used to increase student curiosity around the ideas of STEAM education. Participants will align parts of their current content to the NGSS and prepare activities and performance based assessments for their classrooms. We will analyze the work of our peers and share content and resources throughout the course. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5630 - STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum

This course will combine the Next Generation Science Standards, Common Core, and STEAM frameworks to create or modify curriculum in our classrooms. We will discuss ways to incorporate inquiry science into multiple disciplines and foster curiosity for our students. We will discuss ways of engaging our learners through exploration and create a variety of alternative assessment tools, to include more creativity and expression for our students. Throughout this course will take a look at curriculum and assessment techniques and build upon what we currently do to allow more flexibility for our students in our classrooms. Participants will share techniques they have had success with, review current best practices in the areas of science literacy, and develop assessments to use and reflect upon with the group. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore



the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed.



Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 6010 - Introduction to School Climate Leadership

This advanced Educational psychology course will explore theories of youth social and emotional intelligence, learning, motivation, intelligence and recent advanced in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning and teacher and student empowerment and use this information to critically assess current practice in school climate leadership and school change. (3 Credits) Meets MED and CAGS concentration requirement: School Culture and Leadership; Educational Leadership

ED 6011 - Democracy in America

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6012 - The USA in World War II

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new

approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6013 - United States History from 1865 to Present

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6014 - God, Terror, and History: When Religion Becomes Evil

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6015 - The Vietnam War

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6016 - Catastrophes in American History

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the U.S. Constitution and its ability to guide our nation through its most difficult times. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6021 - Beyond Bullying: Understanding Bullies, Victims, and Bystanders

This course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the roles adults have played as bystanders, tacit supporters, and even bullies themselves and how to train teachers, students, school leaders, and parents to address social conflict, threshold behaviors and bullying. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6022 - Critical Connections: Student Engagement, Empowerment, and Respectful Schools

This course will help students understand the dimensions of "power" associated with respectful teaching, school climate, and bullying. We will explore strategies for engaging and empowering all students to serve as community advocates and resources, experts, and school change leaders, with special emphasis on empowering those students who have been socially isolated or targets of bullying and harassment. Student civic engagement, service-learning, and social activism for social justice in schools and society will be explored and applied. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6025 - Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card

In this course we will review ideas and skills to help individuals grow as people, educators, and students. We know that people are motivated in different ways; we know that people have different wants and needs; we know that some people persevere while other people give up too easily; we know that some people are optimistic and some people are pessimistic. We now also believe that the positive habits of our minds, optimism, perseverance, positive self-talk, and the ability to take more control over what we think and do all can be taught, nurtured, and enhanced. In this course we will work to begin this process by enhancing our own abilities and then we will work to set up our teaching environments to teach and enhance the thinking and the actions of our students. If we are successful, anything we want our students to learn will develop in much



more positive and powerful ways for more of our students. (3 Credits) Meets MED and CAGS concentrations requirements: Curriculum & Instruction, School Climate Leadership

ED 6040 - Adolescent Development

Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform counselor, teachers and administrators in this advanced course we will examine adolescence as a developmental phase. We will examine biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity. Problems of adolescence, such as drug use, eating disorders, suicide, violence, and teen pregnancy will be covered, but normal development will be emphasized. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6060 - Critical Pedagogy: Teachers as Political Actors

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of teaching in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6065 - The School Counselor as Political Advisor

This course explores the social and political context of counseling and the effect of policy on the lives and learning of children and youth. Students in this course will consider how counselors can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of counseling in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Counseling in Urban Schools

ED 6080 - Early Medieval Art

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland. From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6081 - History of Women in the Visual Arts

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6082 - Impressionist Art from France to America

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6083 - Methodologies of Art Analysis

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety

of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context. The methodologies discussed here-formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others-reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6084 - Masters of Twentieth Century Art

This course surveys developments in modern art, art theory, and "masters" of the craft from approximately 1890 to the present. Global in nature, this survey course will focus thematically on developments in Europe, the Americas, and the non-Western world. Our goals in this course are both to examine the artists and to understand the broader political, cultural, social, and economic forces that inevitably shape and impinge upon them. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6085 - Modern American Art

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6090 - Substance Abuse Counseling

Substance abuse etiology, assessment, diagnosis, and treatment planning are studied in this course. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6095 - Family and Group Counseling

This course will focus on understanding human interaction patterns and influences from the

perspective of major family and group therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6140 - Fundamentals of Storytelling for Educators

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this course, students will learn how to construct and tell a well-developed story that holds interest and is effectively communicated to its listeners. Students will begin by exploring narrative stories to examine the basic elements of theme, plot, style, characterization, dramatic appeal, and appropriateness to listeners. Once a story line is well mapped out and adapted to a particular audience, the focus will shift to preparation for telling. Basic storytelling skills will be explored to make it your own, including dialogue, voice, gestures, facial expression, pacing, repetition, and exaggeration. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6142 - Bringing History to Life Through Story Preservation Initiative

Students will be introduced to a variety of first-hand narratives and primary source documents for K-12 classrooms using the online educational resource *Story Preservation Initiative (SPI)* that includes links to trusted external sites: *Library of Congress*, *PBS Learning Media*, *Smithsonian*, *Center for Ecoliteracy*, *J. Paul Getty Museum*, and the *United States Holocaust Memorial Museum*. Participants will learn how to search *SPI's* vast collection and study teacher created lesson plans connected to these personal accounts. In addition, students will be introduced to other classroom materials using these resources to further enrich their classroom instruction. Participants will then apply their knowledge by integrating *SPI* narratives and resources to create lessons and activities for a differentiated, inquiry-based unit that can be used in their own classroom. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6143 - Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning

This innovative course provides deeper inquiry into *Story Preservation Initiative Learning Lab*®, an oral history-based educational resource that combines primary source audio with project-based lessons for rich, multi-disciplinary learning. Participants will experience the power of sparking student interest in content using *SPI's* collection of personal recordings that capture the voices, words, and meanderings of artists, scientists, writers, poets, musicians, and eyewitnesses to history. Connecting the personal narratives of experts to content learning in the arts, sciences, humanities, and eyewitness accounts provides an exciting and unique springboard to project-based learning. Participants will learn to support students with developing orbital studies, independent investigations that "orbit" or revolve around some aspect of the content. This involves designing a question for study, developing a research plan and method for presenting their learning, and criteria to measure quality products. Through inquiry-based learning, participants will experience how rigorous and relevant personalized and differentiated instruction can increase student motivation and engagement that supports students as they develop expertise and become independent learners. *Prerequisite:* ED 6142 Bringing History to Life Through Story Preservation Initiative (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6144 - Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom

Digital storytelling is a powerful tool for providing students with the technology skills they need to thrive in 21st century media-rich environments. This fun, creative class explores digital storytelling as a new form of documentary that allows computer users to become creative storytellers through the use of digital multimedia. Teacher-created digital stories can be used to enhance current lessons within a unit and engage students in discussions about the topics presented. They can also support learning by making abstract or conceptual content more understandable. Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform and educate the learner. After selecting and researching a topic, students will write a script, and develop an interesting story. This material will then be combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music. The author then narrates in their own voice over the series of images. This class provides basic knowledge of the range of capabilities of available multimedia including audio and video design applications for creating instructional products. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6145 - The Interactive Art of Storytelling Across the Curriculum

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Teachers who incorporate storytelling into their repertoire of teaching skills can enhance student engagement with almost any subject. This course offers students practical instruction in the traditional art of storytelling as it relates to numerous interdisciplinary fields. The class will examine how this ancient art form can be used to enliven classroom learning, encourage personal expression, improve public communication skills, build communities, and strengthen multicultural understanding and emotive awareness across the curriculum. Students will learn how to enhance lessons using storytelling across the curriculum and come to appreciate storytelling as a tool to improve language, vocabulary and, listening skills, as well as increase student interest in literature and independent reading. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6146 - Story Preservation Initiative (SPI) Learning Lab Practicum I

SPI Learning Lab Practicum I offers students the opportunity to work directly with SPI staff to develop a unit of study that integrates personal narrative into their classroom. In this course, students will become familiar with the *Story Preservation Initiative* website and choose a personal narrative from the site that will act as a springboard to learning for a unit of study that is project-based. Students will determine a topic and develop a unit plan outline that includes grade level competencies, related materials, and assessment evidence that will support the project. Teachers are required to meet with an SPI staff member three times within the seven-week period either virtually, via phone or face to face, to discuss ongoing progress with the project as well as student and teacher engagement. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6147 - Story Preservation Initiative (SPI) Learning Lab Practicum II

SPI Learning Lab Practicum II is designed for teachers with Learning Lab projects currently underway. In this course, students will teach the SPI unit/lessons of study, developed in Practicum I and assess student learning along the way. Teachers are required to meet (virtually or otherwise) with *SPI* staff three times within the seven-week period to further discuss project development and progress, student and teacher engagement, as well as assessment tools, and documentation. At the end of the seven-week period, teachers are required to produce an integrated Understanding by Design unit plan to be added to the *SPI* collection, which may be shared with other teachers. SPI staff will be available as a resource to teachers throughout the



project period. Prerequisite: ED 6146 (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6177 - Understanding and Remediating Deficits in Learners with Autism

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication, including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

ED 6190 - Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions

What are district and classroom based assessments saying about our students, and how can we use them to make informed decisions in which to meet the needs of all learners. As schools wrestle with implementing effective Response to Intervention systems, it is critical that staff can effectively utilize progress monitoring tools and assessment data to ensure best instructional practices. This class will focus on analyzing data in order to inform instruction and improve student growth. Students will read and discuss articles related to using data to inform instruction, analyze and sort district and/or classroom data, design a grade book using content standards to track progress, create a data correlation chart to be used as a resource or in communicating levels of achievement with colleagues, students and parents, and create an instructional improvement



plan using a framework such as universal design for learning. (4 Credits) Meets MED Core requirement. Can be taken as a concentration course for any concentration. Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful.

ED 6210 - Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6211 - Application of Marketing Principles in Sports, Recreation, and Coaching

Students will explore the importance of effectively marketing sport and athletics to target populations. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. The relationship between sport and consumer behavior will be examined. Students will also develop their own marketing plan in the athletic administration program. In addition, we will be utilizing case studies in order to simulate decision making in athletic administration. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6212 - Legal Issues in Sports, Recreation, and Coaching

This course is a survey of the various applications of contract, tort, intellectual property, constitutional, and administrative laws to the growing and complex field of sport management with a perspective toward risk management, contract negotiation, product liability professional and collegiate leagues, and marketing. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6213 - Concepts and Issues in Coaching Sports in Secondary School

With a concentration at the secondary level, this course highlights the daily operations of the



athletic director's office, detailing job responsibilities, complexities and challenges that impact a school system's interscholastic sports and extracurricular program. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6214 - Concepts and Issues in Coaching College Sports

This course is designed to give students the opportunity to study the administration process in intercollegiate athletics. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Emphasis will be placed on the problems, forces, and issues shaping intercollegiate athletic administration. Included will be discussion of management and management styles, office management, policies and procedures, eligibility, transportation issues, time management, and scheduling. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6215 - Applied Sports and Fitness Psychology

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 6216 - Sport and Event Planning Management in Sports and Coaching

This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of sport-related contests and special events. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6217 - Facilities, Design, and Construction in Sports and Recreation

The course will introduce the sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations. Students will develop a case statement and a request for proposal for sport industry segments: a private sports club, an interscholastic, intercollegiate, or professional sport program, or a recreational enterprise. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6320 - Teaching Immigrant Students

The overall goal of this course is to understand cultural and communication issues that English Language Learners (ELLs) and their teachers are likely to encounter in classrooms and to acquire knowledge and techniques to facilitate the success of ELLs. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6325 - Counseling Immigrant Children

The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be successful. (3 Credits) Meets MED and CAGS concentration requirement: Counseling & Counseling in Urban Schools

ED 6380 - Child-Centered Issues in the 21st Century Classroom

This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6430 - Interrupting the School to Prison Pipeline - The Future of Black and Brown Boys in the USA

The goal of this course is to deepen our understanding of issues related to the construction of the

school to prison pipeline. The issues that the course will address are inequality, discipline polices, systematic criminalization of youth, the achievement gap, and workings of the prison industrial president complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism". (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6450 - Mathematics Across the Curriculum

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6451 - Mathematical Problem Solving

This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6452 - Calculus AB for Educators

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6453 - Developing Mathematical Ideas in Numbers and Operations

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics, analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6454 - Developing Mathematical Ideas Through Application

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..." (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6513 - Action Research in Sports, Recreation, and Coaching

Students will explore research topics in the disciplines of athletic administration, understand how research methods can be utilized to form theories, learn how to critically review the published literatures, and write a comprehensive literature review that can be incorporated into a sport management capstone project. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6612 - Launching Collective Impact Initiatives

In this course, students will develop an understanding of key strategies and resources to launch a "collective impact" effort, from mobilizing key stakeholders to engaging them in developing consensus on "shared measures" of success to use to assess progress, to designing and implementing data management and formative evaluation strategies to monitor progress and continuously improve joint efforts to generate desired impacts on a targeted, high stakes societal problem such as hunger in America. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6613 - Planning and Communicating Collective Impact Efforts

In this course, students will explore the Collective Impact principle of designing "mutually reinforcing activities" - i.e., coordinating and aligning efforts by key stakeholders and organizations so that they support one another's efforts and contribute to "moving the dials that matter" (e.g., reduce local measures of homelessness, hunger, or chronic underemployment). We also will consider the growing array of communications tools and strategies available both to help partners collaborate effectively and to gain broader awareness and support for the partners' shared efforts. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6614 - Institutionalizing a Collective Impact Initiative

This course will engage participants in examining the crucial role that a local "backbone organization" needs to play to ensure that the community's collective impact efforts to address a pressing societal problem are truly aligned, coordinated, continuously assessed and, ultimately, institutionalized. The aim is to significantly strengthen the community's long-term capacity to address and, ideally, prevent the societal ill in question. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6615 - Ethics, Equity and Collective Impact

As a social change methodology, collective impact strives to mobilize diverse stakeholders, especially those who themselves suffer most directly from the social ill in question. Yet, recent

research makes it clear that simply involving the most dispossessed in setting the agenda for sustained local change does not ensure that the resources mobilized to address that social ill benefit the most disadvantaged as fully as possible: how a community selects and runs its backbone organization and assesses its efficacy are crucial in determining the equitability of results. In this course, students will explore the ethical and pragmatic challenges entailed in striving to optimize impacts for those most in need. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6616 - Grantsmanship and Collective Impact

The "collective impact" approach to social change - which involves a sustained, highly collaborative local effort by diverse stakeholders to eradicate a pressing social problem -- has transformed the grantmaking processes and criteria of many of the nation's and the world's foremost philanthropic leaders, such as Grantmakers For Education. In this course, we will examine not only how collective impact methods are being employed in grantmaking but also how one can seek grants to finance collective impact approaches to tackle persistent, high stakes societal ills. Students will gain skills in grant prospect research and proposal writing. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6710 - STEM Integration in the K-12 Classroom: An Interdisciplinary Approach

This course is designed to provide an interdisciplinary methodology to teaching and incorporating STEM practices across all disciplines. This course will involve active participation as discovery/inquiry learning, integration practices, and performance-based assessments and tasks are explored. Participants will understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, and questioning. The specific skills and principles to be examined and incorporated into professional practices within all disciplines, as presented by the Next Generation Science Standards (NGSS), include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions

- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information (3 Credits) Meets MED and CAGS concentration requirements: Curriculum & Instruction, STEAM

ED 6750 - Consultation and Collaboration in Alternative Education

This course provides an overview of models and strategies for coordinating services across disciplines and among school, family, and community agencies. Emphasis on interdisciplinary team coordination, communication, decision making, planning, and follow-up for individuals. The course will also focus on the role of the alternative program as a consultant and resource to other educational programs and agencies. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirement: Alternative Education

ED 6751 - Developing and Sustaining Excellence in Schools

This course provides an overview of the development of sustainable policies, procedures, staffing, and professional development that lead to sustainable alternative programs. Emphasis on establishing and maintaining a balance of stability and flexibility as required by the nature of alternative education. The role of data analysis and program evaluation as it contributes to ongoing school improvement, the development of best practices, and individual staff and professional growth is covered. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6752 - Planning for Student Success in Alternative Schools

This course provides an overview of additional support for the students in the alternative environment to enable academic and behavioral improvements. Topics will introduce the definition, techniques, and examples of addressing modifying student behavior. The course will contain an exploration of options to prepare students for post-secondary success. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6753 - Transition Services for Students in Alternative Education

This course provides an overview of techniques and processes used in programming for the needs of individuals as they prepare for transition to alternative programs and back to a comprehensive school program. This course will also focus on the development of an Alternative Education Plan and Transition Plan. Discussion will also focus on postsecondary programs and employment opportunities. Emphasis on skills related to professional liaison and support roles in the design of instructional arrangements and cooperative training. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6754 - Curriculum, Instruction, and Assessment in Alternative Schools

This course provides an overview of curriculum, instructional strategies and programming, digital and virtual learning, and the role of student assessment. There is an emphasis on specific curriculum, engagement strategies and learning environments effective in alternative schools based on research. The role of formative and summative assessment, intervention, and how they work together to increase learning and engagement in alternative schools will also be reviewed. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6755 - Instructional Leadership in Alternative Schools

This course provides an overview of instructional leadership and the role of the student in the alternative environment. There is an emphasis on the program's mission, goals, and target student population. Fundamental values are introduced that form the foundation for the design, operation, development, and administrative oversight of the alternative education program. The role of culture & climate and how they work together to support learning in alternative schools will also be a focus of this course. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6820 - Literature, Culture, and War in the Twentieth Century

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6821 - Contemporary American Fiction

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6822 - Shakespeare: The Tragedies: Macbeth, Othello, Lear, and Hamlet

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching



and reading these plays, then as now. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6823 - Victorian Poetry

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6824 - The Romantic Poets: Wordsworth, Coleridge, Byron, Shelley, and Keats

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6825 - Survey of the Novel from 18th to 21st Centuries

The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20th-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in novels from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels. The final project will ask students to draw parallels between 21st -Century texts and their predecessors. (3 Credits) Meets MED and CAGS concentration requirement: English

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. Is required by those seeking certification. (1 credit) Meets MED Core requirement

ED 6965 - Leadership Portfolio II

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 Leadership Portfolio I. (1 credit) Is required by those seeking principal and superintendent certification

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

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. Is required by those seeking principal and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

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. Is required by those seeking superintendent certification (3 credits)

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, and 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. Is required by those seeking superintendent certification (3 credits)

ED 7009 - Facilities Planning and Management and Data-based Decision Making

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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility



development, and managing the budget and warrant article processes within the context of data-based management systems. (3 Credits) Is required by those seeking superintendent certification.

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

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. (3 credits)

ED 7040 - Advanced Child and Adolescent Development

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of the ego, cognitive social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7062 - Pedagogy and the Respectful School

This course will explore theoretical and conceptual foundations of curriculum development, alternative assessment and instructional design as it relates to two "grand theories" of learning; behaviorism and constructivism. Authentic instruction, solving real problems, inquiry-based, community-based, and service-based learning, and the use of virtual learning tools will be explored in relation to student motivation, engagements, teacher student relationships, and the geography of learning. Students will assess the professional development needs of a school in relation to changing expectations for student learning in 21st century schools. Students will develop professional learning community processes and professional development plans in light of key theories, concepts, and models discussed in the course. (3 Credits)

ED 7063 - Legal Issues for School Climate Leaders

This course examines the substantive and procedural rights of children and the competing interests of their parents and the state (aka school) in a variety of school climate, educational equity, harassment, discrimination, and other safe schools contexts. Students will understand NH Anti-Bullying Laws as well as those from other states. They will gain an understanding of the relationships between Civil Rights, Human Rights, and Disability protections and school climate advocacy and leadership. (3 Credits)

ED 7064 - Using Data to Understand, Monitor, and Improve Climate and Learning

This course provides participants with the knowledge base to manage district-wide school data



that can be used to understand school climate and its relationship to student learning. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage both objectives and incident data to assess school safety, student engagement, and attendance as well as systems for collecting and using "perceptual" school climate data from school-wide teacher and student surveys, interviews, focus groups, ethnographic data and experience sampling methods (SEM). (3 Credits)

ED 7110 - Advanced Multicultural Competencies for Teachers, Counselors, and Administrators

The purpose of this course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7180 - Advanced Assessment Strategies: Psycho-Educational Evaluation

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant learning outcomes, frameworks, or standards. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

ED 7210 - Advanced Theories of Coaching and Team Building

This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life - including in business and in family life. This course helps the student to learn new ways to manage a



variety of challenges that come from working with people. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7215 - Developing Student Athletes: Theory and Practice

This course is designed to provide the student with knowledge and experiences in counseling and helping skills with an emphasis on traditional counseling theory and skills. The major modalities covered will include examples of Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies. This course will utilize an eclectic approach to developing intervention strategies for dealing with psychological, emotional, relationship, and adjustment problems for the student athlete. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

School Principal, C.A.G.S.

- Description and Learning Outcomes

Note: Students may have coursework that can be transferred in to meet specific requirements listed below.

NOTE: Students who do not have Psychology of Learning Communities and/or Curriculum and Instruction on their MED transcript would need to take them if they are seeking principal or superintendent licensure.

Requirements

ED 6964 - Leadership Portfolio I

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio IV where they will create their Professional Presentation Portfolio. In this course students will develop their standards template and explanations and connect their work in the program to the appropriate standards. (1 credit) Is required by those seeking principal and superintendent certification

ED 6965 - Leadership Portfolio II

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 Leadership Portfolio I. (1 credit) Is required by those seeking principal and superintendent certification

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

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. Is required by those seeking principal and superintendent certification (3 credits)

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. Is required by those seeking principal



and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

Note: only required for those seeking Maine certification

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

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. (3 credits)

ED 7020 - Exploring Assessment and Accountability: Controversies and Solutions

This course explores the various assessments, standardized and authentic, that teachers and school leaders can use to inform instruction. It goes beyond just looking at test data to actually developing plans using data to improve learning in schools and classrooms. Students will analyze the conditions needed for designing high-quality assessment systems, develop specific competencies and become proficient at productively discussing Assessment Practices, Assessment Principles, and Assessment Policies. Students will be able to more deeply engage in professional dialogue with other educational professionals about using and improving student assessment. The link between school effectiveness, student achievement, and accountability will be discussed. (4 Credits) Meets CAGS Core requirement

ED 7030 - Culminating Leadership Plan

Every school leader needs to have a plan for moving forward. Whether you are a formal leader such as a principal or superintendent or a teacher leader it is critical that you have a sense of direction, a plan with actionable steps, individuals who can help achieve the goals, people to take responsibility for achieving the goals, criteria for success, and possible evidence of meeting the identified goals. In this course students will take stock of where they are and where they would like to be in five years, discuss this vision with colleagues, find research to support the direction in which they want to go, and develop a leadership plan with materials to help them achieve their vision and goals. (4 Credits) Meets CAGS Core requirement

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. Is required by those seeking principal certification (1 credit)

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites:* ED 7201 *Principal Internship I.* (1 credit)

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites:* ED 7202 *Principal Internship II.* (1 credit)

ED 7260 - Applied Education Research

Every school leader is aware of the myriad issues associated with schools. In addition they are aware of the endless resources that can be used to understand an issue in their school. This course has the student identify a significant school-wide issue, one that requires research about the cause of the problem and possible solution. The student will find scholarly research about the issue and develop an introduction and comprehensive literature review along with reference page. This course is the prerequisite for ED 7510 where the student will take the information, gather data from the school that is pertinent to the issue, develop a comprehensive plan to solve the problem, and share this plan with appropriate school leaders for their approval. (4 Credits)

ED 7510 - Data-Driven Leadership and Action Capstone

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is



currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan. (4 Credits)

Total Credits CAGS Principal 37

(if seeking Maine certification total credits 43)

School Superintendent, C.A.G.S.

- Description and Learning Outcomes

NOTE: Students may have coursework that can be transferred in to meet specific requirements listed below.

NOTE: Student who do not have Psychology of Learning Communities and/or Curriculum and Instruction on their MED transcript would need to take them if they are seeking principal or superintendent licensure.

Requirements

ED 6964 - Leadership Portfolio I

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio IV where they will create their Professional Presentation Portfolio. In this course students will develop their standards template and explanations and connect their work in the program to the appropriate standards. (1 credit) Is required by those seeking principal and superintendent certification

ED 6965 - Leadership Portfolio II

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 Leadership Portfolio I. (1 credit) Is required by those seeking principal and superintendent certification

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

ED 7002 - Supervision of Curriculum and Instruction

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 credits)

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. Is required by those seeking principal and superintendent certification (3 credits)

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. Is required by those seeking principal and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

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. Is required by those seeking superintendent certification (3 credits)

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, and 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. Is required by those seeking superintendent certification (3 credits)

ED 7009 - Facilities Planning and Management and Data-based Decision Making

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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility development, and managing the budget and warrant article processes within the context of data-based management systems. (3 Credits) Is required by those seeking superintendent certification.

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

ED 7020 - Exploring Assessment and Accountability: Controversies and Solutions

This course explores the various assessments, standardized and authentic, that teachers and school leaders can use to inform instruction. It goes beyond just looking at test data to actually developing plans using data to improve learning in schools and classrooms. Students will analyze the conditions needed for designing high-quality assessment systems, develop specific competencies and become proficient at productively discussing Assessment Practices, Assessment Principles, and Assessment Policies. Students will be able to more deeply engage in professional dialogue with other educational professionals about using and improving student assessment. The link between school effectiveness, student achievement, and accountability will be discussed. (4 Credits) Meets CAGS Core requirement

ED 7030 - Culminating Leadership Plan

Every school leader needs to have a plan for moving forward. Whether you are a formal leader such as a principal or superintendent or a teacher leader it is critical that you have a sense of direction, a plan with actionable steps, individuals who can help achieve the goals, people to take responsibility for achieving the goals, criteria for success, and possible evidence of meeting the identified goals. In this course students will take stock of where they are and where they would like to be in five years, discuss this vision with colleagues, find research to support the direction in which they want to go, and develop a leadership plan with materials to help them achieve their vision and goals. (4 Credits) Meets CAGS Core requirement

ED 7260 - Applied Education Research

Every school leader is aware of the myriad issues associated with schools. In addition they are aware of the endless resources that can be used to understand an issue in their school. This course has the student identify a significant school-wide issue, one that requires research about the cause of the problem and possible solution. The student will find scholarly research about the issue and develop an introduction and comprehensive literature review along with reference page. This course is the prerequisite for ED 7510 where the student will take the information, gather data from the school that is pertinent to the issue, develop a comprehensive plan to solve the problem, and share this plan with appropriate school leaders for their approval. (4 Credits)

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. Is required by those seeking superintendent certification *Prerequisites: Must complete a majority of courses for Superintendent licensure and have approval of MED Program Director.* (1 credit)

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. Is required by those



seeking superintendent certification *Prerequisites: Must complete ED 7501 Internship: Superintendent I. (1 credit)*

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. Is required by those seeking superintendent certification *Prerequisites: Must complete ED 7502 Internship: Superintendent II. (1 credit)*

ED 7510 - Data-Driven Leadership and Action Capstone

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan. (4 Credits)

Total Credits CAGS Superintendent 46

Teacher Conversion Program

- Description and Learning Outcomes

Requirements

New England College also offers a postbaccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary education, secondary education (English, social studies, mathematics and life science), general special education K-12, physical education K-12, and theatre 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.

Education

ED 4000 - Methods of Instruction Across the Curriculum

In this course students will learn to use data to inform instructional planning, plan lessons with the end in mind, identify the criteria for success, plan assessments that will allow them to determine the degree to which their students are meeting with success, identify best practices and alternatives for teaching those lessons, deliver lessons and reflect on the success of the lesson while determining the degree to which students have met with success and what the next steps in planning would be. There will be a focus on integrating all content areas as well as an understanding of the breadth of the curriculum as it extends from K - 12. A thematic unit will be developed in this course. *Prerequisites:* Must have successfully completed ED 1001: Issues in Professional Practice and School Law and ED 2010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum

Offered every fall Requires a Practicum Contract with all signatures provided (3 credits)

ED 4913 - Student Teaching: Special Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. Experiential Component - full-time placement in a school. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted in the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring Requires a Practicum Contract with all signatures provided (6 - 12 credits depending on whether single certification or dual certification)

ED 4914 - Student Teaching: Physical Education K-12

Each student seeking certification is involved in a full-time student teaching 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 school to which they are assigned and are expected to participate in all phases of the schools' activities. Student teachers plan with their cooperating teacher and then develop detailed lesson plans for every lesson taught. A college supervisor will conduct three triad meetings - an initial triad meeting to set expectations, a middle of the semester triad meeting to evaluate progress using the Danielson Pre-service Teacher rubric, and then a final triad at the end to evaluate readiness for student teaching. Those seeking permission to participate in both a general education and special education student teaching experience must demonstrate competence in the elements on Danielson's rubric and outstanding professionalism and be recommended by their college supervisor to do so. Experiential Component - full-time placement in a school. *Prerequisites:* Must have completed and passed the Criminal Record Check , must have been accepted in the education major, must have completed all other required courses. No other courses are taken during student teaching. Offered every fall and spring (6 - 12 credits depending on whether single certification or dual certification)

ED 5000 - Technology and Information Literacy

This course prepares students with the theory and practice of effectively integrating technology and technology applications into the elementary and secondary classroom. Students will be versed in a variety of technology skills, tools, and applications as they relate to teaching, learning, and assessment. Strategies will be explored in developing technology skills in using these resources in the classroom setting. Safe, ethical and legal issues will also be addressed. Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5010 - Curriculum Design/Planning/Instruction/Assessment

This course provides the student with an opportunity to acquire knowledge of and demonstrate competence in a variety of curricula in K-12 schools and plan, deliver, and evaluate instruction across the curriculum. There will be an emphasis on the Common Core and other content specific standards and how they become the driving force for lesson planning and assessment. The Understanding By Design model will be used to guide students in developing lessons that can be taught with small groups of learners, in this case in a special education setting. The curriculum in all content areas will be discussed and the integration of curriculum to enhance student learning and authentic forms of assessment will be a focus. Is required by those seeking certification all areas; There is a 30 hour experiential component for those seeking certification (4 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction

ED 5015 - Teaching Math

This course provides students with the content knowledge needed to provide instruction in math. Mathematical reasoning, problem solving, and the use of various strategies and technology to help students acquire skills and knowledge associated with math literacy will be discussed. Students will also be exposed to current methods of teaching mathematics. There will be a focus on integrating mathematics into the other areas of the curriculum. Students will be required to spend time in a general education classroom working with teachers as they provide mathematic instruction including Response to Intervention instruction. Those seeking certification must add the 30 hour experiential learning component CRN 127 Practicum: Teaching Math (1 credit) (3



credits) with 1 credit practicum for those seeking certification Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEM

ED 5020 - Curriculum & Methods of Teaching Language, Grammar and Writing: Developing Powerful Writers

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 grammar effectively to students in K-12. Is required by those seeking certification; There is a 30 hour experiential component for those seeking certification. (3 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5030 - Meeting the Needs of all Learners

In this course students become familiar with the role of the case manager and who constitutes the team, due process, who is a qualified examiner, and various placement options. In addition, the course helps students develop skills to implement an IEP/IFSP/Transition Plan, use data to inform decisions about the education of students and to make modifications to the curriculum, including instruction, assessment, and behavioral strategies for all students, find resources to support all learners and develop tools to assess learning and monitor and communicate student growth. Those seeking certification must add the 30 hour experiential learning component CRN 129 Practicum: Meeting the Needs of All Learners (1 credit) (4 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5090 - Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults

In this course students will explore and analyze a variety of contemporary literature genres (poetry, fiction, non-fiction), in the context of content areas to which children, adolescents, and young adults are currently exposed. Through reading, analysis and critical evaluation, students will use a variety of forms of communication, including writing, speaking, and listening to convey the essence of the literature to share this with students within the class and beyond. Is



required by those seeking certification. (4 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

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. (2 credits)

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. (4 credits)

ED 5170 - Special Education: Disabilities, Issues, and Laws

The primary goal of this course is to increase the student's awareness of and sensitivity to individuals with special needs. In this course students will examine and become familiar with the laws relating to special education, the characteristics of various exceptionalities, the pre-referral, referral, and identification process, resources available to support learners, the roles of different related service personnel, the role of a paraeducator, how to work effectively as a team member with general education and other members of the special education team. Students will be expected to apply the knowledge from this course in a special education setting and reflect on what they are learning in the college classroom to what they are seeing in a school setting. Those seeking certification must add the 30 hour experiential learning component CRN 221 Practicum in Special Education: Disabilities, Issues, and Laws (1 credit) (3 credits) Meets MED and CAGS concentration requirement: Special Education

ED 5186 - Curriculum and Methods 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 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. (2 credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 5261 - Research Practicum I

Research Practicum I is designed to help the Master in Education candidates develop the introduction and literature sections of their Action Research proposal and to review the IRB request form for the Action Research capstone project. Students who enroll in 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 introduction and literature review 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 ED 5262 - Research Practicum II. *Prerequisite:* ED 5130. (2 credits)

ED 5262 - Research Practicum II

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 Research Practicum II 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 I, ED 6511 . *Prerequisite:* ED 5261. (2 credits)

ED 5450 - Media Literacy for Social Change: Teaching Informational and Primary Texts

Just as primary and informational texts have been pivotal in social change, the media has become equally as important. This course will explore the way teaching media literacy enhances the instruction of informational and primary texts. Students will explore various informational and primary texts as vehicles for social change. Topics in this course will include: gender representation, youth and advertising, and politics and propaganda. Students will develop a professional development activity to use in their school or school district. (3 credits)

ED 5451 - Storytelling in a Digital Age: Incorporating Media Literacy into the English Class

At the heart of every media message is a story. Someone created that story, found a target audience, and delivered the message. This class will explore those stories told through multiple modes including: radio, news media, advertisements, film, print, as well as social networking communities. The guiding question of this course asks *who is telling the story?* and students will study the process media messages take from inception to delivery. Students will leave the course with a developed lesson plan to use in their own classrooms as well as a clear understanding of the digital tools available to implement that lesson plan. (3 credits)

ED 5452 - Critical Theory and Practice in Media and Digital Literacy: An Introduction to the Historical Context and Cultural Impact of the Methodologies

This course will explore the historical roots of media and digital literacy in our schools. Students will learn about the different ways that media literacy has been integrated into English classes as well as the costs and benefits of those choices. Thought leaders and advocates of the fields will be studied. Students will conduct a case study of their home school or school district analyzing the integration and use of media and digital literacy. (3 credits)

ED 5453 - Tricks of the Trade: Using Digital Tools to ENhance the English Curriculum



Students in our classrooms are becoming more and more tech savvy each day. As educators, we walk the fine line between introducing digital tools that help enhance our classrooms while avoiding digital fads. This course will start by introducing students to the research surrounding the effects of technology on the brain. Next, students will learn about different digital tools and learn how to choose the best tool for a skill or unit of study. Finally, this course will teach students how to help students think critically about the digital tools they use for their assignments. The course will also include instruction of fair use and copyright policies. Students will leave this course with a redesigned curriculum unit that showcases digital tools for production and presentation. (3 credits)

ED 5610 - STEAM Education: Integration, Challenge, and Curiosity

At one time or another we have all had to enter into a curriculum by which we were slightly frightened. Whether it's due to a lack of content knowledge, limited experience, or simply because we're creatures of habit we have all stressed over how to incorporate new subject areas. In addition to the stress we feel due to change, there will always exist time constraints. Throughout this course we will explore the nature of STEAM and discuss and practice methods used to employ multiple facets of science in our elementary classrooms. Too often quality inquiry based science is over looked in the classroom and often times there are simple ways to connect our current curriculum to meaningful real world experiences for our students. Whether through lab experiences, off site exploration, or utilizing technology to create virtual experiences for our students we can all find ways to enjoy more exploratory science in our classrooms. We will begin by sharing some of the restraints we experience around STEAM education, explore best practice around science instruction, and finally transition into developing methods to encourage our students and our peers to get meaningful science back into our classrooms. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5611 - Digital Equity in the Digital Age

In this course participants will explore research on the increasingly vital "digital inclusion" plays in economic opportunity. We also will examine policies and practices by which communities are significantly improving digital equity and inclusion. (3 credits)



ED 5612 - Systemics Dimensions of Digital Equity

In this course participants will explore why digital equity investments must be "systemic" if they are to significantly improve such metrics as participation in living wage careers and educational opportunity and attainment. We will examine research that identified essential dimensions of a systemic approach, the growing range of known providers of these resources, and socially responsible business strategies for eliciting more providers to provide resources at increasingly affordable costs for all including low-income learners. (3 credits)

ED 5613 - Developing Partnerships for Digital Equity

Participants will develop a cognitive map both of organizations with proven interest in supporting digital equity initiatives in support of educational and economic opportunity for all including low-income learners and families, and of strategies and rationales to engage organizations in collaboration. (3 credits)

ED 5620 - Next Generation Science Standards and STEAM Education: Integrating both into our Classrooms

During this course we will explore the three dimensions of the Next Generation Science Standards and connect these to the ideas of STEAM educational goals. NGSS can be incorporated in a number of ways and often times woven into our existing curriculum. We will discuss the Disciplinary Core Ideas throughout NGSS and develop ways to increase our students' awareness and ability to be analytical when developing questions. We will review the goals of the NGSS, understand the layout and organization of the standards, and connect this framework to best practices used to increase student curiosity around the ideas of STEAM education. Participants will align parts of their current content to the NGSS and prepare activities and performance based assessments for their classrooms. We will analyze the work of our peers and share content and resources throughout the course. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5630 - STEAM, Next General Science Standards and the Common Core: Combining These Frameworks as we Create Curriculum



This course will combine the Next Generation Science Standards, Common Core, and STEAM frameworks to create or modify curriculum in our classrooms. We will discuss ways to incorporate inquiry science into multiple disciplines and foster curiosity for our students. We will discuss ways of engaging our learners through exploration and create a variety of alternative assessment tools, to include more creativity and expression for our students. Throughout this course will take a look at curriculum and assessment techniques and build upon what we currently do to allow more flexibility for our students in our classrooms. Participants will share techniques they have had success with, review current best practices in the areas of science literacy, and develop assessments to use and reflect upon with the group. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, STEAM

ED 5640 - Universal Design for Learning: Creating Variability and Opportunity for All Learners

During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. During this course we will explore the guidelines of UDL (Representation, Action and Expression, and Engagement) in our own curriculum. We will discuss the ideas of variability in our lesson development and create high standards for all learners regardless of their backgrounds, abilities, challenges, or skills. This course will explore the differences and similarities between differentiation and UDL and take a proactive look at applying both concepts into our planning. The objective of this course will be to create access for all students to the curriculum we teach and employ options as we assess them. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum and Instruction, Special Education

ED 5710 - Explicit Teaching - Literacy across the Curriculum

This highly interactive course will introduce participants to innovative literacy instructional methods. Participants will leave each session with literacy lessons across the curriculum that can



be implemented in classrooms. All of the course's activities are designed to engage and motivate future or present educators, and provide them with powerful learning tools for their students. This course is designed to help educators increase their understanding of brain-based learning, curriculum, and technology integration. (3 Credits) Meets MED and CAGS concentration requirement: Literacy & Language Arts, Curriculum & Instruction, and Special Education

ED 5720 - Technology Integration with the Inclusion of Assistive Technology

This course will introduce the diversity of assistive technology with an emphasis on making students aware of several applications of technology integration in the elementary and secondary environments. Strategies will be explored in developing technology skills in using these assistive technology resources in the classroom setting. Safe, ethical and legal issues will also be addressed. (3 Credits) Meets MED and CAGS concentration requirement: Curriculum & Instruction, Special Education, and fulfills Technology requirement for certification all areas

ED 6000 - Literacy and 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. Students will explore current research on how the brain learns to read. Best methods for facilitating an effectively balanced and integrated literacy program will be discussed. There will be an emphasis on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Strategies for reading in the content area such as how to access textbooks and other written material will be discussed. Students will also explore how reading problems occur, how to carry out diagnostic procedures in the classroom, how to determine students strengths and needs in relation to reading and how to implement corrective instruction. Students will spend time in a general education classroom working closely with a teacher or teachers who are providing instruction in reading and Response to Intervention instruction. (3 Credits) with 1 credit practicum for those seeking certification Is required by those seeking certification all areas. There is a 30 hour experiential component for those seeking certification. Meets MED and CAGS concentration requirement: Curriculum and Instruction, Literacy

ED 6010 - Introduction to School Climate Leadership

This advanced Educational psychology course will explore theories of youth social and emotional intelligence, learning, motivation, intelligence and recent advanced in brain-based learning and neuropsychology as it relates to school climate, bullying, and respectful teaching. Participants will critically assess various educational models and programs designed to reduce bullying and harassment, as well as specific respectful teaching practices that deepen student engagement, personalized learning and teacher and student empowerment and use this information to critically assess current practice in school climate leadership and school change. (3 Credits) Meets MED and CAGS concentration requirement: School Culture and Leadership; Educational Leadership

ED 6011 - Democracy in America

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6012 - The USA in World War II

What was the nature of the relationship between Rosie the Riveter and GI Joe? Using the U.S. experience in World War II as its focus, this course encourages students to participate in new approaches to the historical study of warfare by challenging traditional divisions between home front and battle front. We will investigate the connections and conflict between soldiers and civilians, as well as their divergent and shared experiences. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6013 - United States History from 1865 to Present

This course provides students with an introduction to the field of U.S. History since 1865. It is intended to give students the broad foundation required for them to understand and practice outstanding historical scholarship. Readings include some of the most important recent works in the field. They also suggest the diverse range of topics and sources used, and research methods and narrative strategies that are employed by highly respected historians. Because of its topical and chronological scope, this course will prepare students to become better scholars of American history. The overview it provides will be invaluable in forming a more complete understanding of American history. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6014 - God, Terror, and History: When Religion Becomes Evil

This course will examine the growing alliance between religion and violence from a historical, political and sociological perspective. Religion seems to be connected with violence everywhere. The September 11 assaults were only the most spectacular of a series of bloody religious incidents. In recent years, for example, religious violence has erupted among right wing Christians in the United States, Angry Muslims and Jews in the Middle East and indigenous religious communities in Africa and Indonesia and in other parts of the world. Like the activists associated with Osama bin Laden, those involved in these events have relied on religion to provide political identities that give license to vengeful ideologies. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6015 - The Vietnam War

The Vietnam War created one of the most divisive eras in United States' history. What began as a noble cause ended as a painful defeat politically, socially and emotionally. This course will examine the impact and legacy of the war as told by the many people involved. (3 Credits) Meets MED and CAGS concentration requirement: History

ED 6016 - Catastrophes in American History

This course is an in-depth examination of the many shocking, tragic and lurid events that have altered the course of politics and history. Emphasis will be placed on the unique character of the



U.S. Constitution and its ability to guide our nation through its most difficult times. (3 Credits)
Meets MED and CAGS concentration requirement: History

ED 6021 - Beyond Bullying: Understanding Bullies, Victims, and Bystanders

This course will expose students to the latest research on bullying and harassment in schools and the effects of bullying on victims, bystanders, and bullies themselves. Students will explore the roles adults have played as bystanders, tacit supporters, and even bullies themselves and how to train teachers, students, school leaders, and parents to address social conflict, threshold behaviors and bullying. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6022 - Critical Connections: Student Engagement, Empowerment, and Respectful Schools

This course will help students understand the dimensions of "power" associated with respectful teaching, school climate, and bullying. We will explore strategies for engaging and empowering all students to serve as community advocates and resources, experts, and school change leaders, with special emphasis on empowering those students who have been socially isolated or targets of bullying and harassment. Student civic engagement, service-learning, and social activism for social justice in schools and society will be explored and applied. (3 Credits) Meets MED/CAGS concentration requirement: School Climate

ED 6025 - Habits of Mind, Grit, and Growth Mind Set: The Other Side of the Report Card

In this course we will review ideas and skills to help individuals grow as people, educators, and students. We know that people are motivated in different ways; we know that people have different wants and needs; we know that some people persevere while other people give up too easily; we know that some people are optimistic and some people are pessimistic. We now also believe that the positive habits of our minds, optimism, perseverance, positive self-talk, and the ability to take more control over what we think and do all can be taught, nurtured, and enhanced. In this course we will work to begin this process by enhancing our own abilities and then we will work to set up our teaching environments to teach and enhance the thinking and the actions of our students. If we are successful, anything we want our students to learn will develop in much



more positive and powerful ways for more of our students. (3 Credits) Meets MED and CAGS concentrations requirements: Curriculum & Instruction, School Climate Leadership

ED 6040 - Adolescent Development

Adolescence is a fascinating time of life from a developmental perspective because of the many physical and psychological changes that occur. Popular wisdom considers adolescence to be a time of turmoil and crisis, but is that really an accurate description? In order to better inform counselor, teachers and administrators in this advanced course we will examine adolescence as a developmental phase. We will examine biological changes such as puberty and brain development, cognitive and moral development, changes in parent and peer relationships, sexuality, gender, cultural context, and ethnicity. Problems of adolescence, such as drug use, eating disorders, suicide, violence, and teen pregnancy will be covered, but normal development will be emphasized. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6060 - Critical Pedagogy: Teachers as Political Actors

This course explores the social and political context of teaching and the effect of policy on the lives and learning of children and youth. Students in this course will consider how teachers are and/or can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of teaching in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6065 - The School Counselor as Political Advisor

This course explores the social and political context of counseling and the effect of policy on the lives and learning of children and youth. Students in this course will consider how counselors can become advocates for youth, families and communities. Students in this course will use critical and sociological theory as a way to provide a foundation for the role of the profession of counseling in achieving or hindering educational equality. (3 Credits) Meets MED and CAGS concentration requirement: Counseling in Urban Schools

ED 6080 - Early Medieval Art

The course surveys the visual culture of the early medieval West, from the turn of the seventh century until the middle of the eleventh, including the church decoration, illuminated manuscripts, and other works of art made in the lands that are now Italy, Spain, Switzerland, France, Germany, England, and Ireland. From the world of Gregory the Great to the dynasty of Otto the Great, the course will seek first and foremost to develop the student's ability to look closely and intensively at visual material and will cultivate associated skills, such as spatial reasoning, the observation of details, visual recall, the recognition of patterns, and visual differentiation. The course will also seek to develop art historical skills, such as the precise description of the form and content, the recognition of traditional and innovative elements in a work of art, the discernment of program, and the placement of a work of art against the background of the moment of its creation through the meaningful interrelating of image and text. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6081 - History of Women in the Visual Arts

This course covers the history of women as artists in the European and American traditions. Art by women in non-western cultures will also be studied, together with related issues such as images of women and feminist art analysis. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6082 - Impressionist Art from France to America

The France of the mid to late 1800's gave birth to a group of revolutionary artists who were given the name of the Impressionists. These painters endured the rejection of the French art establishment to eventually change the world of art forever. After the Civil War, American artists traveled to Europe to study and exhibit their work. Many of these Americans met the French Impressionist painters and learned their painting techniques. Some Americans chose to stay in France to paint, while others brought their own brand of Impressionism back home to America. In this course, students will explore the artistic and social consequences of Impressionism from France to America. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6083 - Methodologies of Art Analysis

Beginning in the nineteenth century, art history became an established academic discipline. Throughout the evolution of the field, works of art have been interpreted in a variety of ways, known as the methodologies of artistic analysis. Every work of art is an expression of its culture and its creator, and is dependent on its context. The methodologies discussed here—formal analysis, biography and autobiography, iconology and iconography, psychoanalysis, race and gender, among others—reflect the multitude of meanings in an artistic work. Because art can be interpreted in a variety of ways, this course surveys the methodologies and approaches to artistic analysis used by art historians, philosophers, and critical observers. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6084 - Masters of Twentieth Century Art

This course surveys developments in modern art, art theory, and "masters" of the craft from approximately 1890 to the present. Global in nature, this survey course will focus thematically on developments in Europe, the Americas, and the non-Western world. Our goals in this course are both to examine the artists and to understand the broader political, cultural, social, and economic forces that inevitably shape and impinge upon them. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6085 - Modern American Art

This lecture course will chart key moments in the history of modern art, from the late nineteenth century to the present day. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art. (3 Credits) Meets MED and CAGS concentration requirement: Art

ED 6090 - Substance Abuse Counseling

Substance abuse etiology, assessment, diagnosis, and treatment planning are studied in this course. Special counseling issues and concerns will be covered related to various aspects of substance abuse counseling. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6095 - Family and Group Counseling

This course will focus on understanding human interaction patterns and influences from the perspective of major family and group therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined as well as an exploration of the use of group therapy to effect change for individual problems. In addition to the theoretical introduction, the course will cover practical topics such as: when to choose family or group treatment, dealing with the beginning therapist's anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and basic treatment skills. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 6110 - Dynamics of Curriculum and Instruction

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 they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. Is required by those seeking certification. (4 credits) Meets MED Core Requirement

ED 6140 - Fundamentals of Storytelling for Educators

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. In this course, students will learn how to construct and tell a well-developed story that holds interest and is effectively communicated to its listeners. Students will begin by exploring narrative stories to examine the basic elements of



theme, plot, style, characterization, dramatic appeal, and appropriateness to listeners. Once a story line is well mapped out and adapted to a particular audience, the focus will shift to preparation for telling. Basic storytelling skills will be explored to make it your own, including dialogue, voice, gestures, facial expression, pacing, repetition, and exaggeration. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6141 - The Art & Power of Storytelling

Stories are the medium of our lives. They are what move us, make us feel alive, and inspire us by stirring our emotions. In this course, participants will learn the art of turning information into meaning through the logic and process of story. Educators will learn practical instruction in the art of storytelling and effective storytelling strategies for children and adults. The class will explore how this exciting art form can be used to enliven classroom learning, build communities, and provide creative entertainment. Participants will learn how they can become imaginative, confident storytellers and more engaging speakers by developing dynamic vocal and physical delivery skills, creating stronger connections to their audiences, and employing a natural, spontaneous style. The multicultural history of oral tradition and interdisciplinary applications of the art of storytelling will also be examined. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6142 - Bringing History to Life Through Story Preservation Initiative

Students will be introduced to a variety of first-hand narratives and primary source documents for K-12 classrooms using the online educational resource *Story Preservation Initiative (SPI)* that includes links to trusted external sites: *Library of Congress*, *PBS Learning Media*, *Smithsonian*, *Center for Ecoliteracy*, *J. Paul Getty Museum*, and the *United States Holocaust Memorial Museum*. Participants will learn how to search *SPI's* vast collection and study teacher created lesson plans connected to these personal accounts. In addition, students will be introduced to other classroom materials using these resources to further enrich their classroom instruction. Participants will then apply their knowledge by integrating *SPI* narratives and resources to create lessons and activities for a differentiated, inquiry-based unit that can be used in their own classroom. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling



ED 6143 - Story Preservation Initiative (SPI) Learning Lab: A Springboard to Project-based Learning

This innovative course provides deeper inquiry into *Story Preservation Initiative Learning Lab*®, an oral history-based educational resource that combines primary source audio with project-based lessons for rich, multi-disciplinary learning. Participants will experience the power of sparking student interest in content using *SPI's* collection of personal recordings that capture the voices, words, and meanderings of artists, scientists, writers, poets, musicians, and eyewitnesses to history. Connecting the personal narratives of experts to content learning in the arts, sciences, humanities, and eyewitness accounts provides an exciting and unique springboard to project-based learning. Participants will learn to support students with developing orbital studies, independent investigations that "orbit" or revolve around some aspect of the content. This involves designing a question for study, developing a research plan and method for presenting their learning, and criteria to measure quality products. Through inquiry-based learning, participants will experience how rigorous and relevant personalized and differentiated instruction can increase student motivation and engagement that supports students as they develop expertise and become independent learners. *Prerequisite:* ED 6142 Bringing History to Life Through Story Preservation Initiative (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6144 - Digital Storytelling: A Powerful Teaching and Learning Tool for the 21st Century Classroom

Digital storytelling is a powerful tool for providing students with the technology skills they need to thrive in 21st century media-rich environments. This fun, creative class explores digital storytelling as a new form of documentary that allows computer users to become creative storytellers through the use of digital multimedia. Teacher-created digital stories can be used to enhance current lessons within a unit and engage students in discussions about the topics presented. They can also support learning by making abstract or conceptual content more understandable. Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform and educate the learner. After selecting and researching a topic, students will write a script, and develop an interesting story. This material will then be combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips, and music. The author then narrates in their own voice over the series of images. This class provides basic knowledge of the range of capabilities of available multimedia including audio and video design applications for



creating instructional products. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6145 - The Interactive Art of Storytelling Across the Curriculum

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination. Teachers who incorporate storytelling into their repertoire of teaching skills can enhance student engagement with almost any subject. This course offers students practical instruction in the traditional art of storytelling as it relates to numerous interdisciplinary fields. The class will examine how this ancient art form can be used to enliven classroom learning, encourage personal expression, improve public communication skills, build communities, and strengthen multicultural understanding and emotive awareness across the curriculum. Students will learn how to enhance lessons using storytelling across the curriculum and come to appreciate storytelling as a tool to improve language, vocabulary and, listening skills, as well as increase student interest in literature and independent reading. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6146 - Story Preservation Initiative (SPI) Learning Lab Practicum I

SPI Learning Lab Practicum I offers students the opportunity to work directly with SPI staff to develop a unit of study that integrates personal narrative into their classroom. In this course, students will become familiar with the *Story Preservation Initiative* website and choose a personal narrative from the site that will act as a springboard to learning for a unit of study that is project-based. Students will determine a topic and develop a unit plan outline that includes grade level competencies, related materials, and assessment evidence that will support the project. Teachers are required to meet with an SPI staff member three times within the seven-week period either virtually, via phone or face to face, to discuss ongoing progress with the project as well as student and teacher engagement. (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

ED 6147 - Story Preservation Initiative (SPI) Learning Lab Practicum II

SPI Learning Lab Practicum II is designed for teachers with Learning Lab projects currently

underway. In this course, students will teach the SPI unit/lessons of study, developed in Practicum I and assess student learning along the way. Teachers are required to meet (virtually or otherwise) with *SPI* staff three times within the seven-week period to further discuss project development and progress, student and teacher engagement, as well as assessment tools, and documentation. At the end of the seven-week period, teachers are required to produce an integrated Understanding by Design unit plan to be added to the *SPI* collection, which may be shared with other teachers. *SPI* staff will be available as a resource to teachers throughout the project period. Prerequisite: ED 6146 (3 Credits) Meets MED and CAGS concentration requirement: Storytelling

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. (3 credits)

ED 6175 - Freedom Zones: Creating Inclusive Classrooms and School Structures

This course provides K-12 general, special, and paraprofessional educators with concepts and strategies to promote the successful social and academic integration of children with disabilities, and those students at-risk for school failure, in the general education classroom. Participants will explore the benefits of collaborating with colleagues to design and implement effective instruction. A brief history of special education and the federal policies related to the general education teacher and a student's least restrictive environment will be reviewed. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6177 - Understanding and Remediating Deficits in Learners with Autism

Communication deficits are a hallmark characteristic of autism spectrum disorders. In this course, students will learn about the variability and complexity of difficulties in communication,



including vocal and non-vocal communication. Alternatives to vocal communication will be discussed. Students will learn how such deficits can be assessed, prioritized, and addressed through effective goal setting and objective evaluation of progress. Students will be introduced to the verbal behavior classification system as a way to conceptualize core communication skills. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

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. Is required by those seeking certification. (4 credits) Meets MED Core requirement

ED 6190 - Taming the Data Beast: Understanding and Using Assessment Data to Inform Instructional Decisions

What are district and classroom based assessments saying about our students, and how can we use them to make informed decisions in which to meet the needs of all learners. As schools wrestle with implementing effective Response to Intervention systems, it is critical that staff can effectively utilize progress monitoring tools and assessment data to ensure best instructional practices. This class will focus on analyzing data in order to inform instruction and improve student growth. Students will read and discuss articles related to using data to inform instruction, analyze and sort district and/or classroom data, design a grade book using content standards to track progress, create a data correlation chart to be used as a resource or in communicating levels of achievement with colleagues, students and parents, and create an instructional improvement plan using a framework such as universal design for learning. (4 Credits) Meets MED Core requirement. Can be taken as a concentration course for any concentration. Can substitute for ED 6180 Evaluation and Assessment: Making Data Meaningful.

ED 6210 - Management and Leadership in Sports and Physical Education

This course examines contemporary theories related to management and leadership and their applications to athletic administration. Emphasis will be given to the wide array of management practices and how leadership theory can explain the evolution of a strong mission, strategic plan, and the cultivation of human resources. This course will discuss various skills, roles and functions of athletic administrators in the secondary school and collegiate settings. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education & Sports, Recreation, and Coaching

ED 6211 - Application of Marketing Principles in Sports, Recreation, and Coaching

Students will explore the importance of effectively marketing sport and athletics to target populations. The course includes the study of the marketing mix as product, place, promotion, public relations, and price to understand the marketing of sport as a unique enterprise. The relationship between sport and consumer behavior will be examined. Students will also develop their own marketing plan in the athletic administration program. In addition, we will be utilizing case studies in order to simulate decision making in athletic administration. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6212 - Legal Issues in Sports, Recreation, and Coaching

This course is a survey of the various applications of contract, tort, intellectual property, constitutional, and administrative laws to the growing and complex field of sport management with a perspective toward risk management, contract negotiation, product liability professional and collegiate leagues, and marketing. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6213 - Concepts and Issues in Coaching Sports in Secondary School

With a concentration at the secondary level, this course highlights the daily operations of the athletic director's office, detailing job responsibilities, complexities and challenges that impact a school system's interscholastic sports and extracurricular program. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6214 - Concepts and Issues in Coaching College Sports

This course is designed to give students the opportunity to study the administration process in intercollegiate athletics. Students will study the operation for the effective organization and administration of intercollegiate athletic programs. Emphasis will be placed on the problems, forces, and issues shaping intercollegiate athletic administration. Included will be discussion of management and management styles, office management, policies and procedures, eligibility, transportation issues, time management, and scheduling. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6215 - Applied Sports and Fitness Psychology

The course is designed to help the student apply concepts in sport and fitness psychology to real world experience as an athlete, coach, fitness instructor, parent, or teacher. Emphasis is placed on application of theories and ideas in sport psychology, rather than exploring theory alone. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 6216 - Sport and Event Planning Management in Sports and Coaching

This course is designed to provide students with knowledge about the specialized field of event management and techniques and strategies required for planning, promotion, implementation, and evaluation of sport-related contests and special events. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6217 - Facilities, Design, and Construction in Sports and Recreation

The course will introduce the sport facility life-cycle concepts of strategic planning, design-development, construction delivery systems, financing, and operations. Students will develop a case statement and a request for proposal for sport industry segments: a private sports club, an



interscholastic, intercollegiate, or professional sport program, or a recreational enterprise. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6220 - Social Construct of an Empathic Teacher: A Multicultural and Social Justice Perspective

The course is designed to help candidates examine how race, ethnicity, and culture influence students' experiences in school, and implement a multicultural approach to teaching. This course provides candidates with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. The course will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our action. This exploration will prepare practitioners for enlightened citizenship and effective teaching in a multicultural society. An understanding of the candidate's cultural background is sought in order to identify effective teaching styles and practices. Additionally, throughout the semester, candidates will learn about various American microcultures, explore ways to access information about cultural groups, identify/implement methods for creating culturally inclusive classrooms and schools, and develop critical and multiple perspectives about issues of multiculturalism and be able to apply those perspectives in their professional and civic lives as they work with others in a diverse, democratic America in a global community. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

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 credits)



ED 6320 - Teaching Immigrant Students

The overall goal of this course is to understand cultural and communication issues that English Language Learners (ELLs) and their teachers are likely to encounter in classrooms and to acquire knowledge and techniques to facilitate the success of ELLs. Course participants will research and critically reflect upon selected aspects of culture as a basis to understand students and to create appropriate teaching materials. (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice

ED 6325 - Counseling Immigrant Children

The immigrant population of urban communities has grown in recent years, creating new challenges for counselors. Counseling intervention is essential to enable immigrant students to cope with the stresses of immigration and the effects of those stresses on their academic performance. Acculturation is a process that changes with time and that affects students of different ages differently. Cultural variations among immigrants affect social and academic performance in school as well. Developing English language fluency both accompanies and is accompanied by other adjustment issues. Counselors can facilitate both student' adjustment and the schools recognition of immigrant students' cultural perspective and particular needs to be successful. (3 Credits) Meets MED and CAGS concentration requirement: Counseling & Counseling in Urban Schools

ED 6380 - Child-Centered Issues in the 21st Century Classroom

This course specializes in dealing with a variety of present child-centered issues. It will focus on child development, learning environments, and the internal and external factors dealt with by the 21st century student. Topics to be covered include, but are not limited to, multi-cultural and multi-ethnic education, abused children, mainstreaming, self-esteem, and family teacher relationships. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

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 credits) This course is a substitute for ED 5110 Teachers as Leaders and there is a 30 hour practical experience required for those seeking certification. Meets MED Core requirement and those seeking principal licensure.

ED 6430 - Interrupting the School to Prison Pipeline - The Future of Black and Brown Boys in the USA

The goal of this course is to deepen our understanding of issues related to the construction of the school to prison pipeline. The issues that the course will address are inequality, discipline polices, systematic criminalization of youth, the achievement gap, and workings of the prison industrial president complex. The course will also consider the pipeline first and foremost as a manifestation of "structural racism". (3 Credits) Meets MED and CAGS concentration requirement: Urban Education and Social Justice & Counseling in Urban Schools

ED 6440 - Current Issues in Sports and Physical Education

This course examines contemporary issues and controversies in the world of sports today. This includes topics such as violence in sports, race and ethnicity in sports, economics issues related to sports, youth sports, sports and the media, sports and politics, performance-enhancing substances, and sports and religion. The course will provide in-depth analysis of these topics and ask students to explore their views on these issues. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 6450 - Mathematics Across the Curriculum

Participants will have the opportunity to understand the methodologies necessary to teach math at all levels. Participants will explore the internet, complete reading assignments, and hands-on activities. The participants will have the opportunity to use this new found knowledge to develop



new and exciting lesson/s that can be used in your classes the next day. Participants will read and review specific readings from the internet and other resources that will allow them to have a better understanding of how to teach math across the curriculum. Participants will complete independent research and write a research paper, utilizing resources stated in course assignments. Course assignments will reflect the level of students you are teaching. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6451 - Mathematical Problem Solving

This course will concentrate on solving, or attempting to solve, mathematics problems. How can one implement problem solving goals into the solution of his/her problem? The emphasis is on exploration of various mathematics contexts to learn mathematics, to pose problems and problem extensions, to solve problems and to communicate mathematical demonstrations. The problems will come from many sources. Inquiry, investigation, exploration will be significant tactics to solve a variety of mathematics problems. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6452 - Calculus AB for Educators

The goal of this course is to help teachers develop their students' geometric insight into the concepts of differentiation and integration, and to apply these concepts to problem solving and "real world" applications. Course content will focus on the differentiation of algebraic and transcendental functions, applications of the derivative, differentials, indefinite integrals, definite integrals. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6453 - Developing Mathematical Ideas in Numbers and Operations

This course is designed to deepen teachers' pedagogical content knowledge in the Number and Operations mathematical strand. The content of this course supports standards-based mathematics programs. Teachers will explore the base ten structure of the number system, consider place value in computational procedures, and examine how concepts of whole numbers reappear when working with decimals. Through activities such as reading cases about elementary mathematics in classroom settings, viewing videotapes, doing mathematics,

analyzing student work, and reading current research applicable to these issues teachers will learn more mathematics content for themselves, recognize key mathematical ideas with which students are grappling, appreciate the power and complexity of student thinking, analyze activities to uncover the mathematics students will learn from it, define and select mathematical objectives for their students, and learn how to continue learning about children and mathematics. (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6454 - Developing Mathematical Ideas Through Application

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references "standards-based math program", as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase "inquiry based" captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse "...requires the (problem) solver to search for a method...", "making and testing mathematical conjectures ...", "activities should build on curiosity and prior knowledge..." (3 Credits) Meets MED and CAGS concentration requirement: Mathematics

ED 6511 - Fundamentals of Educational Inquiry: Action Research I

Students will implement a comprehensive action research process in the context of a school or agency. Students will collect data based on the data collection tools developed in Research Practicum II ED 5262 . *Prerequisite: Must have completed ED 5262 and have IRB proposal approved.* (2 credits)

ED 6512 - Fundamentals of Educational Inquiry: Action Research II

Students in this course will continue to work on their Action Research project. They will analyze their data, complete the writing of their project, and implement a public presentation. *Prerequisite: Must have completed ED 6511.* (2 credits) Meets MED Core requirement

ED 6513 - Action Research in Sports, Recreation, and Coaching

Students will explore research topics in the disciplines of athletic administration, understand how research methods can be utilized to form theories, learn how to critically review the published literatures, and write a comprehensive literature review that can be incorporated into a sport management capstone project. (3 Credits) Meets MED and CAGS concentration requirement: Sports, Recreation, and Coaching

ED 6611 - The Principles and Goals of Collective Impact

In this course, students will learn about the theory and philosophy underlying Collective Impact, a social change methodology that shows considerable promise for resolving a wide array of persistent, complex social problems such as poverty, homelessness, hunger, or the overrepresentation of students of color in special education. We will examine both the historical roots of Collective Impact in other approaches to community improvement and development, as well as research concerning this very promising approach to fostering significant gains in social justice. Students will be able to speak persuasively with diverse stakeholders on the merits, resources required, and strategies involved in successful Collective Impact activity. (3 credits)

ED 6612 - Launching Collective Impact Initiatives

In this course, students will develop an understanding of key strategies and resources to launch a "collective impact" effort, from mobilizing key stakeholders to engaging them in developing consensus on "shared measures" of success to use to assess progress, to designing and implementing data management and formative evaluation strategies to monitor progress and continuously improve joint efforts to generate desired impacts on a targeted, high stakes societal problem such as hunger in America. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6613 - Planning and Communicating Collective Impact Efforts

In this course, students will explore the Collective Impact principle of designing "mutually reinforcing activities" - i.e., coordinating and aligning efforts by key stakeholders and organizations so that they support one another's efforts and contribute to "moving the dials that matter" (e.g., reduce local measures of homelessness, hunger, or chronic underemployment). We also will consider the growing array of communications tools and strategies available both to help partners collaborate effectively and to gain broader awareness and support for the partners' shared efforts. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6614 - Institutionalizing a Collective Impact Initiative

This course will engage participants in examining the crucial role that a local "backbone organization" needs to play to ensure that the community's collective impact efforts to address a pressing societal problem are truly aligned, coordinated, continuously assessed and, ultimately, institutionalized. The aim is to significantly strengthen the community's long-term capacity to address and, ideally, prevent the societal ill in question. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6615 - Ethics, Equity and Collective Impact

As a social change methodology, collective impact strives to mobilize diverse stakeholders, especially those who themselves suffer most directly from the social ill in question. Yet, recent research makes it clear that simply involving the most dispossessed in setting the agenda for sustained local change does not ensure that the resources mobilized to address that social ill benefit the most disadvantaged as fully as possible: how a community selects and runs its backbone organization and assesses its efficacy are crucial in determining the equitability of results. In this course, students will explore the ethical and pragmatic challenges entailed in striving to optimize impacts for those most in need. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6616 - Grantsmanship and Collective Impact

The "collective impact" approach to social change - which involves a sustained, highly collaborative local effort by diverse stakeholders to eradicate a pressing social problem -- has transformed the grantmaking processes and criteria of many of the nation's and the world's foremost philanthropic leaders, such as Grantmakers For Education. In this course, we will examine not only how collective impact methods are being employed in grantmaking but also how one can seek grants to finance collective impact approaches to tackle persistent, high stakes societal ills. Students will gain skills in grant prospect research and proposal writing. (3 Credits) Meets MED and CAGS concentration requirement: Collective Impact Leadership

ED 6710 - STEM Integration in the K-12 Classroom: An Interdisciplinary Approach

This course is designed to provide an interdisciplinary methodology to teaching and incorporating STEM practices across all disciplines. This course will involve active participation as discovery/inquiry learning, integration practices, and performance-based assessments and tasks are explored. Participants will understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, and questioning. The specific skills and principles to be examined and incorporated into professional practices within all disciplines, as presented by the Next Generation Science Standards (NGSS), include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information (3 Credits) Meets MED and CAGS concentration requirements: Curriculum & Instruction, STEAM

ED 6750 - Consultation and Collaboration in Alternative Education

This course provides an overview of models and strategies for coordinating services across disciplines and among school, family, and community agencies. Emphasis on interdisciplinary team coordination, communication, decision making, planning, and follow-up for individuals. The course will also focus on the role of the alternative program as a consultant and resource to other educational programs and agencies. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirement: Alternative Education

ED 6751 - Developing and Sustaining Excellence in Schools

This course provides an overview of the development of sustainable policies, procedures, staffing, and professional development that lead to sustainable alternative programs. Emphasis on establishing and maintaining a balance of stability and flexibility as required by the nature of alternative education. The role of data analysis and program evaluation as it contributes to ongoing school improvement, the development of best practices, and individual staff and professional growth is covered. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6752 - Planning for Student Success in Alternative Schools

This course provides an overview of additional support for the students in the alternative environment to enable academic and behavioral improvements. Topics will introduce the definition, techniques, and examples of addressing modifying student behavior. The course will contain an exploration of options to prepare students for post-secondary success. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6753 - Transition Services for Students in Alternative Education

This course provides an overview of techniques and processes used in programming for the



needs of individuals as they prepare for transition to alternative programs and back to a comprehensive school program. This course will also focus on the development of an Alternative Education Plan and Transition Plan. Discussion will also focus on postsecondary programs and employment opportunities. Emphasis on skills related to professional liaison and support roles in the design of instructional arrangements and cooperative training. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6754 - Curriculum, Instruction, and Assessment in Alternative Schools

This course provides an overview of curriculum, instructional strategies and programming, digital and virtual learning, and the role of student assessment. There is an emphasis on specific curriculum, engagement strategies and learning environments effective in alternative schools based on research. The role of formative and summative assessment, intervention, and how they work together to increase learning and engagement in alternative schools will also be reviewed. This course will focus on the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

ED 6755 - Instructional Leadership in Alternative Schools

This course provides an overview of instructional leadership and the role of the student in the alternative environment. There is an emphasis on the program's mission, goals, and target student population. Fundamental values are introduced that form the foundation for the design, operation, development, and administrative oversight of the alternative education program. The role of culture & climate and how they work together to support learning in alternative schools will also be a focus of this course. This course will highlight the National Alternative Education Association Exemplary Practices for Alternative Education. (3 Credits) Meets MED and CAGS concentration requirements: Alternative Education

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. Variable credit (1-6 credits) May be repeated for credit.

ED 6820 - Literature, Culture, and War in the Twentieth Century

This is a course about war and culture, with a focus on twentieth-century England and America. Our primary concern is to consider how literary forms have developed to make sense of the twentieth century's mass wars, how wars are remembered and forgotten, and how war has been adapted to the dominant aesthetic and cultural movements of the century. The bulk of our readings will center on the First World War, primarily from the British perspective, and on the Vietnam War, primarily from the American perspective, but we will also read material from the Second World War and from more recent conflicts such as the first Persian Gulf War. Issues of national identity, memory, gender, irony, and protest will be at the forefront of our inquiry. We will read both combatant and civilian writers, and our readings will be drawn from a variety of genres, including fiction, poetry, memoir, film, cultural studies, and theory. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6821 - Contemporary American Fiction

This course examines a selection of contemporary American fiction in historic, aesthetic, and social contexts. In other words, we will explore the relationship between contemporary American literature and the world we live in. Topics may include literature and postmodern culture, how aesthetic style may be influenced by social and historical conditions, the blurring of fact and fiction in contemporary literature, and how literature is affected by issues of race, class, and gender. While the range of contemporary American fiction is extremely broad and varied, and impossible to cover in one semester, students will become acquainted with several of the major trends in American literature since 1965. The course is divided into three main units: 1) post W.W.II and postmodernism; 2) new journalism and popular culture; 3) issues of race, gender and family. As students will discover, these categories are not mutually exclusive. They overlap and intersect one another. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6822 - Shakespeare: The Tragedies: Macbeth, Othello, Lear, and Hamlet

In this seminar we will explore the development of Shakespeare's interest in tragic theatre, which culminated in some of the most powerful and poetic tragedies of the suffering human subject in

world literature. By submitting the so-called four 'high', or 'human' tragedies of Hamlet, Othello, King Lear and Macbeth to close rhetorical, poetic and philosophical analysis, we will attempt to understand the particular tragic mode of poetic subjectivity which Shakespeare explores in these plays, and its wider philosophical and existential implications for any human subject watching and reading these plays, then as now. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6823 - Victorian Poetry

This course examines the works of the major English poets of the period 1830-1900. We will pay special attention to Alfred Tennyson and Robert Browning, and their great poetic innovation, the dramatic monologue. We will also be concentrating on poems by Elizabeth Barrett Browning, Gerard Manley Hopkins, Christina Rossetti, Matthew Arnold, A. E. Housman, and Thomas Hardy. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6824 - The Romantic Poets: Wordsworth, Coleridge, Byron, Shelley, and Keats

This course covers the concept of romanticism as first developed and then expanded by the two British poets William Wordsworth and Samuel Taylor Coleridge. Writing at the end of the eighteenth century and the beginning of the nineteenth century, Wordsworth and Coleridge lived during a time of great cultural and social changes, many of which will be covered in this course work. Both men created a literary theory that was developed by later romantic poets, influenced writers on both sides of the Atlantic, and set the direction for contemporary thought. (3 Credits) Meets MED and CAGS concentration requirement: English

ED 6825 - Survey of the Novel from 18th to 21st Centuries

The Romantic poets journeyed through Nature to find themselves. The Victorian novelists recognized social injustice. The Modernists heralded World War I and its destructiveness. The Postmodernists take all of this, revise, repackage, and re-sell it to the 20th-Century reader. In this course, we will read texts that reflect some of the variety of cultural and historical experiences in novels from 1790 to now, including alternative forms of publication such as magazines, serial novels, e-literature, and weird novels. The final project will ask students to draw parallels



between 21st -Century texts and their predecessors. (3 Credits) Meets MED and CAGS concentration requirement: English

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 (1-6 credits)

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. Is required by those seeking certification. (1 credit) Meets MED Core requirement

ED 6952 - Portfolio II

This course will assist participants 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 for applying to the certification program. Is required by those seeking certification. *Prerequisite: Completion of Portfolio I.* (1 credit) Meets MED Core requirement

ED 6961 - Portfolio III

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio 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. Is required by those seeking certification.

Prerequisite: Completion of Portfolio II. (1 credit) Meets MED Core requirement

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. Is required by those seeking certification. *Prerequisite: Completion of Portfolio III. (1 credit) Meets MED Core requirement*

ED 6964 - Leadership Portfolio I

This course will assist participants in the development of their professional portfolios. They will continue to develop a Working Portfolio that they will complete in Portfolio IV where they will create their Professional Presentation Portfolio. In this course students will develop their standards template and explanations and connect their work in the program to the appropriate standards. (1 credit) Is required by those seeking principal and superintendent certification

ED 6965 - Leadership Portfolio II

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 Leadership Portfolio I. (1 credit) Is required by those seeking principal and superintendent certification*

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. Is required by those seeking principal certification (3 credits)

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. Is required by those seeking principal certification. (3 credits) Meets principal certification requirements

ED 7002 - Supervision of Curriculum and Instruction

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues then evaluate using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 credits)

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. Is required by those seeking principal and superintendent certification (3 credits)

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. Is required by those seeking principal and superintendent certification. (3 credits) Meets MED concentration requirement: Special Education

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. Is required by those seeking principal and superintendent certification (2 credits)

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. Is required by those seeking superintendent certification (3 credits)

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, and 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. Is required by those seeking superintendent certification (3 credits)

ED 7009 - Facilities Planning and Management and Data-based Decision Making

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 needs identification, including enrollment projections, and educational specifications, auxiliary services, costs per required square footage, community surveys, facility development, and managing the budget and warrant article processes within the context of data-based management systems. (3 Credits) Is required by those seeking superintendent certification.

ED 7011 - Evaluating Effective Teaching and Curriculum

Students involved in this course will become familiar with Danielson's model for evaluating teacher effectiveness. In addition, they will become familiar with the State of New Hampshire recommendations for evaluating teacher effectiveness which is linked to the INTASC standards. As part of the course individuals will be asked to assess themselves and several colleagues as they are delivering the curriculum and evaluate teaching effectiveness using the Danielson model. They will provide feedback to the individuals regarding their performance and help the individuals create an action plan for professional development. In addition, individuals will become familiar with strategies for pre-conferencing as well as coaching after conducting an observation. (3 Credits)

ED 7012 - Special Education Law

This course offers graduate students a detailed view of IDEA acquainting prospective special education administrators with New Hampshire and Maine special education state and federal laws and regulations. The course tenants include FAPE (Free and Appropriate Education), Child Find and LRE (Least Restrictive Environment), actual decisions from due process cases surrounding students with disabilities, conflict resolution and mediation using case studies. Students are expected to apply these principles when analyzing texts and case studies throughout this course. (3 Credits)

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. (3 credits)

ED 7020 - Exploring Assessment and Accountability: Controversies and Solutions

This course explores the various assessments, standardized and authentic, that teachers and school leaders can use to inform instruction. It goes beyond just looking at test data to actually developing plans using data to improve learning in schools and classrooms. Students will analyze the conditions needed for designing high-quality assessment systems, develop specific competencies and become proficient at productively discussing Assessment Practices, Assessment Principles, and Assessment Policies. Students will be able to more deeply engage in professional dialogue with other educational professionals about using and improving student assessment. The link between school effectiveness, student achievement, and accountability will be discussed. (4 Credits) Meets CAGS Core requirement

ED 7025 - Educational Research Design

Students in this course will increase their research knowledge and skills. In addition, students will become better consumers of research in order to integrate theory into practice for program development, assessment, and curriculum delivery. As a result of this course, students will be able to 1) Articulate the role of research methodology in education, 2) Identify, describe, and evaluate various quantitative methodologies, 3) Compare and contrast research designs, data collect methods, and analyses, 4) Critique published educational research, and 5) Identify implications for research on human subjects. Is required of those seeking superintendent certification (4 credits)

ED 7030 - Culminating Leadership Plan

Every school leader needs to have a plan for moving forward. Whether you are a formal leader such as a principal or superintendent or a teacher leader it is critical that you have a sense of direction, a plan with actionable steps, individuals who can help achieve the goals, people to take responsibility for achieving the goals, criteria for success, and possible evidence of meeting the identified goals. In this course students will take stock of where they are and where they would like to be in five years, discuss this vision with colleagues, find research to support the direction in which they want to go, and develop a leadership plan with materials to help them achieve their vision and goals. (4 Credits) Meets CAGS Core requirement

ED 7040 - Advanced Child and Adolescent Development

This course deals with development of children and adolescents from birth to early adulthood. It covers the periods of infancy, early childhood, childhood, early adolescence, mid-adolescence, late adolescence and early adulthood. Attention is given to the influence of the go, cognitive social, emotional, moral, and sexual development on the psychology of learning, student achievement, and on understanding the diagnosis of potential learning disorders and issues at each stage. Both normal and abnormal aspects of development are discussed. (3 Credits) Meets MED and CAGS concentration requirement: Counseling



ED 7062 - Pedagogy and the Respectful School

This course will explore theoretical and conceptual foundations of curriculum development, alternative assessment and instructional design as it relates to two "grand theories" of learning; behaviorism and constructivism. Authentic instruction, solving real problems, inquiry-based, community-based, and service-based learning, and the use of virtual learning tools will be explored in relation to student motivation, engagements, teacher student relationships, and the geography of learning. Students will assess the professional development needs of a school in relation to changing expectations for student learning in 21st century schools. Students will develop professional learning community processes and professional development plans in light of key theories, concepts, and models discussed in the course. (3 Credits)

ED 7063 - Legal Issues for School Climate Leaders

This course examines the substantive and procedural rights of children and the competing interests of their parents and the state (aka school) in a variety of school climate, educational equity, harassment, discrimination, and other safe schools contexts. Students will understand NH Anti-Bullying Laws as well as those from other states. They will gain an understanding of the relationships between Civil Rights, Human Rights, and Disability protections and school climate advocacy and leadership. (3 Credits)

ED 7064 - Using Data to Understand, Monitor, and Improve Climate and Learning

This course provides participants with the knowledge base to manage district-wide school data that can be used to understand school climate and its relationship to student learning. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage both objectives and incident data to assess school safety, student engagement, and attendance as well as systems for collecting and using "perceptual" school climate data from school-wide teacher and student surveys, interviews, focus groups, ethnographic data and experience sampling methods (SEM). (3 Credits)

ED 7110 - Advanced Multicultural Competencies for Teachers, Counselors, and Administrators

The purpose of this course is to enhance cultural competence among professionals by fostering congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations. Operationally defined, the purpose of this course is to facilitate the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes. (3 Credits) Meets MED and CAGS concentration requirement: Counseling

ED 7180 - Advanced Assessment Strategies: Psycho-Educational Evaluation

This is a process-oriented, hands-on course designed to teach informal methods and procedures that can be used by special needs educators to study the educational functioning of elementary and middle school students. An ecological and a phenomenological perspective to assessment will provide the framework for this course. Observation, interview, curriculum-based measures, and authentic approaches will be used with a particular focus on literacy, math, learning style, and affective/cognitive factors related to learning. Activities, content, and materials are related to the current and relevant learning outcomes, frameworks, or standards. (3 Credits) Meets MED and CAGS concentration requirement: Special Education

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. Is required by those seeking principal certification (1 credit)

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites: ED 7201 Principal Internship I. (1 credit)*

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 for a minimum of 460 hours under the supervision of an experienced, NH State certified principal. *Prerequisites: ED 7202 Principal Internship II. (1 credit)*

ED 7210 - Advanced Theories of Coaching and Team Building

This course will help you use effective coaching and team-building tools in sports, whether you are a professional coach, a high school coach, a youth sports coach, a club coach, or an athlete. It will also show you how these tools can be used in a variety of situations in your life - including in business and in family life. This course helps the student to learn new ways to manage a variety of challenges that come from working with people. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7215 - Developing Student Athletes: Theory and Practice

This course is designed to provide the student with knowledge and experiences in counseling and helping skills with an emphasis on traditional counseling theory and skills. The major modalities covered will include examples of Psychoanalytic, Neo-analytic, Person-centered, Humanistic, and Affective, Behavioral, Cognitive, and Family Systems therapies. This course will utilize an eclectic approach to developing intervention strategies for dealing with psychological, emotional, relationship, and adjustment problems for the student athlete. (3 Credits) Meets MED and CAGS concentration requirement: Physical Education

ED 7260 - Applied Education Research

Every school leader is aware of the myriad issues associated with schools. In addition they are aware of the endless resources that can be used to understand an issue in their school. This course has the student identify a significant school-wide issue, one that requires research about the cause of the problem and possible solution. The student will find scholarly research about the issue and develop an introduction and comprehensive literature review along with reference page. This course is the prerequisite for ED 7510 where the student will take the information, gather data from the school that is pertinent to the issue, develop a comprehensive plan to solve the problem, and share this plan with appropriate school leaders for their approval. (4 Credits)

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. Is required by those seeking superintendent certification *Prerequisites: Must complete a majority of courses for Superintendent licensure and have approval of MED Program Director.* (1 credit)

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. Is required by those seeking superintendent certification *Prerequisites: Must complete ED 7501 Internship: Superintendent I.* (1 credit)

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. Is required by those seeking superintendent certification *Prerequisites: Must complete ED 7502 Internship: Superintendent II.* (1 credit)

ED 7510 - Data-Driven Leadership and Action Capstone

As a result of your work in ED 7260 Applied Education Research, you have explored a school-wide issue important to your school, researched scholarly journals and resources about what is currently known about the issue, and ways experts have solved the problem. In this course you will take that information and gather data associated with the problem that is pertinent to your school and the issue. After analyzing that data, you will develop a comprehensive plan that is achievable that takes all aspects of the problem and all constituents into consideration. This plan will be presented to individuals at your school who have the decision-making ability to accept and implement the plan. (4 Credits)

ED 8010 - Seminar in Educational Research I

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. (4 credits)

ED 8020 - Seminar in Critical Issues in the Future of Education

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. (4 credits)

ED 8030 - Seminar in Futuristic Organizational Theory

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. (4 credits)

ED 8040 (HEA8040) - Seminar in Educational Research II

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. (4 credits)

ED 8050 - Seminar in the Creation and Implementation of Best Educational Practices

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)

ED 8060 (HEA8060) - Dissertation Seminar I

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. (4 credits)

ED 8070 - Seminar in Reforming Educational Practices

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)

ED 8080 - Seminar in Visionary Educational Leadership

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. (4 credits)



ED 8090 - Seminar in Recreating Educational Policy

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. (4 credits)

ED 8100 - Seminar in Brain Research and Learning

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. (4 credits)

ED 8110 (HEA8110) - Dissertation Seminar II

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. (4 credits)

ED 8120 - Promoting Access, Retention and Achievement

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. (4 credits)

ED 8130 - Seminar in Curriculum Development for the Information Age

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? (4 credits)

ED 8140 (HEA8140) - Dissertation Completion, Presentation and Action Plan

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. (*Prerequisite - successful completion of Seminars in Dissertation ED 8060/HEA 8060 and 8110 and ED 8150/HEA 8150 Comprehensive Project*) (4 credits)

ED 8150 (HEA8150) - Comprehensive Project

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. (4 credits)

Higher Education Administration



The Master of Science Higher Education Administration program at New England College is an innovative 40-credit program that combines on campus 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.

Major

Higher Education Administration, MS

- Description and Learning Outcomes

Requirements

HEA 5130 - College Students in the United States

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. (4 credits)

HEA 6390 - Contemporary Issues in Higher Education

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. (4 credits)

HEA 6240 - Assessment in Higher Education

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. (4 credits)

HEA 5190 - Multicultural Competence

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. (4 credits)

HEA 5320 - Advising and Helping College Students

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. (4 credits)

HEA 6110 - Leadership Theory and Practice in Higher Education I

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. (2 credits)

HEA 6120 - Leadership Theory and Practice in Higher Education II

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.* (2 credits)

HEA 5110 - Higher Education Organization and Administration

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. (4 credits)

HEA 6920 - Legal Issues in Higher Education

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. (4 credits)

HEA 6250 - Practicum I

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. (4 credits) This course is pass/fail.

HEA 6260 - Practicum II

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.* (4 credits) This course is pass/fail.

HEA 6970 - Capstone

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. (4 credits) This course is pass/fail.

Higher Education Administration

All undergraduate courses are 4 credits unless otherwise noted.

HEA 5110 - Higher Education Organization and Administration

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. (4 credits)

HEA 5130 - College Students in the United States

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. (4 credits)

HEA 5190 - Multicultural Competence

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. (4 credits)

HEA 5320 - Advising and Helping College Students

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. (4 credits)

HEA 6110 - Leadership Theory and Practice in Higher Education I

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. (2 credits)

HEA 6120 - Leadership Theory and Practice in Higher Education II

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*. (2 credits)

HEA 6240 - Assessment in Higher Education

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. (4 credits)

HEA 6250 - Practicum I

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. (4 credits) This course is pass/fail.

HEA 6260 - Practicum II

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*. (4 credits) This course is pass/fail.

HEA 6390 - Contemporary Issues in Higher Education

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. (4 credits)

HEA 6920 - Legal Issues in Higher Education

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. (4 credits)

HEA 6970 - Capstone

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. (4 credits)
This course is pass/fail.

HEA 8010 - Seminar in Educational Research I

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. (4 credits)

HEA 8020 - Contemporary Issues in Higher Education

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. (4 credits)

HEA 8030 - Organizational Leadership and Change

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. (4 credits)

HEA 8040 (ED8040) - Seminar in Educational Research II

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. (4 credits)

HEA 8050 - Advanced Student Development

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. (4 credits)

HEA 8060 (ED8060) - Dissertation Seminar I

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. (4 credits)

HEA 8070 - Budgeting and Finance

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. (4 credits)

HEA 8080 - Strategic Management in Higher Education

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. (4 credits)

HEA 8090 - Public Policy in Higher Education

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)

HEA 8100 - Teaching and Learning in Higher Education-Innovative Pedagogies

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. (4 credits)

HEA 8110 (ED8110) - Dissertation Seminar II

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. (4 credits)

HEA 8120 - Promoting Access, Retention and Achievement

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. (4 credits)

HEA 8130 - Preventative Law

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. (4 credits)

HEA 8140 (ED8140) - Dissertation Completion, Presentation and Action Plan

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. (*Prerequisite - successful completion of Seminars in Dissertation ED 8060/HEA 8060 and 8110 and ED 8150/HEA 8150 Comprehensive Project*) (4 credits)



HEA 8150 (ED8150) - Comprehensive Project

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. (4 credits)

Doctorate of Education

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.

Major

Education, Higher Education Administration, Ed.D.

- Description and Learning Outcomes

Requirements

ED 8010 - Seminar in Educational Research I

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. (4 credits)

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HEA 8020 - Contemporary Issues in Higher Education

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. (4 credits)

HEA 8030 - Organizational Leadership and Change

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. (4 credits)

ED 8040 (HEA8040) - Seminar in Educational Research II

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. (4 credits)

HEA 8040 (ED8040) - Seminar in Educational Research II

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. (4 credits)

HEA 8050 - Advanced Student Development

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. (4 credits)

ED 8060 (HEA8060) - Dissertation Seminar I

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. (4 credits)

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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. (4 credits)

HEA 8090 - Public Policy in Higher Education

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)

HEA 8070 - Budgeting and Finance

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. (4 credits)

HEA 8100 - Teaching and Learning in Higher Education-Innovative Pedagogies

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. (4 credits)

ED 8110 (HEA8110) - Dissertation Seminar II

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. (4 credits)

HEA 8110 (ED8110) - Dissertation Seminar II

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. (4 credits)

ED 8120 - Promoting Access, Retention and Achievement

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. (4 credits)

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HEA 8130 - Preventative Law

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. (4 credits)

HEA 8150 (ED8150) - Comprehensive Project

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. (4 credits)

HEA 8140 (ED8140) - Dissertation Completion, Presentation and Action Plan

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. (*Prerequisite - successful completion of Seminars in Dissertation ED 8060/HEA 8060 and 8110 and ED 8150/HEA 8150 Comprehensive Project*) (4 credits)

Education, K-12 Leadership, Ed.D.

- Description and Learning Outcomes

ED 8010 - Seminar in Educational Research I

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. (4 credits)

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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. (4 credits)

ED 8020 - Seminar in Critical Issues in the Future of Education

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. (4 credits)

ED 8030 - Seminar in Futuristic Organizational Theory

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. (4 credits)

ED 8040 (HEA8040) - Seminar in Educational Research II

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. (4 credits)

HEA 8040 (ED8040) - Seminar in Educational Research II

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. (4 credits)

ED 8050 - Seminar in the Creation and Implementation of Best Educational Practices

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)

ED 8060 (HEA8060) - Dissertation Seminar I

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. (4 credits)

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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. (4 credits)

ED 8080 - Seminar in Visionary Educational Leadership

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. (4 credits)

ED 8090 - Seminar in Recreating Educational Policy

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. (4 credits)

ED 8070 - Seminar in Reforming Educational Practices

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)

ED 8100 - Seminar in Brain Research and Learning

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. (4 credits)

ED 8110 (HEA8110) - Dissertation Seminar II

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. (4 credits)

HEA 8110 (ED8110) - Dissertation Seminar II

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. (4 credits)

ED 8120 - Promoting Access, Retention and Achievement

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. (4 credits)

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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. (4 credits)

ED 8130 - Seminar in Curriculum Development for the Information Age

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? (4 credits)

ED 8150 (HEA8150) - Comprehensive Project

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. (4 credits)

ED 8140 (HEA8140) - Dissertation Completion, Presentation and Action Plan

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. (*Prerequisite - successful completion of Seminars in Dissertation ED 8060/HEA 8060 and 8110 and ED 8150/HEA 8150 Comprehensive Project*) (4 credits)

Public Policy (MAPP)

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 advancement in the public, private, and nonprofit sectors. Our graduates are prepared for the role of 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.

Major

Public Policy, MA (MAPP)

- Description and Learning Outcomes

Requirements

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.

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. (4 credits)

PO 6030 - Political Economy

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. (4 credits)

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. (2 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PO 6550 - U.S. Foreign Policy

This course will provide an analysis of 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, terrorism, nuclear and conventional weapons, international organizations and human rights are considered as they relate to specific presidencies. There will also be a discussion of post-9/11 US foreign policy and its differences from Cold War and post-Cold War world policies.

(4 Credits)

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. (4 credits)

PO 5990 - Topics Course

Topics for this course will vary from term to term. Special topics of particular interest to public policy and international relations will be explored within the context of student generated assignments.

Here is an example of a few of the course types:

International Organizations

This course looks at the role international organizations play in the international system. The emphasis is on the development of international organizations and their proliferation. Entities such as the United Nations and the European Union are included along with other regional organizations, NGO's, and PVO's.

International Development

This course is designed to build a core understanding of the most basic models used in development (and in the developmental discourse) as well as expose you to the many themes of development. This course will also look at the role actors in the international system play in development. The course - just like the problems of development themselves - is multi-disciplinary. The course draws on history, economics, and politics to discuss the problems and prospects of development.

Women and Development

This course examines the politics and policies of international development from a gender-sensitive perspective. The course assumes that the term "development" must be understood within an historical and political context, and that development affects women and men, rural and urban people, rich and poor, differently. We will explore the following: the meanings, history, and political context of development; the uneven impact of development and specific issues that illustrate this uneven impact; and development policies and organizations.

International Law



International law commonly is defined as the rules, principles, and norms which govern the interaction among states. In this course, we will investigate the basic question underlying this debate over the utility of international law: does international law act as a constraint on state autonomy, or is it merely used by states when it is in their self-interest? In an effort to address this question, we will focus on the fundamental principles of international law, sovereignty and non-intervention, and will consider whether these principles have been eroded in recent decades as a result of growing support for new international legal norms, including human rights.

Collective Security and Peacekeeping

This course explores the origins of the idea of collective security, examines the attempts to organize international security collectively, and assesses possibilities and opportunities for collective security arrangements after the Cold War.

Global Change and US Foreign Policy

This course examines the transformation of the U.S. role in the post Cold War world. Specific attention is paid to the political, economic, environmental, and cultural changes affecting the role the US plays globally today. (4 Credits)

PO 6975 - Capstone Project

The Capstone project provides an integrative experience through the student's efforts in developing an actual program or policy. The students assume all components of completing the 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. (2-4 credits)

Public Policy

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. (4 credits)

PO 6030 - Political Economy

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. (4 credits)

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. (2 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

Creative Writing

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 graduate education in Creative Writing that is based on progressive pedagogy, individualized study, and academic/artistic mentorship. The program's academic model is studio/research, integrating substantial work in the academic study and creative production of literary art. The Program's academic format combines brief residential learning experiences on the New England College campus with individualized, home-based mentorship study. The Program's educational model provides our students with an ideal structure



for their academic coursework and individual development as writers-featuring an immersive, community-based educational experience in the residential setting, as well as independent home-based study that is supported by one-on-one faculty mentorship in a natural format for the writing life. The MFA Creative Writing 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.

The Master of Fine Arts Creative Writing Program offers four primary areas of concentration for single-focus course of study: Fiction, Nonfiction, Poetry, and Interdisciplinary Literary Arts. The MFA also offers a dual-genre option for students who wish to study two individual genres and a dual-focus option that combines study in the student's primary genre with a specialized course of study in Social Practice.

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 and Thesis 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-focus 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-focus degree.

Single-focus Course of Study (64 credit degree)

Creative Writing Workshop (8 credits) Creative Writing Seminar (8 credits) Mentorship Study: Creative Writing (16 credits) Creative and Critical Process (6 credits)

Craft, Theory, and Practice I and II (4 credits) Form and Theory I-V (10 credits)

Thesis I-IV (8 credits)

Advanced Theory and Practice I and II (2 credits) Professional Practice (2 credits)

Submission of Creative Thesis (a full-length manuscript or equivalent)

Final Residency: Lecture, Public Reading, Thesis Defense

Dual-genre Course of Study (80 credit degree)

Creative Writing Workshop (10 credits total) Creative Writing Seminar (10 credits total)

Mentorship Study: Creative Writing (24 credits, with coursework completed in both primary and secondary genres)

Creative and Critical Process (8 credits)

Craft, Theory, and Practice I and II (6 credits) Form and Theory I-V (10 credits)

Thesis I-IV (8 credits)

Advanced Theory and Practice (2 credits) Professional Practice (2 credits)

Submission of Creative Thesis*

Final Residency: Lecture, Public Reading, Thesis Defense

*Note: Dual-genre degree candidates must successfully complete thesis projects in both areas of study. This will include a full-length manuscript (or equivalent) in the primary genre, and a substantive project in the secondary area of concentration (e.g., a student whose primary concentration is Fiction and secondary concentration is Poetry might submit a full length fiction manuscript and a poetry chapbook).

Dual-focus Course of Study: Creative Writing/Social Practice (80 credits)

Creative Writing Workshops (10 credits total)



Creative Writing Seminars (10 credits total)

Mentorship Study: Creative Writing (16 credits completed in primary genre) Mentorship Study:
Social Practice (8 credits/1 semester)

Creative and Critical Process (8 credits)

Craft, Theory, and Practice I and II (6 credits) Form and Theory I-V (10 credits)

Thesis I-IV (8 credits)

Advanced Theory and Practice (2 credits) Professional Practice (2 credits)

Submission of Creative Thesis*

Final Residency: Lecture, Public Reading, Thesis Defense

* Note: Dual-focus degree candidates must successfully complete thesis projects in both areas of study. This will include full-length manuscript in the student's primary writing genre, and a completed substantive project in Social practice (e.g., a student whose primary concentration is Poetry would complete a full length poetry manuscript for fulfillment of the primary genre requirement and for the Social Practice thesis requirement, might complete a community-based literary arts practicum or submit a project that uses writing to effect social change).

Major

Creative Writing, Dual-focus Track, MFA

Description & Learning Outcomes

MFA Creative Writing Dual-focus Track:

(80 credits)

Creative Writing Workshops (10 credits total)

Creative Writing Seminars (10 credits total)



Mentorship Study: Creative Writing (16 credits completed in primary genre) Mentorship Study:
Social Practice (8 credits/1 semester)

Creative and Critical Process (8 credits)

Craft, Theory, and Practice I and II (6 credits) Form and Theory I-V (10 credits)

Thesis I-IV (8 credits)

Advanced Theory and Practice (2 credits) Professional Practice (2 credits)

Submission of Creative Thesis*

Final Residency: Lecture, Public Reading, Thesis Defense

* Note: Dual-focus degree candidates must successfully complete thesis projects in both areas of study. This will include full-length manuscript in the student's primary writing genre, and a completed substantive project in Social practice (e.g., a student whose primary concentration is Poetry would complete a full length poetry manuscript for fulfillment of the primary genre requirement and for the Social Practice thesis requirement, might complete a community-based literary arts practicum or submit a project that uses writing to effect social change).

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.

Creative Writing, Dual-genre Track, MFA

- Description and Learning Outcomes

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: Dual-genre Track



(80 credit degree)

Creative Writing Workshop (10 credits total) Creative Writing Seminar (10 credits total)

Mentorship Study: Creative Writing (24 credits, with coursework completed in both primary and secondary genres)

Creative and Critical Process (8 credits)

Craft, Theory, and Practice I and II (6 credits) Form and Theory I-V (10 credits)

Thesis I-IV (8 credits)

Advanced Theory and Practice (2 credits) Professional Practice (2 credits)

Submission of Creative Thesis*

Final Residency: Lecture, Public Reading, Thesis Defense

*Note: Dual-genre degree candidates must successfully complete thesis projects in both areas of study. This will include a full-length manuscript (or equivalent) in the primary genre, and a substantive project in the secondary area of concentration (e.g., a student whose primary concentration is Fiction and secondary concentration is Poetry might submit a full length fiction manuscript and a poetry chapbook).

Creative Writing, Fiction Track, MFA

- Description and Learning Outcomes

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: 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

Creative Writing, Poetry Track, MFA

- Description and Learning Outcomes

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

English

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 Credits)

EN 5011 - Creative Writing Seminar I-IV

Seminar coursework provides curricular content focused on the study and writing of fiction, nonfiction, poetry, interdisciplinary or mixed-genre/hybrid forms. Seminar sessions cover a diverse range of subjects in literature, literary technique, aesthetics, and the writer's craft. Elective seminars may consider specific topics within individual genres, Interdisciplinary Literary Arts, or Social Practice, or may focus on specific works, authors, schools of literature, or special topics in writing (e.g.; process, style, revision, editing and publishing). Course to be taken on campus during program residencies. (2 Credits)

EN 5011 - Poetry Seminar I

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) Must be taken on campus during program residencies.

EN 5012 - Poetry Seminar II

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) Must be taken on campus during program residencies.

EN 5013 - Poetry Seminar III

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) Must be taken on campus during program residencies.

EN 5014 - Poetry Seminar 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) Must be taken on campus during program residencies.

EN 5021 - Fiction Seminar I

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) Must be taken on campus during program residencies.

EN 5022 - Fiction Seminar II

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) Must be taken on campus during program residencies.

EN 5023 - Fiction Seminar III

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) Must be taken on campus during program residencies.

EN 5024 - Fiction Seminar 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) Must be taken on campus during program residencies.

EN 5111 - Creative Writing Workshop I-IV

Faculty-led, peer workshops in which students read and critique each others' work, and discuss a range of authorial and literary concerns in conjunction with the works (e.g. process, craft, form, revision). (2 Credits) Course to be taken on campus during program residencies.

EN 5111 - Poetry Workshop I

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 5112 - Poetry Workshop II

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) Must be taken on campus during program residencies.

EN 5113 - Poetry Workshop III

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) Must be taken on campus during program residencies.

EN 5114 - Poetry Workshop 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) Must be taken on campus during program residencies.

EN 5121 - Fiction Workshop I

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) Must be taken on campus during program residencies.

**EN 5122 - Fiction Workshop II**

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) Must be taken on campus during program residencies.

EN 5123 - Fiction Workshop III

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) Must be taken on campus during program residencies.

EN 5124 - Fiction Workshop 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) Must be taken on campus during program residencies.

EN 5151 - Craft, Theory, and Practice I

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) Note: Home-based.

EN 5152 - Craft, Theory, and Practice 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) Note: Home-based.

EN 5311 - Mentorship Study: Creative Writing

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, special topic or craft-based analytical writing, and creative or project work in the student's specified genre, form, or area of practice. 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-focus track will also take Mentorship Study courses in their secondary genre or in Social Practice. (2 Credits) Note: Home-based.

EN 5311 - Mentorship Study: Poetry I

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 5311 - Mentorship Study: Social Practice

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 readings, academic exploration in the theory and



practice of creative arts as a means to affect profound and lasting social change, critical and analytical writing, and creative work or projects that intersect Creative Writing and Social Practice. While course content is individualized, all students must meet the program's standard curricular and credit hour requirements. (2 Credits) Note: Home-based.

EN 5312 - Mentorship Study: Poetry II

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) Note: Home-based.

EN 5313 - Mentorship Study: Poetry III

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) Note: Home-based.

EN 5314 - Mentorship Study: Poetry IV

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) Note: Home-based.

EN 5315 - Mentorship Study: Poetry V

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) Note: Home-based.

EN 5316 - Mentorship Study: Poetry VI

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) Note: Home-based.

EN 5317 - Mentorship Study: Poetry VII

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) Note: Home-based.

EN 5318 - Mentorship Study: Poetry 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) Note: Home-based.

EN 5321 - Mentorship Study: Fiction I

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) Note: Home-based.



EN 5322 - Mentorship Study: Fiction II

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) Note: Home-based.

EN 5323 - Mentorship Study: Fiction III

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) Note: Home-based.

EN 5324 - Mentorship Study: Fiction IV

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) Note: Home-based.

EN 5325 - Mentorship Study: Fiction V

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) Note: Home-based.

EN 5326 - Mentorship Study: Fiction VI

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) Note: Home-based.

EN 5327 - Mentorship Study: Fiction VII

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) Note: Home-based.

EN 5328 - Mentorship Study: Fiction 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) Note: Home-based.

EN 6131 - Form and Theory of Poetry I

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) Note: Home-based.

EN 6132 - Form and Theory of Poetry II

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) Note: Home-based.

EN 6133 - Form and Theory of Poetry III

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) Note: Home-based.

EN 6134 - Form and Theory of Poetry IV

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) Note: Home-based.

EN 6135 - Form and Theory of Poetry 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) Note: Home-based.

EN 6141 - Form and Theory of Fiction I

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) Note: Home-based.

EN 6142 - Form and Theory of Fiction II

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) Note: Home-based.

EN 6143 - Form and Theory of Fiction III

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) Note: Home-based.

EN 6144 - Form and Theory of Fiction IV

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) Note: Home-based.

EN 6145 - Form and Theory of Fiction 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) Note: Home-based.

EN 6151 - Creative and Critical Process I

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) Note: Home-based

EN 6152 - Creative and Critical Process II

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) Note: Home-based

EN 6153 - Creative and Critical Process III

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) Note: Home-based.

EN 6154 - Creative and Critical Process IV

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) Note: Home-based.

EN 6155 - Creative and Critical Process V

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) Note: Home-based.

EN 6156 - Creative and Critical Process 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) Note: Home-based

EN 6511 - Advanced Theory and Practice of Poetry I

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) Note: Home-based.

EN 6512 - Advanced Theory and Practice of Poetry 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) Note: Home-based.



EN 6521 - Advanced Theory and Practice of Fiction I

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) Note: Home-based.

EN 6522 - Advanced Theory and Practice of Fiction 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) Note: 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 vocational and professional goals. Students who wish to pursue writing-related occupations might elect to cover content relevant to careers in academia, editing and publishing, or non-profit arts organizations. Students also will develop and receive feedback on professional materials and processes (e.g., cover letters, work samples, agent queries, contracts, author statements, a curriculum vitae, pedagogical statement, 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 lives as writers. (2 Credits) Note: Home-based.

EN 7051 - Thesis I

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) Note: Home-based.

EN 7052 - Thesis II

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) Note: Home-based.

EN 7053 - Thesis III

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) Note: Home-based.

EN 7054 - Thesis 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) Note: Home-based.

Professional Writing

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.

Major

Professional Writing, MA

- Description and Learning Outcomes

Requirements

Program Courses (5 credits each unless otherwise noted):

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. (5 credits)

- PW 5590 - Special Topics (spring I: Creative Non-fiction)

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. (5 credits)

PW 5020 - 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. (5 credits)

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. (5 credits)

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. (5 credits)

PW 6950 - Capstone Portfolio One

The first course in the Capstone process introduces students to the concept and practical use of digital platforms to maintain professional portfolios. Students examine digital platforms as a marketing tool that reflect individual professional interests and career goals. Specific focus in Capstone Portfolio One is given to the examination of brand identity, marketing trends in professional writing, and audience-centered design. (3 credits) (This course is taken as pass/fail)

PW 6950 - Capstone Portfolio Two

Capstone Portfolio Two is focused on the creation and realization of students' digital platforms as professional writers. Building upon individual strengths and skills acquired in Capstone Portfolio One, attention is focused on creating and maintaining a professional digital-based presence that demonstrate versatility and understanding of professional design and content. (3 Credits) (This course is taken as pass/fail.)

Professional Writing

PW 5020 - 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. (5 credits)

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. (5 credits)

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. (5 credits)

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. (5 credits)



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. (5 credits)

PW 6950 - Capstone Portfolio One

The first course in the Capstone process introduces students to the concept and practical use of digital platforms to maintain professional portfolios. Students examine digital platforms as a marketing tool that reflect individual professional interests and career goals. Specific focus in Capstone Portfolio One is given to the examination of brand identity, marketing trends in professional writing, and audience-centered design. (3 credits) (This course is taken as pass/fail)

PW 6950 - Capstone Portfolio Two

Capstone Portfolio Two is focused on the creation and realization of students' digital platforms as professional writers. Building upon individual strengths and skills acquired in Capstone Portfolio One, attention is focused on creating and maintaining a professional digital-based presence that demonstrate versatility and understanding of professional design and content. (3 Credits) (This course is taken as pass/fail.)

American Studies

American Studies is the systematic study of the American experience as revealed in its history, politics, literature, social sciences, philosophy, religions, and visual and performing arts. American Studies at New England College offers our students the opportunity for an interdisciplinary examination of American life and culture. The program features an introductory course that provides a general introduction to the theory, methods and content in the field of American Studies while focusing on a specific topic. The bulk of the program consists of interdisciplinary and multi-disciplinary seminars which allow each student to focus their interest in a particular area or pursue a more generalized view of the American experience. Within broadly defined thematic areas, each seminar employs the methodologies of many traditional disciplines to reveal the essential past and present of all things "American." The American



studies program emphasizes close personal faculty attention to each student's program of study. Early in the program, each student will identify a faculty mentor who will help guide them in the capstone process. The final step in the journey will be the capstone course itself, the culmination of the student's journey through America in space and time.

Learning Outcomes

Students who complete the Master of Arts in American Studies will

- develop and enhance their grasp of research methods and professional academic writing skills;
- acquire an awareness of the theories current in American Studies as a field of inquiry;
- participate in the discourse of scholars in the field;
- understand the application of the various disciplines to the study of the American experience;
- gain competence and confidence in the practical applications of American Studies knowledge and skills in the professional sphere.

The Program

To earn the M.A. degree in American Studies, students must complete 36 credits with a minimum GPA of 3.0.

Major

American Studies, MA

Description and Learning Outcomes

American Studies

AMS 5550 - Remembering America

The essence of American Studies is the American experience studied through the lenses of many disciplines at once. Remembering is the function primarily of historians as they sift through the evidence left by our predecessors. Once gathered and analyzed, the story is shared.

Remembering America courses are historical first, but explore history through the lenses of all disciplines. Some courses that have or will be offered under this seminar include: *Women and*



Gender in 20th Century America; Communities and Crisis in Modern America; 1968, A Year That Changed America; Slavery, Cotton and Cataclysm. (4 Credits)

AMS 5650 - Imagining America

Using the memory of historians, poets and painters, novelists and film-makers, photographers and playwrights strive to bring the past back to life through works of imagination and creativity. Imagining America courses explore the creative works that add to our cultural memory of the American experience. Some courses that have or will be offered under this seminar include: *Nature and the Environment in America; Years of Decision - 1846 & 1898. (4 Credits)*

AMS 5750 - Envisioning America

Santayana's tired cliché aside, the past has long been regarded as dead. Yet experience is the best teacher and perhaps a fine way to plan for the future. Entrepreneurs see needs and seek ways to fill them; Americans see problems and find ways to fix them. In Envisioning America we seek solutions to the issues made clear through the American experience. Some courses that have or will be offered under this seminar include: *The New South. (4 Credits)*

AMS 5850 - Explaining America

What does being American mean? When did that start meaning something? Where have we come from and why are we here? Why are we special, or are we? The things we use or left behind, the thoughts we share or hide, the data we generate daily all are the media used by social scientists to find the nature of the Americans and become the basis by which Explaining America clarifies the American experience.

(4 Credits)

AMS 6010 - Introduction to American Studies

The Introduction to American Studies seminar introduces students to the concept of American Studies, a multi-disciplinary way of studying the American experience. Using all the contributions of art, music, literature film, politics and history, each introductory seminar will closely examine a specific topic through the various lenses of American Studies theory. (4 Credits)

AMS 6975 - Capstone

Though this program's exploration of the American experience is not in its essence hierarchical, it does build toward a student's vision of the concept of America in its all its manifestations. To culminate the experience, each student will use the skills and arts experienced through the seminars to craft a project of original creative work in one or more media. Early in the program, each student must identify a primary mentor to help guide the project from topic to final public display. (4 Credits)

AMS 6990 - Internship

Experience, says the old saw, is the best teacher; experiential methods being one of the mission specific goals of our programs, it is natural that actual hands-on learning would be an important part of any student's program. In American Studies, appropriate and relevant structured experiences may supply up to eight credits toward the degree. (4 Credits)

International Relations

Program Overview

The field of International Relations continues to develop rapidly in response to dramatic global changes. The 36-credit NEC MA in International Relations prepares graduates to evaluate and analyze relevant global issues and area studies expertise. Graduates grounded in the facts of the past, skilled in the debates of the present, and able to anticipate patterns of future development, will be crucial in shaping responses to global change. The Master of Arts in International Relations at NEC is a practical program, preparing students to face the challenges of an evolving international political landscape. Coursework covers central issues such as globalization,



international security, terrorism, international political economy and American Foreign Policy. Graduates emerge with expertise in a range of contemporary issues.

Learning Outcomes

Graduates of the Master of Arts in International Relations will be able to:

- Develop a working knowledge of several subfields of the discipline, such as International Relations Theory, Comparative Politics, Area Studies, and International Security;
- Carry out research in the broad field of international relations and related sub-topics;
- Analyze international events and issues and propose options to resolve conflicts and policy matters in the international arena;
- Apply and critique theories and models of international relations to the practice of international affairs;
- Demonstrate effective written, oral, and online communication skills;
- Understand, analyze and propose resolutions to ethical issues in international relations;
- Become effective practitioners in the field of international relations.
- Write and present significant works of research and policy documents, as reflected in the preparation of a thesis or capstone at the end of the program.

Major

International Relations, MA

Program Overview

Learning Outcomes

Core Requirements

(16-18 credits)

PO 5250 - International Relations Theory

This course is a graduate-level introduction to contemporary theories and problems in international relations. The objectives of this course are (a) to introduce students to mainstream theories of international relations; (b) to assess the explanatory power of these theories and examine how to apply them to the study of international politics; and (c) to demonstrate how these theories can be used to formulate foreign policy. The main theories discussed in this course include realism and liberalism as well as the postmodern discussion of international relations. (4 Credits)

PO 5410 - International Political Economy

This course examines the politics of global economic relations. It will focus on issues of international trade, the international monetary system, development and foreign investment and the relationship of each to the international economic system and globalization. Among the specific topics to be discussed are: trade and protectionism, the role and performance of global institutions such as the IMF, World Bank, and WTO in a globalized world, the significance of multinational corporations on globalization, efforts at regional economic integration such as the EU and NAFTA, the relationship of the world economy and globalization to the economic development of poor countries, and the emergence of new economic players such as China and India. (4 Credits)

PO 6550 - U.S. Foreign Policy

This course will provide an analysis of 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, terrorism, nuclear and conventional weapons, international organizations and human rights are considered as they relate to specific presidencies. There will also be a discussion of post-9/11 US foreign policy and its differences from Cold War and post-Cold War world policies.

(4 Credits)

PO 6975 - Capstone Project

The Capstone project provides an integrative experience through the student's efforts in developing an actual program or policy. The students assume all components of completing the 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. (2-4 credits)

Elective Courses

(16 credits)

PO 5850 - 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. (4 Credits)

PO 5910 - 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. (4 Credits)

PO 5990 - Topics Course

Topics for this course will vary from term to term. Special topics of particular interest to public policy and international relations will be explored within the context of student generated assignments.

Here is an example of a few of the course types:

International Organizations

This course looks at the role international organizations play in the international system. The emphasis is on the development of international organizations and their proliferation. Entities such as the United Nations and the European Union are included along with other regional organizations, NGO's, and PVO's.

International Development

This course is designed to build a core understanding of the most basic models used in development (and in the developmental discourse) as well as expose you to the many themes of

development. This course will also look at the role actors in the international system play in development. The course - just like the problems of development themselves - is multi-disciplinary. The course draws on history, economics, and politics to discuss the problems and prospects of development.

Women and Development

This course examines the politics and policies of international development from a gender-sensitive perspective. The course assumes that the term "development" must be understood within an historical and political context, and that development affects women and men, rural and urban people, rich and poor, differently. We will explore the following: the meanings, history, and political context of development; the uneven impact of development and specific issues that illustrate this uneven impact; and development policies and organizations.

International Law

International law commonly is defined as the rules, principles, and norms which govern the interaction among states. In this course, we will investigate the basic question underlying this debate over the utility of international law: does international law act as a constraint on state autonomy, or is it merely used by states when it is in their self-interest? In an effort to address this question, we will focus on the fundamental principles of international law, sovereignty and non-intervention, and will consider whether these principles have been eroded in recent decades as a result of growing support for new international legal norms, including human rights.

Collective Security and Peacekeeping

This course explores the origins of the idea of collective security, examines the attempts to organize international security collectively, and assesses possibilities and opportunities for collective security arrangements after the Cold War.

Global Change and US Foreign Policy

This course examines the transformation of the U.S. role in the post Cold War world. Specific attention is paid to the political, economic, environmental, and cultural changes affecting the role the US plays globally today. (4 Credits)

International Relations

PO 5250 - International Relations Theory

This course is a graduate-level introduction to contemporary theories and problems in international relations. The objectives of this course are (a) to introduce students to mainstream theories of international relations; (b) to assess the explanatory power of these theories and examine how to apply them to the study of international politics; and (c) to demonstrate how these theories can be used to formulate foreign policy. The main theories discussed in this course include realism and liberalism as well as the postmodern discussion of international relations. (4 Credits)

PO 5410 - International Political Economy

This course examines the politics of global economic relations. It will focus on issues of international trade, the international monetary system, development and foreign investment and the relationship of each to the international economic system and globalization. Among the specific topics to be discussed are: trade and protectionism, the role and performance of global institutions such as the IMF, World Bank, and WTO in a globalized world, the significance of multinational corporations on globalization, efforts at regional economic integration such as the EU and NAFTA, the relationship of the world economy and globalization to the economic development of poor countries, and the emergence of new economic players such as China and India. (4 Credits)

PO 5850 - 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. (4 Credits)

PO 5910 - 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. (4 Credits)

PO 5990 - Topics Course

Topics for this course will vary from term to term. Special topics of particular interest to public policy and international relations will be explored within the context of student generated assignments.

Here is an example of a few of the course types:

International Organizations

This course looks at the role international organizations play in the international system. The emphasis is on the development of international organizations and their proliferation. Entities such as the United Nations and the European Union are included along with other regional organizations, NGO's, and PVO's.

International Development

This course is designed to build a core understanding of the most basic models used in development (and in the developmental discourse) as well as expose you to the many themes of development. This course will also look at the role actors in the international system play in development. The course - just like the problems of development themselves - is multi-disciplinary. The course draws on history, economics, and politics to discuss the problems and prospects of development.

Women and Development

This course examines the politics and policies of international development from a gender-sensitive perspective. The course assumes that the term "development" must be understood within an historical and political context, and that development affects women and men, rural and urban people, rich and poor, differently. We will explore the following: the meanings, history, and political context of development; the uneven impact of development and specific issues that illustrate this uneven impact; and development policies and organizations.

International Law

International law commonly is defined as the rules, principles, and norms which govern the interaction among states. In this course, we will investigate the basic question underlying this debate over the utility of international law: does international law act as a constraint on state autonomy, or is it merely used by states when it is in their self-interest? In an effort to address this question, we will focus on the fundamental principles of international law, sovereignty and non-intervention, and will consider whether these principles have been eroded in recent decades as a result of growing support for new international legal norms, including human rights.

Collective Security and Peacekeeping

This course explores the origins of the idea of collective security, examines the attempts to organize international security collectively, and assesses possibilities and opportunities for collective security arrangements after the Cold War.

Global Change and US Foreign Policy

This course examines the transformation of the U.S. role in the post Cold War world. Specific attention is paid to the political, economic, environmental, and cultural changes affecting the role the US plays globally today. (4 Credits)

PO 6550 - U.S. Foreign Policy

This course will provide an analysis of 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, terrorism, nuclear and conventional weapons, international organizations and human rights are considered as they relate to specific presidencies. There will also be a discussion of post-9/11 US foreign policy and its differences from Cold War and post-Cold War world policies.

(4 Credits)

PO 6975 - Capstone Project

The Capstone project provides an integrative experience through the student's efforts in developing an actual program or policy. The students assume all components of completing the 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. (2-4 credits)

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.

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 <http://www.nec.edu/apply>.
- A current resume
- Personal statement describing the student's professional goals.(Length should be 750 words) 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 prerequisite 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.



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 (cbt), 80 (ibt) or IELTS 6.5.

Send all application materials to:

New England College

Office of Graduate Admission

The School of Graduate and Professional

98 Bridge Street

Henniker, New Hampshire 03242

Fax: (603)428-2252

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. Deferred applications are valid for one year. After this time, you will be required to reapply and submit all required support documentation.

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 - Seminar in Critical Issues in the Future of Education (Year I, Summer II)

ED 5130 - 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 Educational Practices (Year 2: Spring I)

ED 5260: Research Practica I and II can transfer in for

ED 8060 (HEA8060) - Dissertation Seminar I (Year 2: Summer II)

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@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 eligible non-citizen may apply for financial aid by submitting a Free Application for Federal Student Assistance (FAFSA) at www.fafsa.ed.gov.



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 Direct Stafford Loan Program (see Financial Aid section in the Undergraduate Catalog for a full description of this program as it relates to graduate students). 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. If a student's account with the College is paid in full, the student may request a refund of any excess funds 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@nec.edu

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.

Graduation Requirements

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 603.428.2245).

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 603.428.2245).

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 VPAA 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

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 year 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 student's academic year, or at the midway point for programs under one year. 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) of 3.0.



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 for the repeated course is used in the grade point average calculation.

Students must successfully complete a minimum of 67% of all credits attempted throughout their academic history as a graduate student at New England College.

Transfer credits earned at other institutions and accepted by New England College are included as credits attempted and earned. Graduate students may receive financial aid for up to a total of 150% of the total number of attempted credit hours required for their degree.

Students who fail to meet the satisfactory academic progress standards will be placed on financial aid termination and will be ineligible to receive financial aid. Students on termination must pay educational expenses from personal resources or private lenders that do not require a student to maintain Satisfactory Academic Progress.

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 14 days 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 the 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.

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 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, 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.

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Professor Emeritus of Business

AB, Brown University

LLB, Harvard University Law School

John Lyons

Professor Emeritus, Business

BA, MS, SUNY Albany

Thomas P. McGrevey

Professor Emeritus, Business

BS, University of New Hampshire

MBA, New Hampshire College

Ian W. Morrison

Associate Professor Emeritus of History

BA, Knox College

MA, University of Chicago

C Phil, University of California, Los Angeles

W. Clapham Murray

Professor Emeritus of Theatre Arts

BA, Wesleyan University

MA, Emerson College

Henry B. Nichols, Jr.

Associate Professor Emeritus of Communication

BA, University of New Hampshire

F. Van Pattee

Associate Professor Emeritus of Economics



BS, Youngstown State University
MBA, Western Reserve University

Charles R. Puglia
Professor Emeritus of Biology
BA, Elmhurst College
MS, Ph.D., University of Illinois

John C. de V. Roberts
Professor Emeritus of International Studies
BA, MA, PGCE, University of London
Fellow, Royal Society of Arts

Angela Robinson
Associate Professor Emerita of Music
MS, State University of New York SUNY Albany
MA, University of New Hampshire

John J. Santos
Professor Emeritus of Chemistry
BS, Lowell Technological Institute
MS, Ph.D., University of New Hampshire

Jolene Schillinger
Professor Emeritus of Mathematics
BA, University of Maine
MEd, Antioch/New England
PhD, The Union Institute

Robert B. Seaman
Associate Professor Emeritus of Environmental Science
BSCE, New England College
MRP, Cornell University

Marvin Seperson
Professor Emeritus of Humanities
BS, MS, University of Kansas
EdD, Columbia University

Laurence I. Taylor
Professor Emeritus, Psychology
BA, Cornell University
MS, PhD, Rutgers University



Katherine A. Van Weelden
Professor Emeritus, Library
AB, Dartmouth College
MLS, State University of New York (SUNY) - Albany

Michael S. Wireman
Associate Professor Emeritus of Sociology and Anthropology
BA, MA, University of Chicago

Marilyn Ziffrin
Associate Professor Emerita of Music
BM, University of Wisconsin
MA, Columbia University

Honorary Faculty

Yigal Ne'eman
President, The Israel College
Tel Aviv, Israel

Evelyn Goodenough Pitcher
Professor Emerita, Tufts University
Henniker, New Hampshire

Sr. Helen Prejean, C.S.J.
Author, Dead Man Walking

Carol Rosenbleeth
President, Ronald J. Rosenbleeth, Inc.
Henniker, New Hampshire

Catalog Home

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.

NEW ENGLAND COLLEGE
2016-2017 ONLINE CONTINUING
EDUCATION PROGRAMS



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 CiviCorps, our organization of citizen scholars and activist. 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

Academic visionary Boone Tillet identified an important opportunity to serve the educational needs of the numerous veterans 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 their education, the service men and women of the Greatest Generation eagerly sought out the degree offerings of the nation's colleges and universities.

Tillet chose Henniker, New Hampshire, as the home 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 '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 online during this period.

The most recent addition to the New England College campus is the John Lyons Center, named after NEC's long time business professor. The Lyons Center, situated where Larter Hall was located, represents a major expansion of academic program. In addition to ten state of the art classrooms, there are a number of small group study area's, open study space, and a small cafe`. The Lyons Center is adjacent to the former Henniker railroad station, 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. Together these two buildings represent the first phases to expanding the southern portion of NEC'S campus.

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 the following 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 United States 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 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 technology 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 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 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 across 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, Public Information, Student Financial Services, 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.

Don Melander Turf Field

One of the cornerstones of the College's athletic facilities is the \$1.5 million dollar Don Melander 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 team building, 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 mentoring department

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 career & life planning department.

Davis House

Located across the street from Bridge Street House, Davis House serves as the Headquarters for the Office of the VPAA 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.

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 careers.

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

- Educational Communities
- Elementary Education K-8 (certification)
- Kinesiology
- Outdoor Leadership
- Physical Education K-12 (certification)
- Secondary Education (English, Social Studies, or Life Science) (certification)
- Special Education K-12 (certification)
- Theatre Education K-12 (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.

The majors emphasize both theoretical and applied approaches:

- Biology focuses primarily on theoretical aspects of organisms and their environment within the framework of evolution;
- Environmental Science applies this information to the "real world," the world of human and practical affairs;
- Psychology focuses on human development and interactions with the intent of using this knowledge to better one's community and the world;
- Health Science provides critical background in the natural sciences and facilitates the application to many health care careers;

Undergraduate

- Biology
- Environmental Science
- Environmental Studies & Sustainability
- Health Science (with various pre-professional tracks)
- Psychology (General and Human Services concentrations)
- Sociology Minor
- Associate Degrees: Natural Science and Mathematics; 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.

Application Process for Undergraduate 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.



Admission Requirements

Complete an online application. You may also need to write a brief Writing Sample as part of the application process before it can be sent to New England College for review. You will be prompted to do so after the application.

Electronically sign authorization for University Alliance to obtain official transcripts for all school previously attended. If students have unofficial copies of high school completion but official copies cannot be obtained, the Registrar will review submitted materials for admission only.

Request the official records for advanced testing/external examination credit be sent directly to University Alliance on behalf of New England College.

Request the official records for military credit, international documents and any other transcripts for schools that will not allow third party requests be sent directly to University Alliance on behalf of New England College. New England College does not place emphasis on standardized test scores (SAT/ACT) and therefore does not require them for admission.

There is no application fee.

Students may take up to two (2) consecutive seven-week sessions before having to be fully admitted if certain requirements are met. Speak with your enrollment advisor for more information. Only fully admitted students are eligible for federal financial aid. If financial aid is necessary, you must complete the full application process.

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 - Writing in the Liberal Arts and Sciences I - WR 1020 - Writing in the Liberal Arts and Sciences 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

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 VPAA 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 suspension.

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 Suspension.

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. Failure to complete the mini-module results in suspension. 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 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.

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 Online Continuing Education Academic Committee will perform a close review of student academic standing after every term 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 Assistant Registrar for online programs.

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 Online Continuing Education Academic Committee. Appeals request must be submitted to the Online Continuing Education Committee in writing. The Committee will review each appeal and may confirm or change the student's academic status with such conditions as is deemed appropriate. The Committee will provide the student with written statements of the actions taken in regard to the student's appeal. Adverse decisions by the Online Continuing Education



Academic Committee may be appealed to the Dean of Graduate and Professional Studies, who will make final determination.

Notification

Students placed on probation or who are suspended shall be notified in writing by the Assistant Registrar for online programs.

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BA, University of Mississippi
MA, University of South Carolina
PhD, University of South Alabama

Deborah J. Wainer
Graduate Student Services Coordinator
BS, Daniel Webster College

Ann P. O'Keefe
Graduate Academic Affairs Coordinator
BA, Trinity College



MA, Middlebury College
MA, Johns Hopkins University - SAIS

Athletics

Lou Izzi
Director of Athletics

Office of Campus Safety

Scott Lane
Director of Campus Safety

Office of Residence Life and Housing

Doreen Long
Director of Residential Life and Housing
BA, Valparaiso University
MA, Northeastern University

Office of Student Development

Michael Taberski
Dean of Students
BS, Niagara University
MS, Oklahoma State University

Jason Buck
Associate Dean of Students and Director of International Programs
BA, Clark University
MA, Bowling Green State University

Megan L. Hotaling
Assistant Dean for Student Engagement
BS, State University of New York College at Oneonta
MA, University of Connecticut

Lai-Monte Hunter
Director of Diversity and Inclusion
BS, Missouri Western State University
MA, Webster University



Doreen Long
Director of Residential Life and Housing
BA, Valparaiso University
MEd, Northeastern University

Stanley Horton
Director of Student Conduct
BA, Sienna College
MA, Indiana University of Pennsylvania

Sarah Jenness
Director of First-Year Program
AB, Bowdoin College
MEd, University of Massachusetts Amherst

Julie Nicknair-Keon
Lead Counselor
BA New England College
MA Fairfield University

Gene Durkee
Director of Career and Life Planning
BA, Rutgers University
MTS, Boston University School of Theology

Wellness Center

Laura Anderson
Director of Wellness Center
BS, Rivier College
MS, Rivier College

Faculty

Barbara Abbott 2007-
Associate Professor of Criminal Justice
BA, University of Massachusetts, Amherst
JD, Franklin Pierce Law Center

Mary Ellen Alger 1990-
Associate Professor of Kinesiology



BS, Ithaca College
MS, New England College

Jay Bordage 2012-
Assistant Professor of Art
BA, Oberlin College
BFA, Massachusetts College of Art and Design
MFA, School of the Museum of Fine Arts at Tufts University

Heather Frasier Chabot 1999-
Professor of Psychology
BA, Colby College
MS, Miami University (Ohio)
MA, MST, PhD, University of New Hampshire

Frances Chelland 1992-
Professor of Humanities
Associate Dean of Liberal Arts Education
BA, East Stroudsburg State University
MTS, Harvard Divinity School
MA, Boston College

Joseph DeLuca 2005-
Professor of Business
BS, Bentley College
MS, in Education Suffolk University
MBA, Babson College

Debra A. Dunlop 1978-1980, 1990-
Professor of Biology
Associate Dean of Natural & Social Sciences Division
BA, New England College
MS, Ph.D., University of New Hampshire

Carlton Fitzgerald 2002-
Visiting Associate Professor of Education
BA, Bates College
MEd, University of Maine
CAGS, University of Maine
EdD, University of Vermont



Darryl Furtkamp 2000-
Associate Professor of Art
Art Gallery Director
BFA, McKendree College
MFA, University of Idaho

Chelsea Hanrahan
Library Director/Associate Professor
BA, University of New Hampshire
MLS, Indiana University

Elizabeth Harper 2015-
Associate Professor of Environmental Science
BA, Middlebury College
PhD, University of Missouri - Columbia

Gavin W. Henning 2012-
Associate Professor of Higher Education
Director, Doctorate in Education
Director, MS in Higher Education
Administration Program
BS, MA, Michigan State University
MA, PhD, University of New Hampshire

William Homestead 2006-
Associate Professor of Communication Studies
BA, Rutgers University
MA, MS, University of Montana, Missoula
MFA, Creative Writing, Goddard College

Sachiko Ito Howard 1993-
Senior Professor of Chemistry
BA, Radcliffe College
PhD, University of New Hampshire

Philip Cate Huckins 1996-
Professor of Education
BA, MAT, Boston College
MEd, Cambridge College
PhD, Boston College



Ali Reza Jalili 2006-
Professor of Business
BS, NIOC Tehran
MBA, James Madison University
MA, PhD, University of New Hampshire

Lori Koziol 2007-
Associate Professor of Biology
Director of Honors Program
BA, Ripon College
PhD, University of Rochester

Nelly Lejter 2008-
Dean of GPS Programs & Academic Effectiveness
Sociologist, Universidad Central de Venezuela
Associate Professor of Organizational Management
MA, Brown University
PhD, Brown University

Wayne F. Lesperance, Jr. 1999-
Interim Dean of Undergraduate Programs
Professor of Political Science
Program Director, M.A. in Public Policy & International Relations
Co- Director of Center for Community
Engagement and Leadership
BS, MA, Old Dominion University
DLP, Northeastern University

John W. Lyons 1973-
Senior Professor of Business
BA, MS, SUNY Albany

Maura MacNeil 1987-1993, 1998-
Professor of Writing
Program Director, M.A. in Professional Writing
BA, New England College
MFA, Vermont College

Cynthia Burns Martin 1985-
Professor of Business
AB, Smith College
MBA, Boston University



Kevin Martin 2013-

Assistant Professor of Business Administration

Associate Dean of Management Division

BFA, Washington University

MBA, University of North Carolina

Inez McDermott 2000-

Co-Director of Center for Community

Engagement and Leadership

Director of Project Pericles

Professor of Art History

BA, University of Massachusetts-Lowell

MA, Boston University

Don W. Melander 1969-

Senior Professor of English

BA, Northern Illinois University

MA, PhD, Syracuse University

Mark Mitch 1998-

Associate Professor of Environmental Science

BA, Hiram College

MEn, Miami University

Andrew Morgan 2007-

Associate Professor of Writing

Administrative Coordinator, Master of Fine Arts in Poetry

BA, Plymouth State College

MFA, University of Massachusetts Amherst

Susan M. Murray 1992-

Associate Professor of Sport and Recreation Management

BS, Keene State College

JD, Western New England College School of Law

Cindi A. Nadelman 2001-

Professor of Business Administration

Director of Veterans' Services

BS, Slippery Rock University of Pennsylvania

BS, University of Tampa

MPA, Georgia College



MBA, North Central University
DBA, North Central University

James Newcomb 2006-
Associate Professor of Biology
BS, Keene State College
BS, MS, University of New Hampshire
PhD, Georgia State University

Debra Nitschke-Shaw 1985-
Professor of Education
Associate Dean of Education Division
Director of Teacher Certification Program and Field Placement
BS, New England College
MEd, Keene State College
MA, PhD, The Fielding Institute

John O'Connor 1988-
Interim Vice President for Academic Affairs
Senior Professor of Business
Dean of Undergraduate Programs & Services
AB, Dartmouth College
MBA, Rice University

Bryan Partridge 2006-
Associate Professor of Writing
BA, The College of Wooster
MA, Dartmouth College
PhD, Union University

Michele D. Perkins 2001-
President
Professor of Theatre
BSS, Northwestern University
MA, Emerson College
EdD, University of Pennsylvania

S. Alexandra Picard 2008-
Associate Professor of Theatre
BA, Education, New England College
MFA, Theatre, University of Illinois,
Urbana-Champaign



William Preble 1995-
Professor of Education
BA, New England College
MEd, University of Washington
EdD, University of Maine

Tod F. Ramseyer 2007-
Assistant Professor of Mathematics-Physics
BA, Haverford College
MA, Ph.D., University of Texas

Russell Rattray
Assoc. Library Director for Acquisitions and Technical Services/Associate Professor
BA, University of Maine
MLIS, University of Rhode Island

Mark Rowland
Distance Services/ Instruction Librarian/ Assistant Professor
BA, Pennsylvania State University
MLIS, McGill University

Eric J. Simon 2002-
Adjunct Professor of Biology
BA, MA, Wesleyan University
PhD, Harvard University

Glenn M. Stuart 1984-
Professor of Theatre
BA, St. Michael's College
MA, State University of New York

Raelyn Viti 2008-
Associate Professor of Outdoor Education
BS, Plymouth State College
MEd, Lesley University

James L. Walsh 1999-
Professor of History
Associate Dean of Arts & Humanities Division
BS, Florida Southern College
MA, PhD, University of New Hampshire



Kittie Weber 2008-

Associate Professor of Psychology

BS, Psychology - Northern Michigan University

PhD, Psychology, Child Development -

The Union Institute

Matt Young 2016 -

Assistant Professor of Chemistry

BA, Chemistry (minor: Psychology) - Western Connecticut State University

MS, Organic Chemistry - University of New Hampshire

PhD, Organic Chemistry (cognate: College Teaching) - University of New Hampshire

Faculty Emeriti

Edith B. Allison

Associate Professor Emerita of Biology

BA, Swarthmore College

MA, University of Illinois

Donald G. Blanchard

Professor Emeritus of Engineering

BS, University of New Hampshire

ME, University of California

Sylva Boyadjian-Haddad

Professor Emeritus, English and Comparative Literature

BA, American University of Beirut

MA, University of Wisconsin-Milwaukee

Thea G. Braiterman

Professor Emerita of Economics and Business

BS, The Johns Hopkins University

MA, University of Maryland

PhD, Union Graduate School

Mira P. Braunstein

Associate Professor Emerita of Psychology

AB, MA, University of Zagreb

Joseph D. Considine

Professor Emeritus, Library IV



BA, University of New Hampshire
MLS, University of Rhode Island

Christopher Dale
Professor Emeritus, Sociology
BA, University of Vermont
MA, Ph.D., University of Kentucky

Robert D. Elinor
Professor Emeritus of Humanities
BA, U. of California, Los Angeles
BD, Union Theological Seminary
PhD, University of Edinburgh

R. Bruce Elliott
Professor Emeritus of Accounting
BSBA, MBA, University of Denver

Mary Jo Faulkner
Associate Professor Emerita of Physical Education
BS, EdM, Boston University

George L. Fearnley, Jr.
Professor Emeritus of Business
BS, University of Massachusetts
MBA, Cornell University

Lyman G. Gilmore
Professor Emeritus of Education
BA, Middlebury College
MA, University of Bridgeport
EdD, Boston University

Farid Haddad
Professor Emeritus, Art
BA, American University of Beirut
MFA, University of Wisconsin-Milwaukee

Kevin Harvey
Professor Emeritus, English and Creative Writing
BA, Worcester State College
MFA, Norwich University



Brian Hopkins
Professor Emeritus of Environmental Science
BSc, University of Manchester
PhD, University of London
Fellow, Linnean Society of London
Fellow, Science Association of Nigeria

Richard Hudson
Professor Emeritus of Humanities
AB, Syracuse University
BD, STM, Yale University
PhD, Syracuse University

Judy Jones
Professor Emerita of Communication
BS, MA, Eastern Illinois University
PhD, University of Illinois

Rimas Kalvaitis
Professor Emeritus of Business
BS, Drexel University
MS, California State University
MS, University of Southern California

Neal M. Kurk
Professor Emeritus of Business
AB, Brown University
LLB, Harvard University Law School

John Lyons
Professor Emeritus, Business
BA, MS, SUNY Albany

Thomas P. McGrevey
Professor Emeritus, Business
BS, University of New Hampshire
MBA, New Hampshire College

Ian W. Morrison
Associate Professor Emeritus of History
BA, Knox College



MA, University of Chicago
C Phil, University of California, Los Angeles

W. Clapham Murray
Professor Emeritus of Theatre Arts
BA, Wesleyan University
MA, Emerson College

Henry B. Nichols, Jr.
Associate Professor Emeritus of Communication
BA, University of New Hampshire

F. Van Pattee
Associate Professor Emeritus of Economics
BS, Youngstown State University
MBA, Western Reserve University

Charles R. Puglia
Professor Emeritus of Biology
BA, Elmhurst College
MS, Ph.D., University of Illinois

John C. de V. Roberts
Professor Emeritus of International Studies
BA, MA, PGCE, University of London
Fellow, Royal Society of Arts

Angela Robinson
Associate Professor Emerita of Music
MS, State University of New York SUNY Albany
MA, University of New Hampshire

John J. Santos
Professor Emeritus of Chemistry
BS, Lowell Technological Institute
MS, Ph.D., University of New Hampshire

Jolene Schillinger
Professor Emeritus of Mathematics
BA, University of Maine
MEd, Antioch/New England
PhD, The Union Institute



Robert B. Seaman
Associate Professor Emeritus of Environmental Science
BSCE, New England College
MRP, Cornell University

Marvin Seperson
Professor Emeritus of Humanities
BS, MS, University of Kansas
EdD, Columbia University

Laurence I. Taylor
Professor Emeritus, Psychology
BA, Cornell University
MS, PhD, Rutgers University

Katherine A. Van Weelden
Professor Emeritus, Library
AB, Dartmouth College
MLS, State University of New York (SUNY) - Albany

Michael S. Wireman
Associate Professor Emeritus of Sociology and Anthropology
BA, MA, University of Chicago

Marilyn Ziffrin
Associate Professor Emerita of Music
BM, University of Wisconsin
MA, Columbia University

Honorary Faculty

Yigal Ne'eman
President, The Israel College
Tel Aviv, Israel

Evelyn Goodenough Pitcher
Professor Emerita, Tufts University
Henniker, New Hampshire

Sr. Helen Prejean, C.S.J.
Author, Dead Man Walking



Carol Rosenbleeth
President, Ronald J. Rosenbleeth, Inc.
Henniker, New Hampshire

THE NEW ENGLAND COLLEGE 2016-2017 ACADEMIC CATALOG is intended to provide specific programmatic information about the College and its academic offerings.

The information included in the 2016-2017 catalog was current at the time of printing and is contractually binding for students admitted in the academic years covered by this publication. Changes in academic policy will become effective during this period and it is the student's responsibility to become familiar with new requirements in academic curricula, policies, regulations, and College and program requirements.

Statement on Fair Practices

New England College is an equal opportunity/affirmative action employer.

New England College prohibits discrimination on the basis of race, color, creed or religion, national origin, sex, sexual orientation, age, marital status, pregnancy, veteran's status, or disability in regard to treatment, access to, or employment in its programs and activities, in accordance with federal and state laws and regulations. In compliance with the Americans with Disabilities Act (ADA), individuals with disabilities needing accommodation should contact the ADA compliance officer.

New England College seeks to provide equal opportunity in all conditions of employment and to create an environment that welcomes, supports, and celebrates diversity. Whenever an imbalance is found to exist, the College will make good faith efforts to recruit, hire, and promote persons underrepresented in the workplace.

Catalog Home

New England College offers an expansive selection of online continuing education (undergraduate) courses and degrees. Most programs are offered in accelerated 7-week formats through online offerings. 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.

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 2130 (LAS 5) Lab Science

The course that satisfies the Las 5 Lab Science requirement - ES1110 - 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 the 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

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.

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.

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 or C- or better must have been achieved at a regionally accredited college or university.

Online Continuing Education Programs



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

General Education Requirements

Writing 1010 - Writing in the Liberal Arts and Sciences I

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 1020 - Writing in the Liberal Arts and Sciences II

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 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) 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 2130 (LAS 5) Lab Science

The course that satisfies the Las 5 Lab Science requirement - ES1110 - 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 the 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.

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.

English

CW 1100 - 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. (4 Credits)

Writing

WR 1010 - Writing in the Liberal Arts and Sciences I

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.

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

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.

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.

Major

Accounting, A.S.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- College Algebra (4 credits)
- Introduction to Quantitative Reasoning (4 credits)

LAS 1 Requirement

(On Being Human)

Choose One of the following



- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

Choose Two of the Following

(no more than one from each row):

(4 credits each)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

AC 3230 - Cost Accounting (ACC)

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 2210/BU 2210 and AC 2220/BU 2220 (4 credits)

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 2210 (4 credits)

AC 3210 - Financial Reporting I (ACC)

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. *Prerequisites:* AC 2210 /BU 2210 (4 credits)

AC 3220 - Financial Reporting II (ACC)

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. (4 credits)

Elective

Choose from available electives

- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- See List of Electives

Accounting, B.S.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement



(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

AC 3210 - Financial Reporting I (ACC)

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. *Prerequisites: AC 2210 /BU 2210* (4 credits)

AC 3220 - Financial Reporting II (ACC)

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.* (4 credits)

AC 3230 - Cost Accounting (ACC)

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 2210/BU 2210 and AC 2220/BU 2220* (4 credits)

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 2210 (4 credits)

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. (4 credits)

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. (4 credits)

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. *Prerequisites:* AC 3210 and AC 3220 (4 credits)

Electives in Accounting or Business

- AC or BU

- Choose Elective (4 credits)
- AC or BU
- Choose Elective (4 credits)

Elective

Choose from available electives

- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- See list of electives

Accounting

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. (4 credits)

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. (4 credits)

AC 3210 - Financial Reporting I (ACC)

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. *Prerequisites: AC 2210 /BU 2210* (4 credits)

AC 3210 - Financial Reporting I (B AD)

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 2210/BU 2210.* (4 credits)

AC 3220 - Financial Reporting II (ACC)

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.* (4 credits)

AC 3220 - Financial Reporting II (B AD)

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 (4 credits) Will belong to both Accounting and Business Administration

AC 3230 - Cost Accounting (ACC)

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 2210/BU 2210 and AC 2220/BU 2220 (4 credits)

AC 3230 - Cost Accounting (B AD)

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 2210/BU 2210 & AC 2220/BU 2220. (4 credits) Will belong to both Accounting and Business Administration

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 2210 (4 credits)

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. *Prerequisites:* AC 3210 and AC 3220 (4 credits)

Business Administration

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.

Major

Business Administration, A.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- College Algebra (4 credits)
- Intro to Quantitative Reasoning (4 credits)

LAS 1 Requirement

(On Being Human)



Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

Choose Two of the Following

(no more than one from each row):

(4 credits each)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. (4 credits)

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. *Prerequisites: Sophomore status.* (4 Credits)

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. (4 credits)

Business Administration, Accounting Concentration, B.A.

Concentration Description:

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 nonprofit accounting entities.

Careers in Accounting:

A BA in Business Administration with a concentration in Accounting can build your business savvy and give you valuable financial management skills. The jobs listed below are projected to grow 11% from 2014-2024, according to the U.S. Bureau of Labor Statistics. Here are some careers to consider with a bachelor's degree in Business Administration with a concentration in Accounting.

- Budget Analyst
- Financial Analyst
- Tax Examiner
- Compensation and Benefits Manager

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- College Algebra (4 credits)
- Introduction to Quantitative Reasoning (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Introduction to Literature

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. (4 credits)

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. (4 credits)

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites: Sophomore status.*
(4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

AC 3210 - Financial Reporting I (ACC)

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. *Prerequisites: AC 2210 /BU 2210* (4 credits)

AC 3220 - Financial Reporting II (ACC)

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.* (4 credits)

AC 3230 - Cost Accounting (ACC)

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 2210/BU 2210 and AC 2220/BU 2220 (4 credits)

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 2210 (4 credits)

Business Administration, B.A.

- Description and Learning Outcomes

No Concentration Option:

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- College Algebra (4 credits)
- Intro to Quantitative Reasoning (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* *Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Elective

Choose from available electives

- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- Choose from available electives

Business Administration, Business Analytics Concentration, B.A.

Program Description:

Successful managers across functional areas and in general management positions need to be able to understand and use business analytics in order to manage and lead effectively and improve their decision making. Business analytics consists of using data to examine past trends and events, to predict future developments in the industry and related markets, and to explore what the company should do to take advantage of opportunities and address challenges proactively.

This field comprises data collection and processing, as well as analytical techniques, including statistics, data mining, predictive modeling, and forecasting. Business analytics is to some extent present in all business courses, since specific fields such as marketing and finance use data and teach how to create data to inform decision making. In this concentration, students will learn more advanced skills and techniques, as a foundation for developing careers in analytics and pursuing further study in a graduate program in this emerging field.

While business analytics relies heavily on "big data" and information systems, there is a compelling need in the business world, government, and nonprofit organizations for skilled people with the ability to understand data, think from the business and management points of view, and provide insights that will make a positive difference. As more information is produced than ever before, and more quickly, the need for managers that fit this profile is increasingly rapidly.

Learning Objectives:

- Develop a broad understanding of theories and concepts in business analytics

- Understand quantitative techniques for data analysis, predictive modeling, and data visualization to projects in diverse industries
- Apply analytical skills to address business problems across disciplines and industries
- Use regression analysis and univariate and multivariate research methods on big data
- Build key leadership competencies in presentation, persuasion, and negotiation.

Careers:

Companies are collecting data faster and in greater volumes than ever before. Managers and executives are increasingly expected to provide measurable insights into business performance that can, in turn, be used to make smarter decisions. As a result, the need for data analysts has never been higher and forecasts in the labor market show this need will continue to rise over the next decade.

The Harvard Business Review calls the position of business analyst or data scientist the "sexiest job of the 21st century." Business-analyst jobs are predicted to increase by 22 percent by 2020, according to the U.S. Bureau of Labor Statistics. According to a recent McKinsey & Company "big data" report, by 2018, the United States alone could face a shortage of 140,000 to 190,000 professionals with deep analytical skills, as well as 1.5 million managers with the knowledge and skills to use the analysis of big data to make effective decisions.

Example of business analytics jobs include: Strategy Consultant, Business Intelligence Analyst, Advanced Analytics and Optimization Consultants, Sales Analyst, among others.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- **Introduction to Quantitative Reasoning**
- **College Algebra**

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- **One Love: Marley, Language & Learning**
- **History of Political Thought**

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* *Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

BU 3250 - Advanced Quantitative Methods for Business Analytics

In-depth application of statistical and management science models to business decision making. Topics include regression analysis and univariate and multivariate research methods on 'big data', including the use of software for business applications with special focus on spreadsheets.

Prerequisite: BU2120, Quantitative Methods (4 credits)

BU 3260 - Data Mining and Analysis

The study of data mining and analysis techniques, with a focus on analysis of large data sets methods that assist in recognizing patterns and making intelligent use of massive amounts of data. Topics include data visualization, cluster analysis, classification, and discriminant analysis. The emphasis is understanding the application of methods rather than on mathematical and computational foundations. (4 credits)

BU 4915 - Forecasting Techniques, Risk Analysis, and Predictive Analytics

Survey of analytical techniques and tools used to assist in making decisions under uncertainty. Better forecasting can lead to better short-term and long-term planning and, in turn, to better decision-making. Students develop and explore several computer-based forecasting models. Topics include basic concepts of forecasting, time series models, and regression models. (4 credits)

BU 4110 - Data Visualization

An introduction as well as hands-on experience in data visualization. Students will examine design principles for creating meaningful displays and presentations of quantitative and qualitative data to support intelligent, data-based decision-making. (4 credits)

Business Administration, Computer Information Systems Concentration, B.A.

- Description and Learning Outcomes

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.

Requirements

(16 Credits): required courses

Concentration Requirements

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. (4 credits)

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* (4 credits)

CT 3610 - Database Management

This course provides the student with indepth 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. (4 credits)

Business Administration, E-Commerce and Digital Marketing Concentration, B.A.

Program Description:

Every year, more and more businesses add to their marketing strategies a strong focus on digital marketing and e-commerce. Thanks to the Internet and globalization, most people on the globe are able to electronically access information, products, and services. Moreover, increasingly, tablets or mobiles of diverse kinds are replacing traditional computers. Business owners are quickly realizing that anyone can influence the image of their companies and the quality of the products and services, for example via social media. In addition, without a digital marketing strategy in place, new client acquisition and brand visibility-and ultimately, revenue -will likely be negatively affected.

The E-Commerce and Digital Marketing Concentration at New England College will introduce you to principles of accounting, microeconomics, business law, advertising, and marketing strategy. You can learn about the advancement of digital media, management theory, effective visual communication principles, and the many applications used in e-commerce, including the Internet, Web strategies, social media applications, and online marketing tools. Other topics covered include the psychological and cultural elements that affect consumer behavior, marketing research tools and procedures, and international marketing and the cultural, political, and economic factors that impact marketing strategies. You will have the opportunity to create an e-marketing plan during the capstone course. As a business school student, you'll have access to vast library of resources, including curated talent and high quality content dating back almost a century, as well as unique online speaker series and webinars.

Students in the E-Commerce Concentration are required to take the Marketing Concentration courses, and take three additional courses in E-Commerce.

Learning Objectives:

- Demonstrate an understanding of how e-commerce systems and models affect strategic management, marketing, financial systems, organizational design, and supply chain management.
- Demonstrate an appropriate knowledge base to help organizations integrate online business processes and practices.
- Apply commerce theory and practice to analyze e-commerce businesses in order to develop innovative e-commerce systems.
- Work effectively in teams and communicate with diverse audiences.
- Examine how ethical and societal issues impact individuals, organizations, and communities within e-commerce systems.

Careers:

Every business needs **e-commerce experts** to design, implement and manage their online business strategies and maintain a strong online presence for the company. A concentration in e-commerce prepares graduates for careers in business environments that now rely heavily on electronic services. Individuals educated in this field can typically expect more advancement opportunities and higher salaries than those trained in generic business areas. The e-commerce concentration provides training in similar foundational areas as the general business degree, but also trains students in the more advanced areas of online business. You will find a variety of occupations related to e-commerce. In the business industry, you could work as an e-commerce, online marketing or consumer product manager. On the technical side, you could work as a web developer or database administrator.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought



LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement



(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the

application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* *Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

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 BU 2110 (4 credits)

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:* AC 2220 and BU 2510. (4 credits)

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. (4 credits)

BU 3270 - Search Engine Optimization Methods

SEO (Search Engine Optimization) is a vital component of inbound marketing, making it a priority for businesses to appear on the top of search result rankings to build a cost effective and consistent medium to generate traffic. This course examines how to increase the organic search ranking of a website/webpage. On-page best practices, keyword research, site design and architecture, link building, SEO for local search, site audit, SEO tracking will be covered. (4 credits)

BU 4120 - Marketing Channels and E-Commerce

From a channel management perspective, this course is designed to understand how organizations developing offline and online distribution channels and strategies may leverage value creation, market differentiation and competitive advantage. From an e-commerce perspective, the goal of this course is to prepare students as future executives, managers and strategists to create value in the networked economy and to gain understanding and insight on how new technology and media forms have created unprecedented challenges and opportunities in business. (4 credits)

BU 4130 - Online Consumer Behavior and Online Communities

Successful firms use consumer attitudes and behaviors to segment markets and design marketing strategies. Since the influence of online communities on buyers is growing, this course focuses on examining specific buyer behaviors while examining the role new media (online communities, Facebook, Twitter, LinkedIn, YouTube mobile applications, etc.) has on today's social-savvy customers. (4 credits)

Business Administration, Finance Concentration, B.A.

Program Description:

Finance is the lifeblood of the business world. Raw materials aren't processed, factories aren't built, goods aren't shipped and customers aren't satisfied unless the money that makes it happen is present at the right time and place. The finance industry is large, diverse and incredibly important. People in finance careers are the people who create, broker and track nearly every monetary transaction. How do you choose what to invest in? How can companies make the best financial decisions when conditions are constantly changing? These are essential questions in the finance industry. Because most organizations realize the value in effectively managing their

assets, there will always be work for financial planners, analysts, managers and executives. This concentration focuses on corporate finance.

Learning Objectives:

- Apply financial management concepts and tools to investment decisions.
- Evaluate the corporate governance structure of firms and examine the interactions between firm management, financial markets and stakeholders.
- Appraise the risk profile of firms; specifically, estimate the costs of capital, including debt and equity capital, using financial data.
- Demonstrate an understanding of the theories and practices of corporate finance, investment, and portfolio management.

Careers:

The U.S. Bureau of Labor Statistics' 2016-17 Occupational Outlook Handbook states that employment of financial analysts should grow by 12 percent through 2024. Depending on the area of finance one chooses, median salaries will vary:

Actuary	\$96,700
Financial Manager	\$115,320
Personal Financial Advisor	\$81,060
Financial Analyst	\$78,620

The three main avenues for job opportunities in the finance industry are (1) personal, (2) corporate, and (3) public.

(1) In personal finance, decisions are made about paying for education, financing goods such as real estate and vehicles, buying health and property insurance, and investing and saving for retirement. According to the Financial Planning Standards Board, the six key areas of personal financial planning are:

- Financial position: understanding what resources are available by looking at the net worth and cash flow of a household
- Adequate protection: the analysis of how to protect a household from unforeseen risks
- Tax planning

- Investment and accumulation goals
- Retirement planning
- Estate planning

(2) Corporate finance is about providing the funds for business activities. Finance managers:

- Balance risk and profitability
- Study and forecast economic trends
- Review company reports and suggest efficiencies
- Work to maximize stock value
- Manage funds, including choosing a portfolio of investments
- Apply principles of financial risk management

(3) Public finance is concerned with the financial dealings of states, as well as related public entities such as school districts or government agencies.

Some typical arenas for working in finance include in actuary (insurance), corporate finance or real estate, financial planning, investment banking and money management. Many of the skills and abilities needed for each area overlap and can provide additional employment opportunities.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- **One Love: Marley, Language & Learning**
- **History of Political Thought**

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- **Intro to Art & Art History**
- **Survey of American Lit**
- **Intro to Literature**

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* *Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

BU 3360 - Management of Financial Institutions

Study of financial institutions considering current economic environments, financial policies, risk management and decision-making worldwide; consistent with existing standards of profitability, liquidity and solvency. (4 credits)

BU 4050 - Advanced Corporate Finance

This course analyzes the major decision-making areas of corporate finance from the standpoint of corporate executives, shareholders and corporate advisors. Using current best practices in financial tools and techniques, students will perform a series of simulations based on actual corporate finance deals and projects. These simulations expose students to critical corporate finance issues and solutions and provide practical, hands-on experience in dealing with situations in valuation, capital structure, investment allocation, dividend policy, mergers and acquisitions, real options, and ethics. (4 credits)

BU 4060 - International Financial Markets

This course provides an introduction to the study of financial assets and international financial markets. Topics covered include the purpose and functioning of financial markets and institutions, valuation of financial assets, and analysis of risk and returns. Students will develop an understanding of the basic principles of financial markets that will enable them to follow and interpret current events. They will have a broad knowledge of the instruments and structure that characterize financial markets, as well as some exposure to common principles in portfolio management. (4 credits)

BU 4070 - Investment Management

Principles of investment in stocks and bonds. Includes fundamental, economic, and technical analysis; measurable and unmeasurable aspects of risk; portfolio management; psychological aspects of the market. (4 credits)

Business Administration, Healthcare Administration Concentration, B.A.

Program Description:

The Certificate in Healthcare Administration offers you the opportunity to gain the critical analysis and leadership skills you need, not only to advance your healthcare career, but also to help you successfully operate the different components of a healthcare organization. Through this program, you will examine relationships between quality of healthcare and the organization, study policies and processes surrounding healthcare administration and the strategic planning of healthcare administration. The curriculum focuses on leveraging executive decision-making tools and formal methods to assess healthcare plans in light of regulations and ever-changing needs in the market. Techniques to foster creativity and critical thinking throughout the organization as well as ideas about to lead healthcare teams and projects to success are highlighted.

Learning Objectives:

The Certificate in Healthcare Administration consists of 16 credits (4 courses). This is an open enrollment program. Completing this program allows you to add the Healthcare Administration Specialist (HCAS) to your resume as evidence of your administrative knowledge. The credits earned in this certificate program can also be used toward the A.A. or B.S. Degree in Healthcare Administration at New England College. For transfer credits to be accepted, the student needs to apply and be admitted into the degree program. Participation in the Professional Certificate Program does not guarantee admission into the degree program.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* *Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

Business Administration, Human Resource Management Concentration, B.A.

Program Description:

The purpose of the concentration in Human Resource Management is to provide an experience where students can transfer concepts and practices directly into a human resource management career. Human Resource managers administer employee-related services and resolve employee disputes, coordinate and supervise the work of support staff, oversee an organization's recruitment, interview, selection and hiring processes, plan and coordinate workforce needs, advise management on issues such as equal employment opportunity and sexual harassment and work through disciplinary procedures. Students will analyze the major challenges of recruiting and staffing in today's labor market to include internal and external recruitment, retention and legal compliance while developing overall leadership and team building skills.

Learning Objectives:

- Examine the legal dynamics employers encounter in the areas of workplace diversity, privacy, safety, and dispute resolution.
- Analyze employment benefits and compensation systems, the legalities associated with each, and their impact on the employee recruiting, retention, and satisfaction.
- Examine the steps to collective bargaining, decertification, and grievance and arbitration processes.
- Evaluate the challenges of an international workforce and how to incorporate cultural differences, training, and development in organizations.
- Identify ethical and legal issues relevant to the policies, practices, and management of human resources in a competitive environment.

Careers:

Human resource managers are needed in every industry sector, and the field offers the opportunity to demonstrate a combination of interpersonal skills, professional knowledge and leadership ability. They oversee the recruiting, interviewing, and hiring of new staff and serve as a link between an organization's management and its employees. The U.S. Department of Labor predicts that **employment of human resource managers will grow 13%** through 2022. Employment of human resource managers is projected to grow faster than the average for all occupations. As new companies form and organizations expand their operations, they will need human resource managers to oversee and administer their programs, and to ensure firms adhere



to changing and complex employment laws. The median annual wage for human resources managers was \$102,780 in May 2014.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:



- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites: Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

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. (4 credits)

BU 3280 - Conflict Analysis and Resolution

The goal of this course is to examine organizational conflict with a focus on managing employee disputes. Alternative dispute resolution (ADR) processes and procedures to legalistic, adversarial methods of dispute resolution will be explored. Knowledge and skills developed are those needed to analyze complex conflict and dispute situations, shape appropriate processes to

involve the right parties, constructively negotiate settlements, select mediators and facilitators, and design dispute resolution programs. (4 credits)

BU 4240 - Compensation and Benefit System

This course investigates the development and administration of compensation and benefit programs. Unemployment security, worker income security, group insurance, and disability and pension plans will be covered. Emphasis is placed on objectives, policies, organization, and the implementation of compensation and benefit systems. (4 credits)

BU 4260 - Leading Change in Organizations

Effective leaders understand how to manage change, an essential skill when working in a rapidly changing business environment. External and internal forces that cause change, such as leading a new initiative or project, working to change the culture of the organization, launching new products or entering new markets will be explored. Tools and techniques provided in this course will help the student understand how others react to change and how to effectively lead them through that time. (4 credits)

Business Administration, International Business Concentration, B.A.

Program Description:

As technology expands, the world is getting smaller which means an increasing number of organizations now conduct business globally. It is becoming easier for businesses to distribute products and services to customers around the world and as a result, more organizations are entering the international marketplace and will need strong management to be successful. The concentration in international business will expose students to global and cultural business issues while allowing them to gain valuable knowledge about different trade regulations, understand cultural differences, and learn multicultural business etiquette. International business managers contribute their cultural skills and knowledge of international economics, trade, governments, contracts, markets and finance to ensure an organization's entrance into international markets is aligned with its goals and objectives. Strong leadership skills, implementation of ethical behavior, and adaptability in evolving technologies are the cornerstone components of the concentration in international business. Foreign language courses are strongly recommended to compliment this concentration.

Learning Objectives:

- Apply risk management strategies that address the commercial, political, legal, financial and cultural risks associated with international trade, contractual relationships and investments
- Evaluate how the interaction between cultural, economic, legal, political and business practices impacts organizations in the international environment
- Analyze geopolitical factors and how they affect global companies
- Apply legal and ethical principles to international business activities
- Integrate intercultural awareness and sensitivity into international communication, negotiation, collaboration and management practices

Careers:

International business employees are the public faces of their organizations. They operate with cultural sensitivity to facilitate deals and transactions that benefit both parties. Specific job duties for international business managers will vary according to the actual position. They may include finding new markets for a company's products, or negotiating the sales contracts that will enable a manufacturing firm to ramp up production. Some international business managers may specialize in marketing and advertising to foreign customers, while others are responsible for recruiting and hiring personnel around the globe. In general, international business managers are accountable for making a company's efforts in global markets profitable.

Common job titles in international business include:

- Import/Export agent
- Translator/Interpreter
- Foreign currency investment advisor
- Foreign sales representative
- International management consultant
- International marketing director
- Financial controller
- Multinational manager

- Business development director
- International trade and customs manager
- International foreign policy advisor

Typical employers include banks, import/export corporations, multinational manufacturers, consulting firms, international nongovernmental organizations (NGOs), electronics and technology companies, and transportation industries like shipping and airlines.

The U.S. Bureau of Labor Statistics' 2016-17 Occupational Outlook Handbook places employment growth for interpreters and translators at 29 percent through 2024, which is much faster than average for all occupations. Job growth for international management analysts should be 17 percent in the same time frame, which is also faster than average. A 2015 Georgetown University, Center on Education and the Workforce study found that professionals with bachelor's degrees in international business earned an average salary of \$60,000 in 2013, with those in the 75th percentile earning an average of \$88,000. International travel and expenses are typically paid for by the organization.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Concentration Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* Sophomore status. (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

BU 4340 - International Trade

An examination of the basic theories of international trade, commercial policy, and exchange

rates. Topics may include the relation between trade and economic growth, global aspects of U.S. trade policy, international trade agreements, and protectionism. (4 credits)

BU 3340 - Intercultural Communication

From a global and comparative perspective, this course examines issues of race, ethnicity, gender, sexuality, religion, economics, and politics as they influence perceptions and communicative behavior. Verbal and non-verbal communication will also be explored. Students will be introduced to theories, methods, tools, and vocabulary used in the field as well as the application of theory to the realities of working in a global economy. (4 credits)

BU 4350 - Geopolitics of World Business

This course address how geography and politics intersect with and influence international global enterprises. Students will develop an awareness of important geopolitical facts and analyze how these facts interact with and affect international business competition. The course will examine how geographic location, natural resource endowments, historical relationships, and national and institutional political factors influence global companies. (4 credits)

Business Administration, Management Concentration, B.A.

- Description and Learning Outcomes

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.

Requirements

(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 Requirements

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:* AC 2220 and BU 2510. (4 credits)

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. (4 credits)

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. *Prerequisites:* BU 1110 (4 credits)

Business Administration, Marketing Concentration, B.A.

- Description and Learning Outcomes

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.



Requirements

(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 Requirements

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:* AC 2220 and BU 2510. (4 credits)

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 BU 2110 (4 credits)

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. (4 credits)

Business Administration, Project Management Concentration, B.A.

Program Description:



According to the Project Management Institute (PMI) 2015 Global Job Report, project management will continue a decade-long trajectory of growth. The report cites that from 2010 to 2020, as the profession grows by over \$6.6 trillion, the global economy will see 15.7 million new project management roles created in seven project-intensive industries: manufacturing, business services, finance & insurance, oil & gas, information services, construction, and utilities. As the need for project management skills and knowledge increase, qualified applicants must be ready to enter the workforce in this area.

The concentration in Project Management is designed to help students prepare for responsibilities related to planning, executing and supporting a wide-range of projects in organizations. This concentration incorporates real world principles, tools and techniques while emphasizing practical, hands-on projects. The coursework is structured for students to explore critical thinking, effective communication, data-driven decision making, project scope analysis, resource management, continuous process improvement, finance, and statistics. Students will also learn how to effectively build and manage a team, minimize project costs, and incorporate the latest research insights into the planning and management process.

Learning Objectives:

- Explore practices and processes required to become a successful project manager
- Apply a range of project management tools to ensure projects are completed on time, on budget, and within scope
- Develop analytical frameworks, strategic planning skills, and managerial insight to be an effective project leaders
- Demonstrate effective communication and leadership skills within various roles of an interdisciplinary project team

Careers:

Project management is strongly in-demand and one the fastest growing professional disciplines. Even the smallest projects can benefit from project management processes such as planning, time and cost management, scope management, human resource management and communications management. The Project Management concentration allows graduates to become a project lead, project coordinator, program manager or business analyst in virtually any industry. According to the 7th edition of PMI's Project Management Salary Survey, which polled over 30,000 project managers from 29 different countries, the median salary for a Project Management Practitioner is \$92,000 worldwide. Salary.com shows the median annual Project Manager salary in the United States as \$68,025 with a range usually between \$59,513-\$79,341, however this can vary widely depending on a variety of factors. Project Management students can pursue the following positions:

- Project Manager
- Project Leader
- Project Planner
- Team Leader
- Program Manager
- Project Management Analyst
- Manager

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites:* *Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirements

BU 3350 - Project Management in Organizations

This course provides an overview of the project management lifecycle with a solid grounding in fundamental project management concepts. Emphasis is placed on how to develop a project charter, components of a project management plan, a work breakdown structure (WBS), and a risk management plan. Students will study how to monitor and report project statuses, as well as how to successfully close out a project. (4 credits)

BU 4410 - Change Management and Project Risk

This course examines how to manage risk and crisis occurrence through a project's life cycle. Emphasis is placed on integrating SWOT, Risk Breakdown Structure, and Risk Mitigation into the overarching project life cycle. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships, especially in times of uncertainty and crisis. Students will learn and apply basic project management concepts related to identifying, classifying, and mitigating risk. (4 credits)

BU 4250 CO 4250 - Organizational Communication and Negotiation

This course provides an overview of effective communication in a wide array of organizational settings. Emphasis is placed on human resource planning, working in groups and teams, conflict and behavior management, dealing with diversity, leadership, and other communication issues as well as negotiation strategies and tools. (4 credits)

BU 4490 - Project Performance and Quality Assurance

This course provides the student with tools and techniques to ensure that a project achieves the desired level of quality outcomes. The major emphasis of the course examines how quality is defined, quality plans, control charts, peer reviews, check lists, and process mapping. The student will practice by managing a process improvement project. (4 credits)

Business Administration, Strategic Sales Management Concentration, B.A.**Program Description:**

Often cited as a "recession proof" skill set, sales management is vital to any business venture as well as not for profit endeavor. The strategic sales management concentration prepares students for careers in professional sales, sales management, and brand management. Under this degree path, students will understand how to design and oversee successful sales strategies while maintaining strong customer relationships in a variety of settings. Students will receive a strong foundation in the design and execution of professional sales strategies. Emphasis will be placed on personal selling and maintaining strong customer relationships.



Many of our graduating students already pursue careers in sales as a result of ample opportunity for entry-level sales positions. In addition, this concentration also provides valuable skill sets for any entrepreneur and manager.

Students pursuing this concentration will also have the opportunity to earn the Action Selling Sales Skills Certificate, an industry recognized professional certification. In addition, students who have at least 3 years of professional experience in sales will also be eligible to pursue professional certification as a Certified Sales Executive CSE®*.

Learning Objectives:

Students who complete the Strategic Sales Management Concentration should be able to:

- Develop, implement, and analyze a strategic sales plan, including components of market research, consumer behavior, and hiring and motivating the sales force;
- Apply the tools and skills necessary to build long-term relationships that result in successful sales outside a fixed retail location;
- Successfully leverage technology to their advantage and negotiate a sale in this constantly shifting environment;
- Examine the effect of technology and digital environments on buyer behavior, and leverage technology to negotiate sales in a constantly shifting environment.

Careers:

Sales and sales management professionals are in high demand, and long-term job growth prospects are strong. In addition to building a career in sales, the ability to communicate effectively, leverage evolving technology, and build strong relationships among customers and stakeholders are critical elements in almost any successful career. The art and science of selling is a highly marketable and transferable skill set - and a big competitive advantage for an individual's career in a wide array of fields and disciplines.

According to the Bureau of Labor Statistics, employment of sales and related occupations in the United States is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations, which will result in about 778,000 new jobs. Careers in this field also provide opportunities for personal and professional growth, and for upward mobility within the organization.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement



(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 credits) Fulfills the LAS 2 requirement.

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 credits)

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 and AC 2210 (4 credits)

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. *Prerequisites: Sophomore status.* (4 Credits)

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

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. (4 credits)

Concentration Requirement

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:* AC 2220 and BU 2510. (4 credits)

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. (4 credits)

BU 3630 - 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. Personal selling techniques will be honed in an experiential format, preparing students to successfully achieve the Action Selling Sales Skills Certification. (4 credits)

BU 4140 - Sales Strategy and Technology

With the growth of social media and the digital age customers now have unprecedented access to information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. (4 credits)

BU 4130 - Online Consumer Behavior and Online Communities

Successful firms use consumer attitudes and behaviors to segment markets and design marketing strategies. Since the influence of online communities on buyers is growing, this course focuses on examining specific buyer behaviors while examining the role new media (online communities, Facebook, Twitter, LinkedIn, YouTube mobile applications, etc.) has on today's social-savvy customers. (4 credits)

Minor

Business Administration Minor

- Description and Learning Outcomes

Requirements

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

Select one of the following:

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 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. (4 credits)

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. (4 credits)

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. (4 credits)

- Three additional business or economics courses 2000+

Business Administration

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. The course explores the application of technology in a business setting; including use of the Internet, MS Office applications such as Excel, and other relevant computer software. (4 credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 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. (4 credits)

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. (4 credits) 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. (4 credits)

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. (4 credits)

BU 3250 - Advanced Quantitative Methods for Business Analytics

In-depth application of statistical and management science models to business decision making. Topics include regression analysis and univariate and multivariate research methods on 'big data',

including the use of software for business applications with special focus on spreadsheets.

Prerequisite: BU2120, Quantitative Methods (4 credits)

BU 3260 - Data Mining and Analysis

The study of data mining and analysis techniques, with a focus on analysis of large data sets methods that assist in recognizing patterns and making intelligent use of massive amounts of data. Topics include data visualization, cluster analysis, classification, and discriminant analysis. The emphasis is understanding the application of methods rather than on mathematical and computational foundations. (4 credits)

BU 3270 - Search Engine Optimization Methods

SEO (Search Engine Optimization) is a vital component of inbound marketing, making it a priority for businesses to appear on the top of search result rankings to build a cost effective and consistent medium to generate traffic. This course examines how to increase the organic search ranking of a website/webpage. On-page best practices, keyword research, site design and architecture, link building, SEO for local search, site audit, SEO tracking will be covered. (4 credits)

BU 3280 - Conflict Analysis and Resolution

The goal of this course is to examine organizational conflict with a focus on managing employee disputes. Alternative dispute resolution (ADR) processes and procedures to legalistic, adversarial methods of dispute resolution will be explored. Knowledge and skills developed are those needed to analyze complex conflict and dispute situations, shape appropriate processes to involve the right parties, constructively negotiate settlements, select mediators and facilitators, and design dispute resolution programs. (4 credits)

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 and AC 2210 (4 credits)

BU 3340 - Intercultural Communication

From a global and comparative perspective, this course examines issues of race, ethnicity, gender, sexuality, religion, economics, and politics as they influence perceptions and communicative behavior. Verbal and non-verbal communication will also be explored. Students will be introduced to theories, methods, tools, and vocabulary used in the field as well as the application of theory to the realities of working in a global economy. (4 credits)

BU 3350 - Project Management in Organizations

This course provides an overview of the project management lifecycle with a solid grounding in fundamental project management concepts. Emphasis is placed on how to develop a project charter, components of a project management plan, a work breakdown structure (WBS), and a risk management plan. Students will study how to monitor and report project statuses, as well as how to successfully close out a project. (4 credits)

BU 3360 - Management of Financial Institutions

Study of financial institutions considering current economic environments, financial policies, risk management and decision-making worldwide; consistent with existing standards of profitability, liquidity and solvency. (4 credits)

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:* AC 2220 and BU 2510. (4 credits)

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. (4 credits)

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 BU 2110 (4 credits)

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. *Prerequisites:* BU 1110 (4 credits)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

BU 3630 - 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. Personal selling techniques will be honed in an experiential format, preparing students to successfully achieve the Action Selling Sales Skills Certification. (4 credits)

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.* (4 credits)

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. *Prerequisites: Sophomore status.* (4 Credits)

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. (4 credits)

BU 4050 - Advanced Corporate Finance

This course analyzes the major decision-making areas of corporate finance from the standpoint of corporate executives, shareholders and corporate advisors. Using current best practices in financial tools and techniques, students will perform a series of simulations based on actual corporate finance deals and projects. These simulations expose students to critical corporate finance issues and solutions and provide practical, hands-on experience in dealing with situations in valuation, capital structure, investment allocation, dividend policy, mergers and acquisitions, real options, and ethics. (4 credits)

BU 4060 - International Financial Markets

This course provides an introduction to the study of financial assets and international financial markets. Topics covered include the purpose and functioning of financial markets and institutions, valuation of financial assets, and analysis of risk and returns. Students will develop an understanding of the basic principles of financial markets that will enable them to follow and interpret current events. They will have a broad knowledge of the instruments and structure that characterize financial markets, as well as some exposure to common principles in portfolio management. (4 credits)

BU 4070 - Investment Management

Principles of investment in stocks and bonds. Includes fundamental, economic, and technical



analysis; measurable and unmeasurable aspects of risk; portfolio management; psychological aspects of the market. (4 credits)

BU 4110 - Data Visualization

An introduction as well as hands-on experience in data visualization. Students will examine design principles for creating meaningful displays and presentations of quantitative and qualitative data to support intelligent, data-based decision-making. (4 credits)

BU 4120 - Marketing Channels and E-Commerce

From a channel management perspective, this course is designed to understand how organizations developing offline and online distribution channels and strategies may leverage value creation, market differentiation and competitive advantage. From an e-commerce perspective, the goal of this course is to prepare students as future executives, managers and strategists to create value in the networked economy and to gain understanding and insight on how new technology and media forms have created unprecedented challenges and opportunities in business. (4 credits)

BU 4130 - Online Consumer Behavior and Online Communities

Successful firms use consumer attitudes and behaviors to segment markets and design marketing strategies. Since the influence of online communities on buyers is growing, this course focuses on examining specific buyer behaviors while examining the role new media (online communities, Facebook, Twitter, LinkedIn, YouTube mobile applications, etc.) has on today's social-savvy customers. (4 credits)

BU 4140 - Sales Strategy and Technology

With the growth of social media and the digital age customers now have unprecedented access to

information, a new reality that is changing the way salespeople do their jobs. Salespeople must now shift the focus from "selling to serving" customers in order to build customer loyalty. In this course students will review the psychology of sales from the perspective of this new reality, exploring how this has shaped buyer behavior. (4 credits)

BU 4240 - Compensation and Benefit System

This course investigates the development and administration of compensation and benefit programs. Unemployment security, worker income security, group insurance, and disability and pension plans will be covered. Emphasis is placed on objectives, policies, organization, and the implementation of compensation and benefit systems. (4 credits)

BU 4250 CO 4250 - Organizational Communication and Negotiation

This course provides an overview of effective communication in a wide array of organizational settings. Emphasis is placed on human resource planning, working in groups and teams, conflict and behavior management, dealing with diversity, leadership, and other communication issues as well as negotiation strategies and tools. (4 credits)

BU 4260 - Leading Change in Organizations

Effective leaders understand how to manage change, an essential skill when working in a rapidly changing business environment. External and internal forces that cause change, such as leading a new initiative or project, working to change the culture of the organization, launching new products or entering new markets will be explored. Tools and techniques provided in this course will help the student understand how others react to change and how to effectively lead them through that time. (4 credits)

BU 4340 - International Trade

An examination of the basic theories of international trade, commercial policy, and exchange rates. Topics may include the relation between trade and economic growth, global aspects of U.S. trade policy, international trade agreements, and protectionism. (4 credits)

BU 4350 - Geopolitics of World Business

This course address how geography and politics intersect with and influence international global enterprises. Students will develop an awareness of important geopolitical facts and analyze how these facts interact with and affect international business competition. The course will examine how geographic location, natural resource endowments, historical relationships, and national and institutional political factors influence global companies. (4 credits)

BU 4410 - Change Management and Project Risk

This course examines how to manage risk and crisis occurrence through a project's life cycle. Emphasis is placed on integrating SWOT, Risk Breakdown Structure, and Risk Mitigation into the overarching project life cycle. Project leadership is explored in the context of building effective project teams and maintaining stakeholder relationships, especially in times of uncertainty and crisis. Students will learn and apply basic project management concepts related to identifying, classifying, and mitigating risk. (4 credits)

BU 4490 - Project Performance and Quality Assurance

This course provides the student with tools and techniques to ensure that a project achieves the desired level of quality outcomes. The major emphasis of the course examines how quality is defined, quality plans, control charts, peer reviews, check lists, and process mapping. The student will practice by managing a process improvement project. (4 credits)

BU 4915 - Forecasting Techniques, Risk Analysis, and Predictive Analytics

Survey of analytical techniques and tools used to assist in making decisions under uncertainty. Better forecasting can lead to better short-term and long-term planning and, in turn, to better decision-making. Students develop and explore several computer-based forecasting models. Topics include basic concepts of forecasting, time series models, and regression models. (4 credits)

Computer Information Systems

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. (4 credits)

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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 (4 credits)*

CT 3610 - Database Management

This course provides the student with indepth 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. (4 credits)

Economics

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. (4 credits)

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. (4 credits)

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.

Major

Criminal Justice, A.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

Choose 2 of these courses

(LAS3 through LAS7)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

Elective

- ELECTIVE (4 credits)
- ELECTIVE (4 credits)

Criminal Justice, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Perspectives)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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:* 90+ credits. (4 credits)

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. (4 credits)

- CJ xxxx - Criminal Justice Elective (Any level) (4 credits)
- CJ 3xxx - Criminal Justice Elective (3000 level or higher) (4 credits)
- CJ 3xxx - Criminal Justice Elective (3000 level or higher) (4 credits)

Elective

Choose from available electives

- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- Choose from available electives

Criminal Justice, Cybersecurity and Information Assurance Concentration, B.A.

Program Description:

The technological revolution that computers have provided society is unsurpassed in the annals of human history. In spite of the advancements made to date the limits appear endless and the contributions bright for even greater future progress. The exponential growth and achievements have not been devoid of a darker side though. While this technological advance has greatly fueled human growth, innovation and advancement in most other industries, and unprecedented improvements in productivity and mass communication, it has also been accompanied by an equally disturbing side, the ominous threats of cybercrime and information piracy. One cannot view reports in the media on a frequent basis concerning some new cyber attack that has created losses of trade secrets, resulted in economic disaster, smeared professional and personal reputations, as well as threatened the security and viability of many of our nation's greatest institutions. There seems to be no system or industry that is completely safe from hacker incursion or malicious and destructive software.

Criminal justice professionals are charged with the responsibility for investigation, arrest, and successful prosecution of the various state and federal laws codified to sanction such acts. More importantly, criminal justice professionals must also inculcate methods to prevent and protect personal, governmental, and business related information from these types of attacks. As these investigations are highly technical and complex they require specialized training for the personnel who undertake this type of work. Core knowledge areas for this concentration include the development of a foundational understanding of the issues and challenges of cybercrime, the concomitant legal requirements for investigation and prosecution of these offenses, digital forensics, and the development, implementation, and enforcement of organizational policies all targeted to mitigate the effects of cyber attacks.

Learning Objectives:

- Develop a broad understanding of theories, concepts, and practices used in cybersecurity and information assurance processes used in the criminal justice field
- Develop a broad understanding of theories, concepts, and practices used in the legal issues required of these types of investigations in the criminal justice field
- Develop a broad understanding of theories, concepts, and practices used in the information system digital forensics investigation processes used in the criminal justice field
- Develop a broad understanding of theories, concepts, and practices used in information systems policy and procedural processes used in the criminal justice field
- Develop a broad understanding of theories, concepts, and practices used in the integration of these various concepts through the law enforcement subsystem

Careers:

There is a vast array of careers in the cybersecurity and information assurance field from direct line services through support and administrative roles. A projection by Criminal Justice Degree Schools (2016) lists the following positions that exist in the field:

- Security Analyst
- Security Engineer
- Security Architect
- Security Administrator
- Security Consultant
- Security Director
- Vulnerability Assessor
- Ethical Hacker (Penetration Tester)
- Source Code Auditor
- Computer Security Incident Responder

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra



LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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:* 90+ credits. (4 credits)

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. (4 credits)

Concentration Requirements

CJ 2100 - Introduction to Cybersecurity and Information Assurance

This course provides a foundational and general perspective to the growing threats of cyber-based attacks and unauthorized / criminal access to digital information and the various methods to secure internet based and proprietary computer systems. (4 credits)

CJ 3020 - Legal Issues in Cybercrime Investigations

This course examines the legal issues of computer and internet crime investigation concepts, processes, and techniques. The course reviews criminal and civil law, constitutional issues, government legislation, and case law related to computer and internet incursions. (4 credits)

CJ 4210 - Information System Digital Forensics Investigations

This course focuses on the theories, concepts, and practices of digital investigations. Emphasis is

placed in information system analysis, investigation, evidence identification, recovery, and processing, as well as presentation for legal review and prosecution. (4 credits)

CJ 4240 - Information System Security Policies and Procedures

This course focuses on the various contemporary information system security policies and procedures for ensuring digital information privacy and restricted access in organizations and government entities. (4 credits)

Criminal Justice, Homeland Security and Emergency Management Concentration, B.A.

Program Description:

While speculation of the emergence of the concept of terrorism dates back to the First Century, the threat finally penetrated our shores at the dawn of the second millennium. A heightened state of awareness now fills our thoughts since the 9/11 attacks on the World Trade Center that began a seemingly unending effort to prevent, investigate, and prosecute those who threaten and violate the safety and security of the homeland. Even with this heightened awareness and culling the resources of all sectors of governmental and private entities, several events have occurred post 9/11 where a terrorist plot has either been foiled or sadly executed in spite of these monumental efforts. As international terrorism is on the rise with many of our global allies falling victim, the threat becomes increasingly more ominous. The problem is profoundly exacerbated by emerging domestic threats from not only domestic terrorist acts such as the Oklahoma City bombing, but also from natural and manmade disasters. Hurricane Katrina as well as the many others adds to the growing list of incidents which must be handled by criminal justice entities as direct or indirect responders and mitigators of these tragedies.

Criminal justice and law enforcement professionals are often the first and main responders to these types of incidents. They hold roles in federal, state, and local agencies as well as serve similar functions in various non-law enforcement agencies and organizations. As these incidents require coordinated and multijurisdictional as well as support agency responses, principle and support personnel must possess specific knowledge, skills, and abilities to ensure a holistic approach leads to successful outcomes. Core knowledge areas for this concentration include the development of a foundational understanding of the issues and challenges of homeland security principles, emergency management principles, an intimate knowledge of the emergence and foundations of domestic and international terrorism, and the accepted planning and response practices to mitigate and recover from such incidents.

Learning Objectives:

Students who complete the Concentration in Homeland Security will be able to develop a broad understanding of:

- Theories, concepts, and practices used in the homeland security field and in the emergency management field
- Practices and tools used in identifying, investigating, apprehending, and prosecuting international and domestic terrorists
- Management of myriad manmade, natural, and technological disasters
- The integration of these various concepts through the criminal justice system

Careers:

There is a vast array of careers in the homeland security and emergency management fields that exist in direct line services through support and administrative roles. For example, uniformed police officers, investigators, supervisors, and managers who are responsible for providing police services. Homeland security encompasses law enforcement as well as border security, waterways and ports of entry and exit, site security, and the various infrastructure and transportation systems in the country. These positions exist at the local, state, and federal levels. These roles also exist in many forms in public and private not-for-profit and for profit institutions. Lastly, the military employs such positions in the myriad roles within all of the branches including military police, investigators, supervisors and command officers.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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:* 90+ credits. (4 credits)

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. (4 credits)

Concentration Requirements

CJ 3030 - Concepts, Theories, and Practices in Homeland Security

This course examines the threats presented by international and domestic groups and individuals that target and attack national security interests. Threat categories are identified in an operational sense as strategic and tactical. Strategic and tactical targets include local, state, and federal entities as well as public and private sector safety, border security, transportation security, infrastructure, and commerce. *Prerequisites: CJ1110 (4 credits)*

CJ 3340 - Emergency Management

This course examines the role of emergency managers and support agencies for the various risks, threats, and hazards, both natural and manmade that they are responsible to manage. This course takes an interdisciplinary approach to addressing the myriad disasters from first response through final recovery. (4 credits)

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 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. (4 credits)*

CJ 4320 - All Hazards Response, Mitigation, and Recovery

This course focuses on developing planning and a basic framework to respond to and address manmade (e.g., terrorist and criminal acts), technological, failing infrastructure, and natural disasters. Responses are designed through a series of tasks including intelligence gathering, risk assessment and management, resource identification and allocation, interagency cooperation, communication, and coordination, and first response through final recovery. (4 credits)

Criminal Justice, Human Services Concentration, B.A.

Program Description:

On an annual basis the field of criminal justice continues to grow more complex at exponential rates. We often only identify with the traditional roles held by those employed within the field such as police, courts, and corrections. In contrast, we equally do not have a full awareness of the numerous other professional roles that are also required to ensure public safety, victim advocacy, and offender management and rehabilitation which require concomitantly diverse competencies and skill sets. These supportive roles are equally critical to the success of the criminal justice suprasystem.

Human services professionals provide expertise in the human dynamic and bring an unparalleled level of understanding of human behavior that impacts social control and deviance to the various components of the criminal justice system. Such issues as substance abuse and mental illness requiring new knowledge, skill sets, and approaches to effectively address in non-criminal as well as enforcement based responses. While the traditional roles are focused on law, policy, and sanctioning criminal behavior through the incivility of others, human services professionals are able to provide a comprehensive understanding of human behavior to which advocacy and personalized long term solutions can be applied to remedying aberrant and antisocial behavior patterns. They also play an integral role in victim advocacy and support, those who are the most often forgotten or faceless constituent of the overburdened criminal justice system.

Learning Objectives:

- Develop the knowledge, ethics and skills needed to effectively work as a human service professional in a multidisciplinary setting.
- Understand the integration of human services addressing substance abuse and mental health issues through the various criminal justice subsystems and providers
- Understand the integration of human services addressing crime victim needs through the various criminal justice subsystems and providers
- Discern and apply the myriad approaches to offender management and treatment through the various criminal justice subsystems and providers

Careers:

The advent of human service professionals has permeated the criminal justice field in numerous supportive roles. These roles provide vital expertise in relationship to victim support and offender management and rehabilitation. These roles share equal and in some cases, greater importance than those occupied in the traditional roles of police, courts, and corrections. These roles exist at the local, state, and federal levels as well as public and private not-for-profit and for profit institutions.

On the traditional side they are police officers, investigators, supervisors, and managers who are responsible for developing and providing victim and offender services within law enforcement agencies. Courts and the various services offered through victim advocates and counselors, court-agency liaisons, and the designer court surge in personnel to work in drug court, mental health court, and veteran's court, all requiring special knowledge, skills, and abilities in human services. Corrections and community corrections also employs these various support roles in offender management, rehabilitation, counseling, and community supervision in both probation and parole at the local, state, and federal levels.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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:* 90+ credits. (4 credits)

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. (4 credits)

Concentration Requirements

PS 3230 - Delivery of Human Services

This course explores the knowledge, ethics and skills needed to effectively work as human service professional in a multidisciplinary setting. Topics for inquiry include assessment, interventions, theories of causality, cultural competency, organizational structure, leadership style and social policy. *Prerequisites:* PS 1110 (4 credits)

PS 4120 - 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. (4 credits)

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. (4 credits)

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.

Prerequisites: PS 1110 (4 credits)

Criminal Justice, Institutional and Community-Based Corrections Concentration, B.A.

Program Description:

Incarceration in the United States has become one of the most controversial and divisive issues facing American society. Statistical portrayals of incarceration levels are often presented out of context and consequently distorted leaving the body politic with a false sense of understanding of the complexities faced within the correctional system. Corrections personnel and managers are required to employ the accepted methods and practices used for effective and safe offender management. However, social justice activism and political pandering have cast a pall over the entire system regardless of the often impossible task at hand. Through the morass of the vitriolic rhetoric corrections personnel must maintain the highest levels of professionalism, ethics, sensitivity, and common sense to apply conceptual and evidence-based approaches and solutions to the problems faced. The cumulative effect requires corrections administrators and leaders to

possess and practice contemporary and advanced practices to employ effective solutions to the problems plaguing the correctional system.

Corrections and community corrections professionals are charged with a bifurcated responsibility of protecting the constitutional and human rights of convicted offenders in concert with protecting American society from additional harm which can potentially come from those who are incarcerated or under community supervision. This concentration provides the contemporary knowledge and advanced skill sets needed of correctional employees to effectively discharge their duties. Molded into the concentration structure are the necessary knowledge, skills, and abilities to understand corrections concepts from a systems approach rather than focused topical entities. The series includes the foundational underpinnings for conducting corrections operations through legal mandate and policy-based guidance. The next level in the hierarchy is correctional institution administration and leadership principles. As demonstrated across the federal justice system as well as each state's and county's corrections release programs, students learn the core concepts and practices of probation and parole systems. The series concludes with alternative methods of treatment and restorative justice concepts to build positive outcomes from the criminal justice system.

Learning Objectives:

- Develop a broad understanding of theories, concepts, and practices used in the legal and policy based issues required in the corrections and community corrections field
- Develop a broad understanding of theories, concepts, and practices used in the supervision, management, and leadership of institutional corrections personnel
- Develop a broad understanding of theories, concepts, and practices used in the community-based corrections field
- Develop a broad understanding of theories, concepts, and practices used in the restorative, rehabilitative, and therapeutic jurisprudence methods used in the corrections and community-corrections based fields
- Develop a broad understanding of theories, concepts, and practices used in the integration of these various concepts through the corrections and community-corrections subsystems

Careers:

There is a vast array of careers in the corrections and community-corrections fields from direct line services through support and administrative roles. For example, uniformed corrections officers, investigators, supervisors, and managers who are responsible for providing correctional duties and services within institutions such as jails and prisons. Community-corrections encompasses probation and parole officers who are charged with field supervision, probationer



and parolee management and oversight, in addition to rehabilitative program management. Positions exist at the federal, state, and county levels in public institutions as well as privatization of jail services and staff in several jurisdictions across the country.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:



- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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:* 90+ credits. (4 credits)

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. (4 credits)

Concentration Requirements

CJ 3330 - Legal and Policy Issues in Corrections Administration

This course provides an in-depth examination of the contemporary legal and policy issues impacting corrections administrators. Topics include a review of the relevant amendments such as the First, Fourth, Fifth, Eighth and Fourteenth Amendments as they relate to corrections management and administrative functions for institutional and community-based corrections. Inmate and probationer / parolee rights as well as a comprehensive review of case law directly related to institutional and organizational operations are also reviewed in context with the institutional policy implications and operational applications. *Prerequisites:* *CJ1110* (4 credits)

CJ 3320 - Law Enforcement Supervision, Management, and Leadership

This course focuses on the various contemporary theories, concepts, and practices of supervision, management, and leadership in the field of law enforcement. Concepts reviewed provide the various competencies required in the effective operation of law enforcement organizations. These include classical and contemporary supervision and management models, leadership, communication skills, team building, problem solving, discipline, counseling, motivation,

succession planning, productivity, conflict, and job stress. A full review, analysis, and synthesis of successful law enforcement management practices are included to develop the aspiring or newly appointed police manager. (4 credits)

CJ 4340 - Community-Based Corrections

This course focuses on the concepts of community-based corrections which include both probation and parole. The comprehensive approach examines myriad alternative methodologies of community-based offender supervision and management that are matched to offender risk level for successful and productive reentry into society. (4 credits)

CJ 4610 - Restorative Justice

This course focuses on the various contemporary theories, concepts, and practices of restorative and rehabilitative justice. Community restoration, victim reparation, offender reconciliation, and the concept of therapeutic jurisprudence that has fueled the designer court surge (e.g., drug court, mental health court, and veteran's court) are all treated in the course delivery to offer the various options available for alternative resolution strategies to the issue of crime commission and sanction. (4 credits)

Criminal Justice, Law Enforcement Concentration, B.A.

Program Description:

The field of law enforcement and policing has a rich and venerable history. Policing concepts can be traced to before the Common Era with the earliest versions emerging in ancient China, Greece, and the Roman Empire. The etymology of policing in western civilization can be traced to the days of Sir Robert Peel. English Police Officers or "Bobbies" as they were known wore simple uniforms and carried only a truncheon for protection and defense. Much has changed since the Nineteenth Century to the present day. The field has been in a constant struggle to remain current with the growing complexities presented by evolving laws, rapid technological innovation, social disorder and incivility, and budgetary constraints that must be balanced against providing sufficient, safe, equitable, and responsive public safety.

Law enforcement professionals, who have colloquially been referred to as the gatekeepers, are constructively the first line of defense charged with the responsibility to protect a concept that is held so dearly in the United States; maintenance of a free society. The role of law enforcement

officer grows more complex by the day as changes in law, technology, and community response fluctuate in these difficult and tumultuous times. These challenges require very specific knowledge, skills, and abilities to be effective when serving in the role of law enforcement officer for the respective communities they are empowered to keep safe. Core knowledge areas for the profession include the investigative process, crime analysis, community policing and relations, and managerial and leadership skills in order to identify, analyze, and develop responses to the crime and disorder problems plaguing modern society. Responses that ensure both social and procedural justice needs are met in accordance with how the framers of the United Constitution intended.

Learning Objectives:

- Develop a broad understanding of theories, concepts, and practices used in the criminal investigations processes used in the law enforcement field
- Develop a broad understanding of theories, concepts, and practices used in the crime mapping and analysis processes used in the law enforcement field
- Develop a broad understanding of theories, concepts, and practices used in the community policing and public relations processes used in the law enforcement field
- Develop a broad understanding of theories, concepts, and practices used in the law enforcement supervision, management, and leadership processes used in the law enforcement field
- Develop a broad understanding of theories, concepts, and practices used in the integration of these various concepts through the law enforcement subsystem

Careers:

There is a vast array of careers in the law enforcement field from direct line services through support and administrative roles. For example, uniformed police officers, investigators, supervisors, and managers who are responsible for providing police services. Evidence technicians, crime analysts, administrative support roles such as research and evaluation, recruiting, crime prevention, and public information officers all fall under this ancillary services category. These positions exist at the local, state, and federal levels. These roles also exist in many forms in public and private not-for-profit and for profit institutions. Private investigators, background investigators, civil claims, and accident investigators, public and private security as well as private security contractors. Lastly, the military employs such positions in the myriad roles within all of the branches including military police, investigators, supervisors and command officers.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement



(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Perspectives)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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:* 90+ credits. (4 credits)

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. (4 credits)

Concentration Requirements

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, and blood spatter analysis, lifting and storing fingerprints, crime scene reconstruction, and the investigative processes applicable to specific crimes. (4 credits)

CJ 4330 - Crime Mapping and Analysis

This course examines the role of crime mapping and analysis in addressing existing and emerging crime patterns and trends. While crime analysis has been in existence since the early 20th Century, the most effective innovations have been realized in the past 20 years. The advent of computer technology and geographic information systems (GIS) has led to enhanced real time identification and solution. Through intelligence gathering and analysis, strategic, tactical, and operational responses can be developed that target and resolve these types of crime trends that are plaguing jurisdictions throughout the country. (4 credits)

CJ 3810 - Community Policing and Public Relations

This course focuses on the concepts of community policing and problem oriented policing as they influence public relations within communities. Historically, law enforcement has been a local or regionalized entity wherein real and perceived policing problems were most often resolved at the local community level. Real time mass media and social change movements have greatly altered the landscape to include local as well as national activism without regard for location or population size. The course examines the methods used in community and problem oriented policing to develop social and procedural justice solutions to these vexing community relations issues. *Prerequisites: CJ1110 (4 credits)*

CJ 3320 - Law Enforcement Supervision, Management, and Leadership

This course focuses on the various contemporary theories, concepts, and practices of supervision, management, and leadership in the field of law enforcement. Concepts reviewed provide the various competencies required in the effective operation of law enforcement organizations. These include classical and contemporary supervision and management models, leadership, communication skills, team building, problem solving, discipline, counseling, motivation, succession planning, productivity, conflict, and job stress. A full review, analysis, and synthesis of successful law enforcement management practices are included to develop the aspiring or newly appointed police manager. (4 credits)

Minor

Criminal Justice Minor

- Description and Learning Outcomes

Requirements

(20 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

- 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.

Criminal Justice

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. (4 credits)

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. (4 credits)

CJ 2100 - Introduction to Cybersecurity and Information Assurance

This course provides a foundational and general perspective to the growing threats of cyber-based attacks and unauthorized / criminal access to digital information and the various methods to secure internet based and proprietary computer systems. (4 credits)

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. (4 credits)

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. (4 credits)

CJ 3020 - Legal Issues in Cybercrime Investigations

This course examines the legal issues of computer and internet crime investigation concepts, processes, and techniques. The course reviews criminal and civil law, constitutional issues, government legislation, and case law related to computer and internet incursions. (4 credits)

CJ 3030 - Concepts, Theories, and Practices in Homeland Security

This course examines the threats presented by international and domestic groups and individuals that target and attack national security interests. Threat categories are identified in an operational sense as strategic and tactical. Strategic and tactical targets include local, state, and federal entities as well as public and private sector safety, border security, transportation security, infrastructure, and commerce. *Prerequisites: CJ1110* (4 credits)

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. (4 credits)

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.* (4 credits)

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. (4 credits)

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.* (4 credits)

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, and blood spatter analysis, lifting and storing fingerprints, crime scene reconstruction, and the investigative processes applicable to specific crimes. (4 credits)

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. (4 credits)

CJ 3320 - Law Enforcement Supervision, Management, and Leadership

This course focuses on the various contemporary theories, concepts, and practices of supervision, management, and leadership in the field of law enforcement. Concepts reviewed provide the various competencies required in the effective operation of law enforcement organizations. These include classical and contemporary supervision and management models, leadership, communication skills, team building, problem solving, discipline, counseling, motivation, succession planning, productivity, conflict, and job stress. A full review, analysis, and synthesis of successful law enforcement management practices are included to develop the aspiring or newly appointed police manager. (4 credits)

CJ 3330 - Legal and Policy Issues in Corrections Administration

This course provides an in-depth examination of the contemporary legal and policy issues impacting corrections administrators. Topics include a review of the relevant amendments such as the First, Fourth, Fifth, Eighth and Fourteenth Amendments as they relate to corrections management and administrative functions for institutional and community-based corrections. Inmate and probationer / parolee rights as well as a comprehensive review of case law directly related to institutional and organizational operations are also reviewed in context with the institutional policy implications and operational applications. *Prerequisites:* CJ1110 (4 credits)

CJ 3340 - Emergency Management

This course examines the role of emergency managers and support agencies for the various risks, threats, and hazards, both natural and manmade that they are responsible to manage. This course takes an interdisciplinary approach to addressing the myriad disasters from first response through final recovery. (4 credits)

CJ 3810 - Community Policing and Public Relations

This course focuses on the concepts of community policing and problem oriented policing as they influence public relations within communities. Historically, law enforcement has been a local or regionalized entity wherein real and perceived policing problems were most often resolved at the local community level. Real time mass media and social change movements have greatly altered the landscape to include local as well as national activism without regard for location or population size. The course examines the methods used in community and problem oriented policing to develop social and procedural justice solutions to these vexing community relations issues. *Prerequisites: CJ1110 (4 credits)*

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 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. (4 credits)*

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: 90+ credits. (4 credits)*

CJ 4210 - Information System Digital Forensics Investigations

This course focuses on the theories, concepts, and practices of digital investigations. Emphasis is placed in information system analysis, investigation, evidence identification, recovery, and processing, as well as presentation for legal review and prosecution. (4 credits)

CJ 4240 - Information System Security Policies and Procedures

This course focuses on the various contemporary information system security policies and procedures for ensuring digital information privacy and restricted access in organizations and government entities. (4 credits)

CJ 4320 - All Hazards Response, Mitigation, and Recovery

This course focuses on developing planning and a basic framework to respond to and address manmade (e.g., terrorist and criminal acts), technological, failing infrastructure, and natural disasters. Responses are designed through a series of tasks including intelligence gathering, risk assessment and management, resource identification and allocation, interagency cooperation, communication, and coordination, and first response through final recovery. (4 credits)

CJ 4330 - Crime Mapping and Analysis

This course examines the role of crime mapping and analysis in addressing existing and emerging crime patterns and trends. While crime analysis has been in existence since the early 20th Century, the most effective innovations have been realized in the past 20 years. The advent of computer technology and geographic information systems (GIS) has led to enhanced real time identification and solution. Through intelligence gathering and analysis, strategic, tactical, and operational responses can be developed that target and resolve these types of crime trends that are plaguing jurisdictions throughout the country. (4 credits)

CJ 4340 - Community-Based Corrections

This course focuses on the concepts of community-based corrections which include both probation and parole. The comprehensive approach examines myriad alternative methodologies of community-based offender supervision and management that are matched to offender risk level for successful and productive reentry into society. (4 credits)

CJ 4610 - Restorative Justice

This course focuses on the various contemporary theories, concepts, and practices of restorative and rehabilitative justice. Community restoration, victim reparation, offender reconciliation, and the concept of therapeutic jurisprudence that has fueled the designer court surge (e.g., drug court, mental health court, and veteran's court) are all treated in the course delivery to offer the various options available for alternative resolution strategies to the issue of crime commission and sanction. (4 credits)

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.

Major

Healthcare Administration, A.S.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- College Algebra (4 credits)
- Intro to Quantitative Reasoning (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

Choose one of the following:

- Organizational Behavior & Management
- Evolution of American Democracy
- Overcoming Prejudice & Discrimination
- US Politics
- Web U: Using the Internet to Understand Your World

Requirements

LAS 3 Requirement

(Fine Arts)

- Beginning Creative Writing

LAS 4 Requirement

(Social Sciences)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

Major Requirement

HCA 1010 - 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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

Elective

Choose from available electives

- ELECTIVE (4 credits)
- ELECTIVE (4 credits)
- See List of Electives

Healthcare Administration, B.S.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)

- History of Political Thought (4 credits)

LAS 2 Requirement

(Communities in America)

Choose one of the following

- Organizational Behavior & Management (4 credits)
- Evolution of American Democracy (4 credits)
- Overcoming Prejudice & Discrimination (4 credits)
- US Politics (4 credits)
- Web U: Using the Internet to Understand Your World (4 credits)

LAS 3 Requirement

(Fine Arts)

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. (4 credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)



LAS 7 & Major Requirement

(Global Perspectives)

HCA 1040 - 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. (4 credits)

Major Requirement

HCA 1010 - 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. (4 credits)

HCA 1030 - Introduction to Public and Community Health

This course introduces students to Public Health by emphasizing how it is useful in resolving community health issues. Students trace rudiments of the field that include sanitation, water quality, and infectious disease control as well as broader concepts encompassing chronic diseases and life-style behaviors related to social, political, economic, geographic, demographic, and physiologic factors affecting health status. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

HCA 3020 - Health Informatics

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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. (4 credits)

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. (4 credits)

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. (4 credits)

Major Requirement:

Final Capstone Project

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. (4 credits)

Healthcare Administration, Health Informatics Concentration, B.S.

Program Description:

Throughout the healthcare systems in the United States and worldwide, healthcare informatics is a growing field. Openings of positions connected to healthcare informatics increase every day as healthcare organizations struggle to find qualified candidates. Health care informatics includes a range of positions involved with the collection, handling, and processing of clinical information for a variety of purposes, from billing to medical quality assurance (see Jobs For the Future: www.jff.org).

Learning Objectives:

- Apply a range of concepts and tools to support the design and implementation of health informatics systems and documentation;
- Understand the main principles and practices of healthcare data management and how information technology can help improve patient care the efficiency of healthcare delivery;
- Discuss regulatory and ethical issues in the management of health data;
- Develop the knowledge and skills to manage data and data systems;
- Comprehend the challenges and opportunities of working effectively with other people across the organization;
- Identify ways to enhance the privacy and security of healthcare data.

Careers:

A degree with emphasis on health informatics will help graduates gain a competitive advantage in the field. Health informatics professionals are in demand, as healthcare organizations continue working to create electronic health records (EHRs) to satisfy federal regulations, improve patient care and cut medical costs. Professionals who are already in the healthcare industry often expand their horizons when they seek training in health informatics, and thus transition from their earlier occupations as nurses, technicians, pharmacists, and many others to new career advancement opportunities in an industry that is rapidly embracing digital technology.

Jobs in the health informatics field include clinical information analyst, assistant informatics nurse, clinical quality analyst, Chief Information Officer for a healthcare organization, specialists on medical records, and many others. The median salary for health informatics experts from zero to five years of experience was \$60,000 in January 2016.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 Requirement

(Communities in America)

Choose one of the following:

- Organizational Behavior & Management
- Evolution of American Democracy
- Overcoming Prejudice & Discrimination
- US Politics
- Web U: Using the Internet to Understand Your World

LAS 3 Requirement

(Fine Arts)

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. (4 credits)

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investigative skills and logical reasoning required by decision-makers in addressing domestic and international macroeconomic issues. (4 credits)

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LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 & Major Requirement

(Global Perspectives)

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Major Requirement

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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. (4 credits)

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. (4 credits)

Major Requirement: Final Capstone Project

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. (4 credits)

Concentration Requirements

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. Additionally, hands-on components of this course will focus on current software used in a variety of business environments. (4 credits)

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. (4 credits)

HCA 3050 - Clinical Data and Electronic Health Records

The goal of this course is for students to develop a comprehensive understanding of electronic health record systems, their use in various clinical settings, and their potential for improving efficiency and enhancing the quality of care. Students will learn about the components of an

electronic health record (EHR) system, data standards and information representation, emerging and specialized terminological systems, and technical issues in data integration and interoperability as well as common barriers to adoption. (4 credits)

HCA 4060 - Privacy and Security in Health Informatics

The course is an examination of health information security and privacy issues in the current healthcare system, with special emphasis on Electronic Health Records. Students will evaluate methods to achieve privacy and security; discuss the role of security policies and procedures; and look into technical and non-technical solutions for achieving privacy and security. (4 credits)

Minor

Healthcare Administration Minor

- Description and Learning Outcomes

Requirements

(20 credits)

Students must take:

HCA 1030 - Introduction to Public and Community Health

This course introduces students to Public Health by emphasizing how it is useful in resolving community health issues. Students trace rudiments of the field that include sanitation, water quality, and infectious disease control as well as broader concepts encompassing chronic diseases and life-style behaviors related to social, political, economic, geographic, demographic, and physiologic factors affecting health status. (4 credits)

- 4 (*four*) additional courses in Health Care Administration, two of which must be at the 3000 or 4000 level

Healthcare Administration

HCA 1010 - 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. (4 credits)

HCA 1030 - Introduction to Public and Community Health

This course introduces students to Public Health by emphasizing how it is useful in resolving community health issues. Students trace rudiments of the field that include sanitation, water quality, and infectious disease control as well as broader concepts encompassing chronic diseases and life-style behaviors related to social, political, economic, geographic, demographic, and physiologic factors affecting health status. (4 credits)

HCA 1040 - 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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

HCA 3050 - Clinical Data and Electronic Health Records

The goal of this course is for students to develop a comprehensive understanding of electronic health record systems, their use in various clinical settings, and their potential for improving efficiency and enhancing the quality of care. Students will learn about the components of an electronic health record (EHR) system, data standards and information representation, emerging and specialized terminological systems, and technical issues in data integration and interoperability as well as common barriers to adoption. (4 credits)

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. (4 credits)

HCA 4050 - 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. (4 credits)

HCA 4060 - Privacy and Security in Health Informatics

The course is an examination of health information security and privacy issues in the current healthcare system, with special emphasis on Electronic Health Records. Students will evaluate methods to achieve privacy and security; discuss the role of security policies and procedures; and look into technical and non-technical solutions for achieving privacy and security. (4 credits)

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.

Major

Humanities, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

- LAS 1110 - One Love: Marley, Language & Learning (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- EN 1020 - Introduction to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

- PO 2420 - World Geography (4 credits)

Major Requirement

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. (4 credits)

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. (4 credits)

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. (4 credits)

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? (4 credits)

PL 1100 - Making Sense of the World: Philosophy, Literature and Democracy

With today's emphasis on scientific and technological knowledge, it is often easy to neglect or even dismiss the vital role of the humanities in helping us to interpret and understand the experiences that define the human condition by providing us with a context for ethical and moral reflection and deliberation.

With a focus on two key areas within the humanities, philosophy and literature, this course examines one of the most important struggles in the course of human development and history: the struggle to achieve a more just society and world. Bringing together works from both disciplines, readings will chart the development of our democratic ideals, demonstrating the role of philosophy and literature in shaping our most important ideas of human dignity and justice. (4 credits)

SO 2850 (CO 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 nonprofit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

HU 4950 - 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. (4 credits)

PA 3110 - Religion and Philosophy

Religion is arguably the greatest single influence on human societies. It has shaped cultures and given rise to some of the world's greatest artistic achievements. It has been the cause of some of history's most violent conflicts. In a scientific age, however, religious beliefs often stand challenged by empirical observation and the principles of reason. This course introduces students to the beliefs and practices of the major world religions. It considers how these religions have answered the fundamental questions of human existence and whether or not these explanations have value today and for the future. (4 credits)

English

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. (4 credits)

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. (4 credits)

History**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. (4 credits)

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? (4 credits)

Humanities**HU 3990 - 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. (4 credits) May be repeated for credit under different topics.

HU 4950 - 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. (4 credits)

Philosophy

PL 1100 - Making Sense of the World: Philosophy, Literature and Democracy

With today's emphasis on scientific and technological knowledge, it is often easy to neglect or even dismiss the vital role of the humanities in helping us to interpret and understand the experiences that define the human condition by providing us with a context for ethical and moral reflection and deliberation.

With a focus on two key areas within the humanities, philosophy and literature, this course examines one of the most important struggles in the course of human development and history: the struggle to achieve a more just society and world. Bringing together works from both disciplines, readings will chart the development of our democratic ideals, demonstrating the role of philosophy and literature in shaping our most important ideas of human dignity and justice. (4 credits)

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.

Major

Liberal Studies, A.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantative Reasoning
- College Algebra

LAS 1 Requirement (On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 Requirement (Communities in America)

Choose one of the following:

- Organizational Behavior & Management
- Evolution of American Democracy
- Overcoming Prejudice & Discrimination
- US Politics
- Web U: Using the Internet to Understand Your World

LAS 3 Requirement (Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science:
A global concern (4 credits)

LAS 6 Requirement (Humanities)

Choose one of the following:

- Introduction to Art & Art History
- Survey of American Literature
- Introduction to Literature
- Evolution of American Democracy

Humanities Electives

Choose two of the following:

- Beginning Creative Writing
- Introduction to Art & Art History
- Survey of American Literature
- Introduction to Literature
- World Geography
- Evolution of American Democracy

Or other Humanities electives

Social Science Elective

Choose two of the following:

- Introduction to Psychology
- Introduction to Sociology
- Criminal Justice Ethics

- Criminology
- Overcoming Prejudice & Discrimination
- US Politics
- Web U

Or other Social Science electives

Liberal Studies, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement (On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 Requirement (Communities in America)

Choose one of the following:

- Organizational Behavior & Management
- Evolution of American Democracy
- Overcoming Prejudice & Discrimination
- US Politics
- Web U: Using the Internet to Understand Your World

LAS 3 Requirement (Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement (Lab Science)

ES 1110 Environmental Science: A Global Concern



Humanities Electives

Choose four of the following:

- Beginning Creative Writing
- Introduction to Art & Art History
- Survey of American Literature
- Introduction to Literature
- World Geography
- Evolution of American Democracy

Or other Humanities electives

Social Science Electives

Choose four of the following:

- Introduction to Psychology
- Introduction to Sociology
- Introduction to Criminal Justice
- Criminology
- Overcoming Prejudice & Discrimination
- US Politics
- Web U

Or other Social Science electives

LAS 6 Requirement (Humanities)

Choose one of the following:

- Introduction to Art & Art History
- Survey of American Literature
- Introduction to Literature
- Evolution of American Democracy

Or other Humanities electives

Art: Fine and Media Art

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. (4 credits)

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.

Major

Psychology, A.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)



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. (4 Credits)

Choose 2 of these courses

(LAS3 through LAS6)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

Major Requirement

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.

Prerequisites: PS 1110 (4 credits)

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. (4 credits)

PS 2115 - 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. (4 credits)

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. (4 credits)

- PS xxxx - Psychology Elective (2000 level or higher) (4 credits)
- PS xxxx - Psychology Elective (2000 level or higher) (4 credits)

Elective

Choose from Available Electives

- See List of Electives

Psychology, Addiction and Substance Abuse Concentration, B.A.

Program Description:

The field of addiction studies is one of the fastest growing fields in America. As awareness and treatment centers have opened up a need for workers in the field has increased. According to the Bureau of Labor Statistics, by 2020 employment in the Substance abuse counseling field will increase by 23%. There is also a need to have new ways of dealing with this problem beyond the traditional models used. There is a strong need for outside the box thinking which can be obtained through academic rigor and brainstorming.

This field of addiction study comprises of the biological, psychological, and sociological understanding of use, misuse, and addiction. The first step is understanding the causes of addiction to further the ability to treat the addicted. This knowledge can be obtained through research, analysis of previous research, and class room interaction. It will also be important to understand trends in the field as well as new drugs that are being used and abused that may not have reached general society awareness. Another key is how to educate society, especially teenagers, in the attraction and danger of substances.

In this program, students will not only learn about the causes of addictions but will familiarize themselves with the legal and social process of determining addiction levels. There will be a hands on component using modern psychological testing tools that determine if someone is addicted to a substance and the DSM V level of severity for addiction.

Learning Objectives:

- Understand the biological, psychological, and social causes of substance abuse and addiction
- Apply psychological theories, research and data, and ethics to working with individuals with substance abuse
- Apply analytical skills to address current issues within field of addiction and substance abuse
- Identify historical, legal, and cultural trends that contribute to modern societies understanding of drug use, misuse, and abuse
- Identify the use and risks associated with each class of psychoactive drugs.

Careers:

The field of addiction is the only field where someone can become a licensed counselor with a bachelor degree. Each state has different requirements for the number of hour's required and different levels of education but they require less education to be a counselor. With this degree a student would be well on their way to achieve the license of a drug and alcohol with the only remaining requirement being the hours of supervision.

Due to the continued society's issues with addiction and with the federal government becoming more concerned about the cost of addiction, the Bureau of Labor Statistics, by 2020 employment in the Substance abuse counseling field will increase by 23%.

Example of jobs in the field include: recovery works, licensed alcohol and drug counselors, police officers, case managers, probation officers, to name a few.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:



- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Literature
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography
- International Business

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Concentration Requirements

PS 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. (4 credits)

PS 4501 - Understanding Trauma and Addiction

This course will look at trauma and its impact on addiction and recovery. One of the reasons given by those addicted is it is a way of dealing with some trauma event. Whether dealing with returning war veterans, those abused as children, or those with other family issues, using a substance to avoid a problem seems to be a consistent trend. This course will look at trauma and different ways to help treat the individuals who are addicted deal with these traumatic events. (4 credits)

PS 4120 - 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. (4 credits)

PS 4980 - Advanced Topics in Alcohol and Drug Use and Abuse

This seminar will address current trends in addiction habits and with assessment, treatment plans for both in patient and outpatients. Some of the issues that may be addressed include: special populations, dual diagnoses, addiction in teenagers, addictive competency's, professional burnout, transgenerational addiction, current trends in usage, to name a few. The seminar is more topic and research based for the upper level student who is interested in a career in the field of addiction. (4 credits)

Psychology, Applied Behavioral Analysis Concentration, B.A.

Program Description:

According to the Behavior Analysis Certification Board behavioral analysis is the study of behavior and learning. About Behavioral Analysis (ABA) is the approach of influencing socially important behavior and the production of changing techniques to produce behavior change. The common services include conducting behavioral assessments, writing and revising behavior-analytical treatment plans, analyzing data, training others to implement components of treatment plans, and overseeing the implementation of treatment plans.

In this program, students will not only learn about the applied behavioral analysis but the process of developing behavior plans. A mock behavioral assessment will be part of the

curriculum. These behavioral plans are used in the field mental health, recovery, school counseling, and individuals with intellectual disabilities.

The Behavioral Analysis Certification Board (<http://bacb.com/wp-content/uploads/2016/03/160101-BCBA-BCaBA-task-list-fourth-edition-english.pdf>) has developed three sections for their requirement to be an approved Behavioral analyst. All requirements will be handed out to students in the program. The three requirements are basic behavior-analytic skills, client centered responsibilities, and foundational knowledge. The first one, basic behavior analytic skills look at practicing behavior analysis. These tasks represents basic commonly used skills and procedures. The second section, client-centered responsibilities includes tasks related to working with clients and how this should apply each situation. The final one, foundation knowledge, reinforces concepts that have previously been learned. These are the core components to the national exam that students will be potential to taking.

Learning Objectives:

- Demonstrate an understanding of behaviorist theory and behavior theory and behavior modification
- Apply research methods to behaviorism
- Identify the different types of instruments and their uses in the practice of psychological assessment
- Understand Ethical issues related to test selection, interpretation, reporting, and decision making
- Apply knowledge of descriptive statistics and research methods to test construction, standardization, administration, and interpretation.

Careers:

Behavioral Analysts work in homes, hospitals, clinics, classrooms and in any other setting where the goal is reducing problem behavior and improving individual improvements. Behavior analysts usually work as part of a team of professionals and provide expertise in the analysis of behavior problems to determine why they occur so that effective treatments can be developed. This process starts with an extensive and detailed baseline and functional assessment which looks at possible factors in the environment that may contribute to the occurrence of the behavior. Behavior analysts will then develop intervention plans based on these findings and



train others to implement the treatment. Finally, the behavior analyst will evaluate the treatment to determine if it has been successful.

Behavior analysts often work as consultants to agencies such as child welfare organizations and residential treatment programs where their goal is to optimize the potential of the children or adults who receive their services. This may involve carefully analyzing the living environment to determine skills that the person can acquire to increase their independence and improve their access to the community. Then, the behavior analyst will develop a task analysis and effective training program to assist the person in acquiring the skill.

Job opportunities for Board Certified Behavior Analysts™ are abundant at this time. Demand is great with about four openings for each job applicant and currently salaries are comparable to other professionals in the human services. Recently reported ranges for new Master's graduates are from \$40-60,000. Work environments include schools, clinics, rehabilitation or residential facilities or workshops, client homes, and treatment agencies.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)



CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography
- International Business

Major Requirements

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Concentration Requirements

PS 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. (4 credits)

PS 3240 - Applied Behavioral Analysis

This course will introduce students to the basic principles of behaviorism. Topics examined will include, but are not limited to, classical and operant conditioning, reinforcement and punishment, reinforcement schedules, and habituation. (4 credits)

PS 4420 - Psychological Assessment

In this course students will learn about the various ways that psychological tests are used to access individual's cognitive, emotional, and mental state. Current techniques and methods in test selection, test administration, and psychological report writing will be introduced. Assessment instruments to be examined will include constructs such as intelligence, personality, clinical screening, psychodiagnosis, and achievement. (4 credits)

PS 4430 - Applied Behavioral Analysis with Development, Disabilities, and Psychopathology

The course introduces students to the foundations for child development, disability, developmental psychopathology, and diversity within individual development from an ecological-behavioral and competence enhancement perspective. Emphasis is on implications for research-based intervention and practice in schools. The purpose of this class is to review patterns of typical child behavior and development as well as behaviors in children that are generally regarded as atypical (interfering with quality of life or life functioning). The course also reviews special education law and how it relates to classification and service delivery in schools. (4 credits)

Psychology, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(*Lab Science*)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(*Humanities*)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(*Global Diversity*)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Psychology, Clinical Psychology Concentration, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(*Lab Science*)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(*Humanities*)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(*Global Diversity*)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Major Requirement: Concentration in Clinical Psychology

PS 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. (4 credits)

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.

Prerequisites: PS 1110 (4 credits)

PS 4120 - 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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

Elective

Choose from available electives

- See list of electives

Psychology, Criminal Justice Concentration, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)



- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Major Requirement: Concentration in Criminal Justice

Choose five from the following:

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. (4 credits)

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.

Prerequisites: PS 1110 (4 credits)

SO 3150 - 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. (4 credits)

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. *Prerequisites: Any 2000-level CJ or PS course.* (4 credits)

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.* (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

Elective

Choose from available electives

- See list of electives

Psychology, Developmental Psychology Concentration, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Major Requirement: Concentration in Developmental Psychology

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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.

Prerequisites: PS 1110 (4 credits)

PS 3260 - Cognitive Psychology

An introduction to experimental study of higher mental procedures including pattern recognition, perception and comprehension of language, memory and problem solving. (4 credits)

Elective

choose from available electives

- See list of electives

Psychology, Experimental Psychology Concentration, B.A.

Program Description:

Experimental psychology involves using scientific methods to study human behavior, with emphasis on of basic psychological processes such as learning, memory, and cognition. The Concentration in Experimental Psychology is designed for students who want to start exploring potential interest in pursuing experimental psychology as their professional career. The profession of experimental psychologist normally requires significant advanced study, including a Master's degree and preferably a Doctorate. This concentration intends to expose students to the basics of experimental psychology and provide them with a variety of ways that this type of work can develop their careers.

Learning Objectives:

Students who complete the Concentration in Experimental Psychology should be able to:

- Understand how the scientific method is used to study human behavior
- Discuss ethical issues derived from the use of human subjects in experiments under controlled environments
- Analyze major influences on individuals behavior, thought process, and emotions
- Analyze higher mental procedures including pattern recognition, perception and comprehension of language, memory and problem-solving

Careers:

Experimental psychologists are often called research psychologists, since the major focus of their work is the use of the scientific method in analyzing human behavior. Experimental psychologists often work in private research centers and universities (where they are employed as professors), as well as nonprofit, business and government organizations. Their work is primarily focused on statistics, research and experimentation.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language and Learning
- History of Political Thought



LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement



(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Literature
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography
- International Business

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Concentration Requirements:

PS 3250 - General Experimental Psychology

Provides the student with experiences in applying the scientific method to basic problems in psychology, with special focus on the design and implementation of experiments and the development of fundamental concepts regarding the study of human behavior in controlled situations. Ethical issues are discussed at length. (4 credits)

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 and violence prevention. Guest speakers will discuss their own experiences with victimizations and or with attempts to reduce violence with their agency. (4 credits)

PS 3260 - Cognitive Psychology

An introduction to experimental study of higher mental procedures including pattern recognition, perception and comprehension of language, memory and problem solving. (4 credits)

PS 4440 - Advanced Social Psychology

This course will expand in a deeper level what was discussed in social psychology. It will continue the examination of the way the individual behavior is affected by that of others. Some of the areas covered include aggression, conformity, attitude formation, methods of persuasion, altruism, environmental effects on behavior, prejudice and discrimination and interpersonal attraction. (4 credits)

Psychology, Forensic Psychology Concentration, B.A.

Program Description:

This program is oriented towards students who are working professionals interested in improving their knowledge and skills in forensic psychology, and to those who are interested in exploring professional opportunities in connected to this area. To work as a professional forensic psychologist, an individual must ensure he or she has training in both psychology and criminal justice. This concentration prepares students in the understanding and application of both psychological and criminal justice aspects needed for a forensic psychologist. Students in this concentration will obtain credentials that will help them in advance study as well as professionals. In addition to three required courses, students can choose an upper-level elective in criminal justice or psychology and thus expand their knowledge and skills in these areas.

Learning Objectives:

Upon completion of this program, students should have developed knowledge and skills to:

- Identify the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior;

- Understand and address the impact of crime on victims of the crime, as well as practical responses to victimization;
- Follow the processes and techniques of criminal investigations, and analyze the evidence collected

Careers:

Given the high incidence of crime in a diversity of geographical areas in the United States, and especially in densely populated areas, careers in forensic psychology are in demand. While some of the positions work with the criminal themselves, identifying what types of individuals commit crimes, what motivates them to do so, and how to prevent people from committing crimes, they can also participate in the rehabilitation of criminals, and determine the conditions under which people are more likely to commit crimes. Forensic psychologists can work in courtrooms, police stations, law firms, and juvenile detention centers as well as prisons.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)



CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography
- International Business

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Concentration Requirements

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. *Prerequisites:* Any 2000-level CJ or PS course. (4 credits)

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, and blood spatter analysis, lifting and storing fingerprints, crime scene reconstruction, and the investigative processes applicable to specific crimes. (4 credits)

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. (4 credits)

- Choose one CJ or PS 4000 Elective

Psychology, Human Services Concentration, B.A.

Program Description:

The Human Services Concentration in the BA in Psychology program is for students who are looking to advance their careers or develop a new career in professions connected to caregiving, human services, or social work. This Concentration offers an applied psychological and interdisciplinary understanding of personal and social problems that can be address in the human services field. Students gain skills and knowledge to facilitate employment in a wide variety of helping professions, and serves as a foundation for admission to applied graduate study in the mental health, community service, social work, and related fields.

Learning Objectives:

Students who graduate with a Bachelor of Arts in Psychology with a Human Services Concentration should be able to:

- Provide leadership in the delivery of human services in a variety of settings;
- Develop skills in case management, evaluating crisis situations and individual and family assessment;
- Acquire interpersonal communications skills to increase effectiveness in client relationships;
- Analyze social, political and economic forces affecting welfare and human services systems;
- Communicate well (in oral and written form) with colleagues and clients,
- Make ethical judgments and decisions as human service professionals, and
- Develop advanced skills in lifespan family services as well as nonprofit management.

Careers:

Students with a background in psychology and human services have a wide array of opportunities for professional entry-level positions, to advance their existing careers, and also to get ready for advanced (graduate) study. For example, with an aging population, careers in social services fields are expected to grow faster than average in the coming years—professions such as gerontological counselor, for example, which help serve the greater number of elderly people. The need for substance abuse counselors is growing as we learn more about addictions and the need for treatment. Other examples include:

- Rehabilitation Counselor
- School Counselor
- Social Work and Human Services Assistant
- Child, Family and School Social Workers
- Gerontological Counselor or Aide
- Career Counseling and Career Life Coach
- Human Services Worker
- Case Management Aide
- Community Support Worker
- Mental Health Aide
- Community Outreach Worker
- Rehabilitation Counselors
- Mental Health and Substance Abuse Social Workers
- Mental Health Counselors

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit

- Intro to Literature

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography
- International Business

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Concentration Requirements

PS 4340 - Client Assessment and Planning

Develops helping skills used in human services settings. Case management, evaluating crisis situations, and approaches to individual and family assessment. The course also discusses issues, functions, and responsibilities involved in planning, implementing, and evaluating family and human services programs. (4 credits)

PS 3230 - Delivery of Human Services

This course explores the knowledge, ethics and skills needed to effectively work as human service professional in a multidisciplinary setting. Topics for inquiry include assessment, interventions, theories of causality, cultural competency, organizational structure, leadership style and social policy. *Prerequisites:* PS 1110 (4 credits)

SO 3850 - Social Welfare Policy

Analysis of social, political, and economic forces affecting welfare and social service systems,

with overview of current programs, policy issues, public opinions, occupational aspects and societal impacts. (4 credits)

PS 4120 - 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. (4 credits)

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. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

Psychology, Marriage Therapy and Family Counseling Concentration, B.A.

Program Description:

According to the American Association of Marriage and Family Therapists a family patterns of behavior may influence the individual and therefore may need to be a part of a treatment plan. Even though just one individual may be treated, the goal is for it to be applied for the family members who are involved. Marriage and family therapy is supposed to be brief, solution focused, specific, and designed with the end in mind. The therapist treat a wide range of serious clinical problems including: depression, marital problems, anxiety, individual psychological problems, and child-parent problems.

Research indicates that marriage and family therapy is as effective, and in some cases more effective than standard and/or individual treatments for many mental health problems such as: adult schizophrenia, affective (mood) disorders, adult alcoholism and drug abuse, children's conduct disorders, adolescent drug abuse, anorexia in young adult women, childhood autism, chronic physical illness in adults and children, and marital distress and conflict.

In this program, students learn basic counseling theories and methods as well as specific marriage and family counseling theories. This program will follow the model recommended by the American Association of Marriage and Family Therapists that can be found at https://www.aamft.org/imis15/AAMFT/Content/About_AAMFT/Qualifications.aspx?hkey=2d5f6fac-24c6-40fd-b74f-5f3eaf214e55. Some of the major topics will include, counseling, family dynamics, birth order, addiction, genograms, changing family structures, same sex marriage and family structure, and other recent trends in marriage and families.

Learning Objectives:

- Understand the biological, psychological, social and cultural influences on marriage and families
- Apply psychological theories, research and data, and ethics to working with individuals and families
- Apply analytical skills to address current issues, both controversial and non-controversial within field of marriage and families
- Identify historical, social, and cultural trends that contribute to modern societies understanding of marriage and families

Careers:

In order to becoming a marriage and family counselor one needs a master's degree; this program can offer a good foundation for graduate school and eventual licensing. There are also other vocations that this career will help out with as well. Today more than 50,000 marriage and family therapists treat individuals, couples, and families nationwide. Membership in the American Association for Marriage and Family Therapy (AAMFT) has grown from 237 members in 1960 to more than 25,500 in 2015. This growth is a result, in part, of renewed public awareness of the value of family life and concern about the increased stresses on families in a rapidly changing world. With a degree with marriage and family counselor, one can be employed as a teacher, consultant, case worker, case manager, juvenile detention officer, and direct care worker in youth detention centers.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra

LAS 1 Requirement



(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

ES1110 Environmental Science: A Global Concern

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography
- International Business

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Concentration Requirements

PS 3270 - Marriage and Family

This course is designed to introduce students to trends in marriage and family relationship. The position of family and its roles of its members in the past are explored as well as trends and forecasts to the future. (4 credits)

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 economics status will also be explored at length. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

PS 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. (4 credits)

Minor

Psychology Minor

- Description and Learning Outcomes

Requirements

(20 Credits)



Students must take: PS 1110 - Introduction to Psychology and 4 (*four*) additional courses in Psychology, two of which must be at the 3000 or 4000 level.

Psychology

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. (4 Credits)

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. (4 credits)

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. (4 credits)

PS 2115 - 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. (4 credits)

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. (4 credits)

PS 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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

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. (4 credits)

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 economics status will also be explored at length. (4 credits)

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. *Prerequisites: Any 2000-level CJ or PS course.* (4 credits)

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. *Prerequisites: PS 1110* (4 credits)

PS 3230 - Delivery of Human Services

This course explores the knowledge, ethics and skills needed to effectively work as human service professional in a multidisciplinary setting. Topics for inquiry include assessment, interventions, theories of causality, cultural competency, organizational structure, leadership style and social policy. *Prerequisites:* PS 1110 (4 credits)

PS 3240 - Applied Behavioral Analysis

This course will introduce students to the basic principles of behaviorism. Topics examined will include, but are not limited to, classical and operant conditioning, reinforcement and punishment, reinforcement schedules, and habituation. (4 credits)

PS 3250 - General Experimental Psychology

Provides the student with experiences in applying the scientific method to basic problems in psychology, with special focus on the design and implementation of experiments and the development of fundamental concepts regarding the study of human behavior in controlled situations. Ethical issues are discussed at length. (4 credits)

PS 3260 - Cognitive Psychology

An introduction to experimental study of higher mental procedures including pattern recognition, perception and comprehension of language, memory and problem solving. (4 credits)

PS 3270 - Marriage and Family

This course is designed to introduce students to trends in marriage and family relationship. The



position of family and its roles of its members in the past are explored as well as trends and forecasts to the future. (4 credits)

PS 4000 - Issues in Professional Practice: Psychology

This capstone course prepares students for the challenge 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 field, and exploration of future trends and opportunities within the discipline are included.

Prerequisites: 90+ credits (4 credits)

PS 4010 - Psychology of Leadership

This course will explore what makes a good and effective leader. Also, how does one become a leader? Review of good and bad historical and current leaders will be discussed in not only what made them effective or ineffective, but what made situation caused them to be leaders. For example, what and how did Martin Luther King become the leader of the civil rights movement? What were the traits that made him rise the occasion where others failed. The impact of what is going on in society and how that contributes will also be explored. (4 credits)

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 and violence prevention. Guest speakers will discuss their own experiences with victimizations and or with attempts to reduce violence with their agency. (4 credits)

PS 4120 - 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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

PS 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. (4 credits)

PS 4340 - Client Assessment and Planning

Develops helping skills used in human services settings. Case management, evaluating crisis situations, and approaches to individual and family assessment. The course also discusses issues, functions, and responsibilities involved in planning, implementing, and evaluating family and human services programs. (4 credits)

PS 4420 - Psychological Assessment

In this course students will learn about the various ways that psychological tests are used to

access individual's cognitive, emotional, and mental state. Current techniques and methods in test selection, test administration, and psychological report writing will be introduced. Assessment instruments to be examined will include constructs such as intelligence, personality, clinical screening, psychodiagnosis, and achievement. (4 credits)

PS 4430 - Applied Behavioral Analysis with Development, Disabilities, and Psychopathology

The course introduces students to the foundations for child development, disability, developmental psychopathology, and diversity within individual development from an ecological-behavioral and competence enhancement perspective. Emphasis is on implications for research-based intervention and practice in schools. The purpose of this class is to review patterns of typical child behavior and development as well as behaviors in children that are generally regarded as atypical (interfering with quality of life or life functioning). The course also reviews special education law and how it relates to classification and service delivery in schools. (4 credits)

PS 4440 - Advanced Social Psychology

This course will expand in a deeper level what was discussed in social psychology. It will continue the examination of the way the individual behavior is affected by that of others. Some of the areas covered include aggression, conformity, attitude formation, methods of persuasion, altruism, environmental effects on behavior, prejudice and discrimination and interpersonal attraction. (4 credits)

PS 4501 - Understanding Trauma and Addiction

This course will look at trauma and its impact on addiction and recovery. One of the reasons given by those addicted is it is a way of dealing with some trauma event. Whether dealing with returning war veterans, those abused as children, or those with other family issues, using a substance to avoid a problem seems to be a consistent trend. This course will look at trauma and

different ways to help treat the individuals who are addicted deal with these traumatic events. (4 credits)

PS 4980 - Advanced Topics in Alcohol and Drug Use and Abuse

This seminar will address current trends in addiction habits and with assessment, treatment plans for both in patient and outpatients. Some of the issues that may be addressed include: special populations, dual diagnoses, addiction in teenagers, addictive competency's, professional burnout, transgenerational addiction, current trends in usage, to name a few. The seminar is more topic and research based for the upper level student who is interested in a career in the field of addiction. (4 credits)

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.

Major

Social Sciences, B.S.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the LAS1 courses

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

PS 2115 - 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. (4 credits)

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. (4 credits)

SO 4950 - 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. *Prerequisites:* 90+ credits. (4 credits)

- XXXX - Elective in SO, PS, CJ (4 credits)
- XXXX - Elective in SO, PS, CJ (4 credits)
- XXXX - Elective in SO, PS, CJ (4 credits)

Choose one of the following: (1000 level)

- Introduction to Business (4 credits)
- Introduction to Criminal Justice (4 credits)
- Introduction to Healthcare in the U.S. (4 credits)
- U.S. Politics (4 credits)

Choose one of the Following: (2000 level)

- Organizational Behavior & Management (4 credits)
- Economics of Healthcare (4 credits)

- Social Psychology (4 credits)

Choose one from the following: (3000 level)

- International Business (4 credits)
- Contemporary Law Enforcement (4 credits)
- Legal and Ethical Environment of Business (4 credits)
- Global Issues (4 credits)
- Social Media (4 credits)

Choose one from the following: (4000 level)

- Issues in Professional Practice (4 credits)
- Research Methods (4 credits)

Elective

choose from available electives

- See list of electives

Total credits: 120

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.

Major

Sociology, A.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

Choose 2 of these courses

(LAS3 through LAS6)



LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

Major Requirement

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. (4 credits)

PS 2115 - 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. (4 credits)

SO 3020 - 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. (4 credits)

SO 3060 - 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. (4 credits)

SO 3150 - 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. (4 credits)

- PS xxxx - SO, PS, or CJ Elective (2000 level or higher) (4 credits)

Elective

Choose from Available Electives

- See List of Electives

Sociology, B.A.

- Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES 1110 - Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

Choose one of the following

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

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. (4 credits)

- XXXX - Elective in SO, PS, CJ (4 credits)

PS 2115 - 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. (4 credits)

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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

SO 3020 - 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. (4 credits)

SO 3060 - 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. (4 credits)

SO 3150 - 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. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

Elective

Choose from available electives

- See list of electives

Sociology, Community Corrections Concentration, B.A.

Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History (4 credits)
- Survey of American Lit (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- World Geography (4 credits)
- International Business (4 credits)

Major Requirement

PS 2115 - 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. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

SO 3060 - 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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

SO 3020 - 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. (4 credits)

SO 3150 - 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. (4 credits)

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. (4 credits)

Concentration Requirements

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. (4 credits)

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. (4 credits)

CJ 3320 - Law Enforcement Supervision, Management, and Leadership

This course focuses on the various contemporary theories, concepts, and practices of supervision, management, and leadership in the field of law enforcement. Concepts reviewed provide the various competencies required in the effective operation of law enforcement organizations. These include classical and contemporary supervision and management models, leadership, communication skills, team building, problem solving, discipline, counseling, motivation, succession planning, productivity, conflict, and job stress. A full review, analysis, and synthesis of successful law enforcement management practices are included to develop the aspiring or newly appointed police manager. (4 credits)

CJ 3330 - Legal and Policy Issues in Corrections Administration

This course provides an in-depth examination of the contemporary legal and policy issues impacting corrections administrators. Topics include a review of the relevant amendments such as the First, Fourth, Fifth, Eighth and Fourteenth Amendments as they relate to corrections management and administrative functions for institutional and community-based corrections. Inmate and probationer / parolee rights as well as a comprehensive review of case law directly related to institutional and organizational operations are also reviewed in context with the institutional policy implications and operational applications. *Prerequisites: CJ1110* (4 credits)

CJ 4340 - Community-Based Corrections

This course focuses on the concepts of community-based corrections which include both probation and parole. The comprehensive approach examines myriad alternative methodologies of community-based offender supervision and management that are matched to offender risk level for successful and productive reentry into society. (4 credits)

CJ 4610 - Restorative Justice

This course focuses on the various contemporary theories, concepts, and practices of restorative and rehabilitative justice. Community restoration, victim reparation, offender reconciliation, and the concept of therapeutic jurisprudence that has fueled the designer court surge (e.g., drug court, mental health court, and veteran's court) are all treated in the course delivery to offer the various

options available for alternative resolution strategies to the issue of crime commission and sanction. (4 credits)

Sociology, Cybersecurity and Information Assurance Concentration, B.A.

Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- **Intro to Quantitative Reasoning (4 credits)**
- **College Algebra (4 credits)**

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- **One Love: Marley, Language & Learning (4 credits)**
- **History of Political Thought (4 credits)**

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- **ES1110 Environmental Science: A Global Concern (4 credits)**

LAS 6 Requirement

(Humanities)

Choose one of the following:

- **Intro to Art & Art History (4 credits)**
- **Survey of American Lit (4 credits)**
- **Intro to Literature (4 credits)**

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- **World Geography (4 credits)**
- **International Business (4 credits)**

Major Requirement

PS 2115 - 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. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

SO 3060 - 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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

SO 3020 - 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. (4 credits)

SO 3150 - 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. (4 credits)

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. (4 credits)

Concentration Requirements

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. (4 credits)

CJ 2100 - Introduction to Cybersecurity and Information Assurance

This course provides a foundational and general perspective to the growing threats of cyber-based attacks and unauthorized / criminal access to digital information and the various methods to secure internet based and proprietary computer systems. (4 credits)

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. (4 credits)

CJ 3020 - Legal Issues in Cybercrime Investigations

This course examines the legal issues of computer and internet crime investigation concepts,

processes, and techniques. The course reviews criminal and civil law, constitutional issues, government legislation, and case law related to computer and internet incursions. (4 credits)

CJ 4210 - Information System Digital Forensics Investigations

This course focuses on the theories, concepts, and practices of digital investigations. Emphasis is placed in information system analysis, investigation, evidence identification, recovery, and processing, as well as presentation for legal review and prosecution. (4 credits)

CJ 4240 - Information System Security Policies and Procedures

This course focuses on the various contemporary information system security policies and procedures for ensuring digital information privacy and restricted access in organizations and government entities. (4 credits)

Sociology, Homeland Security Concentration, B.A.

Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- **Intro to Quantitative Reasoning (4 credits)**
- **College Algebra (4 credits)**

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- **One Love: Marley, Language & Learning (4 credits)**
- **History of Political Thought (4 credits)**

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- **ES1110 Environmental Science: A Global Concern (4 credits)**

LAS 6 Requirement

(Humanities)

Choose one of the following:

- **Intro to Art & Art History (4 credits)**
- **Survey of American Lit (4 credits)**

- **Intro to Literature (4 credits)**

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- **World Geography (4 credits)**
- **International Business (4 credits)**

Major Requirement

PS 2115 - 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. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

SO 3060 - 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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

SO 3020 - 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. (4 credits)

SO 3150 - 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. (4 credits)

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. (4 credits)

Concentration Requirements**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. (4 credits)

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. (4 credits)

CJ 3030 - Concepts, Theories, and Practices in Homeland Security

This course examines the threats presented by international and domestic groups and individuals that target and attack national security interests. Threat categories are identified in an operational sense as strategic and tactical. Strategic and tactical targets include local, state, and federal entities as well as public and private sector safety, border security, transportation security, infrastructure, and commerce. *Prerequisites: CJ1110 (4 credits)*

CJ 3340 - Emergency Management

This course examines the role of emergency managers and support agencies for the various risks, threats, and hazards, both natural and manmade that they are responsible to manage. This course takes an interdisciplinary approach to addressing the myriad disasters from first response through final recovery. (4 credits)

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 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. (4 credits)*

CJ 4320 - All Hazards Response, Mitigation, and Recovery

This course focuses on developing planning and a basic framework to respond to and address manmade (e.g., terrorist and criminal acts), technological, failing infrastructure, and natural disasters. Responses are designed through a series of tasks including intelligence gathering, risk assessment and management, resource identification and allocation, interagency cooperation, communication, and coordination, and first response through final recovery. (4 credits)

Sociology, Human Services Concentration, B.A.

Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- **Intro to Quantitative Reasoning (4 credits)**
- **College Algebra (4 credits)**



LAS 1 Requirement

(On Being Human)

Choose one of the following:

- **One Love: Marley, Language & Learning (4 credits)**
- **History of Political Thought (4 credits)**

LAS 2 Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- **ES1110 Environmental Science: A Global Concern (4 credits)**

LAS 6 Requirement

(Humanities)

Choose one of the following:

- **Intro to Art & Art History (4 credits)**
- **Survey of American Lit (4 credits)**
- **Intro to Literature (4 credits)**

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- **World Geography (4 credits)**
- **International Business (4 credits)**

Major Requirement

PS 2115 - 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. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

SO 3060 - 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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

SO 3020 - 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. (4 credits)

SO 3150 - 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. (4 credits)

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. (4 credits)

Concentration Requirements

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. *Prerequisites:* PS 1110 (4 credits)

PS 3230 - Delivery of Human Services

This course explores the knowledge, ethics and skills needed to effectively work as human service professional in a multidisciplinary setting. Topics for inquiry include assessment,



interventions, theories of causality, cultural competency, organizational structure, leadership style and social policy. *Prerequisites:* PS 1110 (4 credits)

PS 4120 - 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. (4 credits)

Sociology, Law Enforcement Concentration, B.A.

Description and Learning Outcomes

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- **Intro to Quantitative Reasoning (4 credits)**
- **College Algebra (4 credits)**

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- **One Love: Marley, Language & Learning (4 credits)**
- **History of Political Thought (4 credits)**

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement



(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- **ES1110 Environmental Science: A Global Concern (4 credits)**

LAS 6 Requirement

(Humanities)

Choose one of the following:

- **Intro to Art & Art History (4 credits)**
- **Survey of American Lit (4 credits)**
- **Intro to Literature (4 credits)**

LAS 7 Requirement

(Global Diversity)

Choose one of the following:

- **World Geography (4 credits)**
- **International Business (4 credits)**

Major Requirement

PS 2115 - 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. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

SO 3060 - 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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

SO 3020 - 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. (4 credits)

SO 3150 - 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. (4 credits)

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. (4 credits)

Concentration Requirements

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. (4 credits)

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. (4 credits)

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, and blood spatter analysis, lifting

and storing fingerprints, crime scene reconstruction, and the investigative processes applicable to specific crimes. (4 credits)

CJ 4330 - Crime Mapping and Analysis

This course examines the role of crime mapping and analysis in addressing existing and emerging crime patterns and trends. While crime analysis has been in existence since the early 20th Century, the most effective innovations have been realized in the past 20 years. The advent of computer technology and geographic information systems (GIS) has led to enhanced real time identification and solution. Through intelligence gathering and analysis, strategic, tactical, and operational responses can be developed that target and resolve these types of crime trends that are plaguing jurisdictions throughout the country. (4 credits)

CJ 3810 - Community Policing and Public Relations

This course focuses on the concepts of community policing and problem oriented policing as they influence public relations within communities. Historically, law enforcement has been a local or regionalized entity wherein real and perceived policing problems were most often resolved at the local community level. Real time mass media and social change movements have greatly altered the landscape to include local as well as national activism without regard for location or population size. The course examines the methods used in community and problem oriented policing to develop social and procedural justice solutions to these vexing community relations issues. *Prerequisites: CJ1110* (4 credits)

CJ 3320 - Law Enforcement Supervision, Management, and Leadership

This course focuses on the various contemporary theories, concepts, and practices of supervision, management, and leadership in the field of law enforcement. Concepts reviewed provide the various competencies required in the effective operation of law enforcement organizations. These include classical and contemporary supervision and management models, leadership, communication skills, team building, problem solving, discipline, counseling, motivation, succession planning, productivity, conflict, and job stress. A full review, analysis, and synthesis of successful law enforcement management practices are included to develop the aspiring or newly appointed police manager. (4 credits)

Sociology

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. (4 credits)

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. (4 credits)

SO 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. (4 credits)

SO 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. (4 credits)

SO 2850 (CO 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 nonprofit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

SO 3020 - 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. (4 credits)

SO 3060 - 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. (4 credits)

SO 3150 - 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. (4 credits)

SO 3850 - Social Welfare Policy

Analysis of social, political, and economic forces affecting welfare and social service systems, with overview of current programs, policy issues, public opinions, occupational aspects and societal impacts. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

SO 4220 (PS 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. (4 credits)

SO 4950 - 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. *Prerequisites:* 90+ credits. (4 credits)

Human Services

The Human Services program prepares students for a variety of careers in Advocacy, Mental Health, Social Services, Health and Human Services, Criminal Justice and Community Support, with an emphasis on helping other, and making a significant impact on individuals, families and neighborhoods. Human service professionals work for nonprofit and for-profit social service agencies and state and local governments - in positions that involve planning, supervision and research. They also assist those who need a helping hand to meet basic needs or enjoy a higher quality of life, including the developmentally disabled, the elderly, immigrants and refugees, substance abusers and crime victims and offenders. Experts in this field weave together a vast array of community resources, specialized assistance and natural supports to help those in need navigate life's challenges.

Learning Outcomes

Students who complete the Human Services program at NEC should be able to:

- Explore the forces that promote unity; theories and concepts related to prejudice and discrimination; and strategies to reduce conflict and promote respect and understanding among diverse populations
- Understand how to apply statistics to answer questions in social science, and learn how to analyze the results
- Examine the research strategies used by psychologists and social scientists
- Identify the effects of substance abuse, various types of addiction, the medical and mental health conditions that may coexist with addiction and substance abuse treatment processes and interventions
- Develop skills in case management, evaluating crisis situations and individual and family assessment
- Acquire interpersonal communications skills to increase effectiveness in client relationships
- Analyze social, political and economic forces affecting welfare and social service systems

Major

Human Services, A.S.

Requirements:

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Intro to Quantitative Reasoning
- College Algebra



LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History (4 credits)
- Survey to American Literature (4 credits)
- Intro to Literature (4 credits)

Major Requirements

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. (4 credits)

PS 4120 - 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. (4 credits)

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. (4 credits)

PS 3230 - Delivery of Human Services

This course explores the knowledge, ethics and skills needed to effectively work as human service professional in a multidisciplinary setting. Topics for inquiry include assessment, interventions, theories of causality, cultural competency, organizational structure, leadership style and social policy. *Prerequisites:* PS 1110 (4 credits)

PS 4340 - Client Assessment and Planning

Develops helping skills used in human services settings. Case management, evaluating crisis situations, and approaches to individual and family assessment. The course also discusses issues, functions, and responsibilities involved in planning, implementing, and evaluating family and human services programs. (4 credits)

PS 2115 - 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. (4 credits)

Major Requirement

SO, PS, or CJ Elective (2000 level or higher)

Elective

Choose from the list of available electives.

Human Services, B.S.

Requirements:

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:



- Intro Quantitative Reasoning (4 credits)
- College Algebra (4 credits)

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning (4 credits)
- History of Political Thought (4 credits)

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History (4 credits)
- Survey of American Literature (4 credits)
- Intro to Literature (4 credits)

LAS 7 Requirements

(Global Diversity)

Choose one of the following:

- World Geography (4 credits)
- International Business (4 credits)

Major Requirements:

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. (4 credits)

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. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

PS 3230 - Delivery of Human Services

This course explores the knowledge, ethics and skills needed to effectively work as human service professional in a multidisciplinary setting. Topics for inquiry include assessment, interventions, theories of causality, cultural competency, organizational structure, leadership style and social policy. *Prerequisites:* PS 1110 (4 credits)

PS 4120 - 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. (4 credits)

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. *Prerequisites:* PS 1110 and PS 2115. (4 credits)

PS 4340 - Client Assessment and Planning

Develops helping skills used in human services settings. Case management, evaluating crisis situations, and approaches to individual and family assessment. The course also discusses issues, functions, and responsibilities involved in planning, implementing, and evaluating family and human services programs. (4 credits)

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. (4 credits)

SO 3850 - Social Welfare Policy

Analysis of social, political, and economic forces affecting welfare and social service systems, with overview of current programs, policy issues, public opinions, occupational aspects and societal impacts. (4 credits)

SO 4000 - Issues in Professional Practice: Social Sciences

This 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. (4 credits)

PS 2115 - 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. (4 credits)

Major Requirement

Elective in Sociology, Psychology, or Criminal Justice

Communication

Program Description:

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 choose their own set of elective courses for a general Communication major. 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.

Learning Objectives:

Students who complete the Communication program should be able to:

- Implement effective writing skills for multimedia settings;
- Demonstrate strong interpersonal relationships and negotiation skills;
- Show critical thinking skills, by way of their written communication style;
- Carry out timely and relevant research on a wide array of topics, to inform writing and editing for printed and digital media;
- Undertake successfully any projects that require digital media literacy.

Careers:

The ability to write well in professional settings is an asset that company leaders often struggle to find. Increasingly, employers are finding out that good communication can be crucial for the

success of the organization and its longer term image as well as health. The range of careers is as varied as there is diversity in the types of companies and enterprises that populate the internet at a rapid pace. Students who graduate with a Communication major can choose to pursue many career paths, in all kinds of industries. Positions run the gamut from entry-level associates in social media or public relations, sales positions, or content developers, to executive positions including Vice President for Public Relation & Corporate Communication or Account Director. Students who choose one of the three optional concentrations in Journalism, Media Studies, or Public Relations & Advertising will have increased opportunities for positions that are directed related to these fields.

Major

Communication, B.A.

Program Description

Learning Objectives

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

CO 1240 - 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. (4 credits)

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, for example in non-profit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

CO 4250 BU 4250 - Organizational Communication and Negotiation

This course provides an overview of effective communication in a wide array of organizational settings. Emphasis is placed on human resource planning, working in groups and teams, conflict and behavior management, dealing with diversity, leadership, and other communication issues as well as negotiation strategies and tools. (4 credits)

CO 2310 - Communication Ethics

This course examines the ethical issues involved in communication. For example, how should the media (both traditional and emerging or still in development) cover issues of a potentially harmful nature? What can we learn from our interactions with others, and how can we use that information to improve our communication and persuasion skills? During the course, students will examine ethical theories on communication from a variety of approaches. Topics to be covered include political advertisements, blogging, advertising, journalism, free speech, public relations, and organizational communication. (4 credits)

Concentration Requirement

- CO2*** Communication Elective (2000 level or higher) (4 credits)
- CO3*** Communication Elective (3000 level or higher) (4 credits)
- CO4*** Communication Elective (4000 level or higher) (4 credits)

Elective

CO 1110 - Oral Communication

This course introduces students to the theories and principles of oral communication by focusing on effective public speaking and listening. Students learn to select and research topics, organize information, choose appropriate oral and nonverbal language, and orally present ideas to classmates. (4 Credits)

Communication, Journalism Concentration, B.A.

Program Description:

In addition to the skills and knowledge provided in the Core courses, students in the Communication major can choose to focus on the Journalism Concentration. The purpose of this concentration is for students to focus on creative and professional storytelling in a multimedia world. Journalism students develop the writing skills to produce stories across platforms - print, web, social, and mobile media. Quality journalism tells powerful, important and interesting stories.

Learning Objectives:

Students who complete the Journalism Concentration should be able to:

- Develop writing skills that can be featured in different media: printed, web, social media, and others, with the ability to 'translate' and adapt content across platforms
- Understand the purposes and audiences in each type of media platform, and the best ways to engage readers/viewers in top quality writing
- Evaluate critically the effects of the global media industry and the importance and role of journalism in modern civic society.

Careers:

Not too long ago, students in Journalism newspaper thought their career prospects were limited to a reporting job in a newspaper, either printed or on the Web. However, over last 20 years job options for journalism graduates have only grown, particularly with the explosion of the Internet and the need to publish good quality, engaging writing. The numerous job titles well within the reach of students with a Journalism concentration include: book editor, content producer, copy writer, grant writer, newsletter writer or editor, public relations specialist, and technical writer.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

CO 1240 - 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. (4 credits)

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, for example in non-profit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

CO 2310 - Communication Ethics

This course examines the ethical issues involved in communication. For example, how should the media (both traditional and emerging or still in development) cover issues of a potentially harmful nature? What can we learn from our interactions with others, and how can we use that information to improve our communication and persuasion skills? During the course, students will examine ethical theories on communication from a variety of approaches. Topics to be covered include political advertisements, blogging, advertising, journalism, free speech, public relations, and organizational communication. (4 credits)

Concentration Requirements

CO 2120 - Introduction to Journalism

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. (4 credits)

CO 3150 - Multimedia Writing and Editing

The main objective for the course is for students to understand the use of multimedia and the new media technologies that create and publish multimedia content. Students will then produce multimedia texts fitting for professional writing settings. (4 credits)

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. (4 credits)

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. (4 credits)

Elective

CO 1110 - Oral Communication

This course introduces students to the theories and principles of oral communication by focusing on effective public speaking and listening. Students learn to select and research topics, organize information, choose appropriate oral and nonverbal language, and orally present ideas to classmates. (4 Credits)

Communication, Media Studies Concentration, B.A.

Program Description:

In addition to the skills and knowledge provided in the Core courses, students in the Communication major can choose to focus on the Media Studies concentration. The purpose of this concentration is for students to explore the content areas offered in the Journalism and Public Relations and Advertising Concentrations, with an eye on the impact of media on society as well as intercultural and inter-organizational communication.

Learning Objectives:

Students who complete the Media Studies Concentration should be able to:

- Understand of the role that communication media and communication technologies play in a society
- Analyze key traditions as well as new theoretical and methodological practices being developed in the field of Communication and Media Studies
- Understand the purposes and audiences in each type of media platform, and the best ways to engage readers/viewers in top quality writing
- Evaluate critically the effects of the global media industry

Careers:

The rapid pace of technological changes in the media industry has produced unprecedented and numerous opportunities for professionals in media studies. Many have gone on to successful careers in television, film, digital media, advertising, journalism, publishing, and teaching. Additionally our graduates have been accepted into graduate schools in the fields of film, law, media studies, communication, and broadcasting.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement



(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

CO 1240 - 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. (4 credits)

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 , for example in non-profit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

CO 2310 - Communication Ethics

This course examines the ethical issues involved in communication. For example, how should the media (both traditional and emerging or still in development) cover issues of a potentially harmful nature? What can we learn from our interactions with others, and how can we use that information to improve our communication and persuasion skills? During the course, students will examine ethical theories on communication from a variety of approaches. Topics to be covered include political advertisements, blogging, advertising, journalism, free speech, public relations, and organizational communication. (4 credits)

CO 4250 BU 4250 - Organizational Communication and Negotiation

This course provides an overview of effective communication in a wide array of organizational settings. Emphasis is placed on human resource planning, working in groups and teams, conflict and behavior management, dealing with diversity, leadership, and other communication issues as well as negotiation strategies and tools. (4 credits)

Concentration Requirements

CO 3160 - Cross-cultural Communication

This course examines the values and communication styles of cultural groups, starting with face-to-face communication among people from different cultural, national, ethnic, or racial

backgrounds, and completing the course with analysis of challenges to cross cultural communication in social media and professional settings. (4 credits)

CO 3150 - Multimedia Writing and Editing

The main objective for the course is for students to understand the use of multimedia and the new media technologies that create and publish multimedia content. Students will then produce multimedia texts fitting for professional writing settings. (4 credits)

And

- CO 3**** Communication Elective (3000 level or higher)
- CO 4**** Communication Elective (4000 level or higher)

Elective

CO 1110 - Oral Communication

This course introduces students to the theories and principles of oral communication by focusing on effective public speaking and listening. Students learn to select and research topics, organize information, choose appropriate oral and nonverbal language, and orally present ideas to classmates. (4 Credits)

Communication, Public Relations and Advertising Concentration, B.A.

Program Description:

Students in the Communication major with a Concentration in Public Relations and Advertising can choose to focus on the knowledge and skills needed to enter or develop further professional abilities in these two fields. Students examine the fundamentals of public relations as well as contemporary practices. In the advertising field, students carry out critical analyses of advertisements and consumer trends nationwide and in other regions in the world.

Learning Objectives:

Students who complete the Public Relations and Advertising Concentration should be able to:

- Understand the basic principles of Public Relations and Advertising as distinct areas of expertise

- Address challenges and opportunities to manage cross-cultural differences in a positive manner to benefit individuals and the organization
- Analyze advertising images for their impact and connections with consumer behavior
- Understand the ethical issues involved in public relations and advertising practices.

Careers:

Public Relations and Advertising specialists are able to work in a wide variety of positions and fields, from press secretary to communications director, to content or media specialist, professionals in the field are in demand from small and big companies alike. The Bureau of Labor Statistics projects employment for public relations specialists will grow 6 percent between 2014 and 2024. During that time period, 14,900 new jobs will need to be filled.

Requirements

Writing Requirement I

WR 1010 - Writing in the Liberal Arts and Sciences I

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 Requirement II

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

Math Requirement

Choose one of the following:

- Introduction to Quantitative Reasoning
- College Algebra

LAS 1 Requirement

(On Being Human)

Choose one of the following:

- One Love: Marley, Language & Learning
- History of Political Thought

LAS 2 & Major Requirement

(Communities in America)

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. (4 Credits)

LAS 3 Requirement

(Fine Arts)

CW 1100 - 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. (4 Credits)

LAS 4 & Major Requirement

(Social Sciences)

Choose one of the following:

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

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. (4 credits)

PS 2150 - 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. (4 credits)

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. (4 credits)

LAS 5 Requirement

(Lab Science)

- ES1110 Environmental Science: A Global Concern (4 credits)

LAS 6 Requirement

(Humanities)

Choose one of the following:

- Intro to Art & Art History
- Survey of American Lit
- Intro to Literature

LAS 7 Requirement

(Global Diversity)

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. Fulfills LAS 7 requirements. *Prerequisites: LAS 1-6 or permission of the instructor.* (4 credits)

Or

- World Geography (4 credits)

Major Requirement

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. (4 credits)

CO 1240 - 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. (4 credits)

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, for example in non-profit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

PS 2410 - Interpersonal Relationships

This course covers the purpose, structure, focus, and techniques employed in effective interviewing. It also offers an opportunity to learn and use interpersonal communication skills effectively, to increase effectiveness in helping relationships with client populations. Topics such as group dynamics, assertive behavior, and conflict management will be covered. (4 credits)

BU 4250 CO 4250 - Organizational Communication and Negotiation

This course provides an overview of effective communication in a wide array of organizational settings. Emphasis is placed on human resource planning, working in groups and teams, conflict

and behavior management, dealing with diversity, leadership, and other communication issues as well as negotiation strategies and tools. (4 credits)

CO 2310 - Communication Ethics

This course examines the ethical issues involved in communication. For example, how should the media (both traditional and emerging or still in development) cover issues of a potentially harmful nature? What can we learn from our interactions with others, and how can we use that information to improve our communication and persuasion skills? During the course, students will examine ethical theories on communication from a variety of approaches. Topics to be covered include political advertisements, blogging, advertising, journalism, free speech, public relations, and organizational communication. (4 credits)

Concentration Requirements

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. (4 credits)

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. (4 credits)

CO 3160 - Cross-cultural Communication

This course examines the values and communication styles of cultural groups, starting with face-to-face communication among people from different cultural, national, ethnic, or racial

backgrounds, and completing the course with analysis of challenges to cross cultural communication in social media and professional settings. (4 credits)

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. (4 credits)

Elective

CO 1110 - Oral Communication

This course introduces students to the theories and principles of oral communication by focusing on effective public speaking and listening. Students learn to select and research topics, organize information, choose appropriate oral and nonverbal language, and orally present ideas to classmates. (4 Credits)

Communication

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. (4 credits)

CO 1110 - Oral Communication

This course introduces students to the theories and principles of oral communication by focusing on effective public speaking and listening. Students learn to select and research topics,



organize information, choose appropriate oral and nonverbal language, and orally present ideas to classmates. (4 Credits)

CO 1240 - 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. (4 credits)

CO 2120 - Introduction to Journalism

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. (4 credits)

CO 2310 - Communication Ethics

This course examines the ethical issues involved in communication. For example, how should the media (both traditional and emerging or still in development) cover issues of a potentially harmful nature? What can we learn from our interactions with others, and how can we use that information to improve our communication and persuasion skills? During the course, students will examine ethical theories on communication from a variety of approaches. Topics to be covered include political advertisements, blogging, advertising, journalism, free speech, public relations, and organizational communication. (4 credits)

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, for example in non-profit fundraising, journalism, and social advocacy, among other possibilities. (4 credits)

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. (4 credits)

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. (4 credits)

CO 3150 - Multimedia Writing and Editing

The main objective for the course is for students to understand the use of multimedia and the new media technologies that create and publish multimedia content. Students will then produce multimedia texts fitting for professional writing settings. (4 credits)

CO 3160 - Cross-cultural Communication

This course examines the values and communication styles of cultural groups, starting with face-to-face communication among people from different cultural, national, ethnic, or racial backgrounds, and completing the course with analysis of challenges to cross cultural communication in social media and professional settings. (4 credits)

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. (4 credits)

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. (4 credits)

CO 4250 BU 4250 - Organizational Communication and Negotiation

This course provides an overview of effective communication in a wide array of organizational settings. Emphasis is placed on human resource planning, working in groups and teams, conflict and behavior management, dealing with diversity, leadership, and other communication issues as well as negotiation strategies and tools. (4 credits)

Fire Science Administration

Program Overview



The B.A. in Fire Science Administration is designed for the student who had an interest in firefighting administration. This program when combined with Firefighting I and Firefighting II, courses taught at state fire academies, allow the student to progress in the field of firefighting. Individuals can be employed as professional firefighters, but are limited in their ability to advance within this field without a Bachelor's degree. The program is aligned with the National Fire Academy FESHE Model Curriculum for a bachelor's program. NEC has offered firefighting management as an IDM in recent years. This major aligns with our core competencies in the area of management by focusing on the administrative and managerial related to firefighting.

Program Goals

- Develop strong written, oral and numeracy skills.
- Develop and Demonstrate critical thinking, leadership skills and ethical decision making.
- Understand the history and theories driving modern fire prevention, mitigation, and suppression.
- Develop this management skills and knowledge to lead organizations though complex personnel issues.
- Understand and utilize management and leadership techniques and theories so as to be able to make a difference at your organization, to be an effective leader.
- Understand the dynamic legal and social environment that affects fire and emergency services
- Understand the administrative dynamics involved in managing fire and emergency departments in context of emergency situations and in the context of overall municipal goals.

Major

Fire Science Administration, B.A.

Program Overview

Program Goals

Requirements:

FS 1400 - Fire Prevention Organization and Management

The ultimate role of a fire department is the prevention of fires. This course explore the history

and efficacy of fire prevention strategies. This course will introduce the current strategies associated designed to reduce the risk of fires, e.g. building codes, product safety, ordinances, and awareness. The course will explore the role of the firefighting professional plays in shaping policies and strategies that will lead to further prevention. (4 Credits)

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. *Prerequisites:* MT 1020 or adequate score on MPT. (4 credits)

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. (4 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. (4 credits)

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. (4 credits) Fulfills the LAS 2 requirement.

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. (4 credits)

FS 3885 - The Legal Environment of Emergency Services

This course introduces relevant legal concepts at federal, state and local level governing emergency services. The course will examine the legal environment, as it relates to emergency services, within which leaders make decisions. Concepts such as contract law, duty of care, standard of care, and liability associated with emergency services will be discussed. The course will also examine the role of regulations on the community, examining the stakeholders and environmental forces that shape fire prevention policy. (4 Credits)

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. (4 credits)

FS 3400 - Administration of Fire and Emergency Services

This course examines organizational and leadership tools for necessary to be a successful manager in a firefighting organization. The course will provide an overview of leadership theory, budgeting for governmental organizations, community management, planning and supervision as it relates emergency services. The course provides the framework for understanding the how municipal departments can work with and engage the community. (4 Credits)

FS 3410 - Community Risk Reduction for the Fire & Emergency Services

Community Risk Reduction does not happen in a vacuum. This course is designed to provide a theoretical framework for the understanding of the stakeholders associated with community risk reduction. The course will examine, social, political, ethical and managerial implications of creating a comprehensive risk reduction strategy. Students will understand the elements that go into a comprehensive community risk reduction plan. (4 Credits)

FS 4425 - Personnel Management for Fire and Emergency Services

This course examines basic and advanced concepts and processes of designing, implementing, and administering the personnel functions of fire and emergency organizations. Emphasis is placed on human resource planning, job classification, job analysis, equal opportunity organizations and resources, affirmative action, recruitment, retention, development, performance evaluation, and assessment. Additionally the course will explore the roles of unions and collective bargaining. Finally, the course will also explore health and safety regulations. (4 Credits)

FS 4047 - Capstone Project in Fire Administration

This capstone experience asks student to integrate their studies, the theories and methods learned, into the creation of a professional project related to emergency management. While the project may be purely research based, it is anticipated that most projects will be policy/implementation based. (4 Credits)

Fire Science

FS 1400 - Fire Prevention Organization and Management

The ultimate role of a fire department is the prevention of fires. This course explore the history and efficacy of fire prevention strategies. This course will introduce the current strategies associated designed to reduce the risk of fires, e.g. building codes, product safety, ordinances, and awareness. The course will explore the role of the firefighting professional plays in shaping policies and strategies that will lead to further prevention. (4 Credits)

FS 3400 - Administration of Fire and Emergency Services

This course examines organizational and leadership tools for necessary to be a successful manager in a firefighting organization. The course will provide an overview of leadership theory, budgeting for governmental organizations, community management, planning and supervision as it relates emergency services. The course provides the framework for understanding the how municipal departments can work with and engage the community. (4 Credits)

FS 3410 - Community Risk Reduction for the Fire & Emergency Services

Community Risk Reduction does not happen in a vacuum. This course is designed to provide a theoretical framework for the understanding of the stakeholders associated with community risk reduction. The course will examine, social, political, ethical and managerial implications of creating a comprehensive risk reduction strategy. Students will understand the elements that go into a comprehensive community risk reduction plan. (4 Credits)

FS 3885 - The Legal Environment of Emergency Services

This course introduces relevant legal concepts at federal, state and local level governing emergency services. The course will examine the legal environment, as it relates to emergency services, within which leaders make decisions. Concepts such as contract law, duty of care, standard of care, and liability associated with emergency services will be discussed. The course will also examine the role of regulations on the community, examining the stakeholders and environmental forces that shape fire prevention policy. (4 Credits)

FS 4047 - Capstone Project in Fire Administration

This capstone experience asks student to integrate their studies, the theories and methods learned, into the creation of a professional project related to emergency management. While the project may be purely research based, it is anticipated that most projects will be policy/implementation based. (4 Credits)

FS 4425 - Personnel Management for Fire and Emergency Services

This course examines basic and advanced concepts and processes of designing, implementing, and administering the personnel functions of fire and emergency organizations. Emphasis is placed on human resource planning, job classification, job analysis, equal opportunity organizations and resources, affirmative action, recruitment, retention, development, performance evaluation, and assessment. Additionally the course will explore the roles of unions and collective bargaining. Finally, the course will also explore health and safety regulations. (4 Credits)

Philosophy

Philosophy

PA 3110 - Religion and Philosophy

Religion is arguably the greatest single influence on human societies. It has shaped cultures and given rise to some of the world's greatest artistic achievements. It has been the cause of some of history's most violent conflicts. In a scientific age, however, religious beliefs often stand challenged by empirical observation and the principles of reason. This course introduces students to the beliefs and practices of the major world religions. It considers how these religions have answered the fundamental questions of human existence and whether or not these explanations have value today and for the future. (4 credits)

International Relations and Diplomacy

Program Outcomes

The New England College Bachelor of Arts in International Relations and Diplomacy (BAIRD) program prepares students for opportunities in both the public and private sector for positions in and out of government, particularly in foreign policy, think tanks, or in any industry that an in-depth knowledge of the foreign policy process is desired. Students who successfully complete the BAIRD program are also well prepared for graduate level work.

The BAIRD curriculum consists of 44 credits in addition to general education requirements, and focuses on the intersection between theory, policy and politics by taking advantage of faculty who are scholar practitioners in the world of foreign policy and diplomacy.

BAIRD students will gain an understanding of the intellectual foundations for key foreign policy discussions and how the outcomes affect and are changed by the political process. They will develop analytical and advocacy skills and will be prepared to enter or continue careers in the public, private, and non-profit foreign policy and national security sectors.

Our graduates are prepared to begin careers and make a difference in the realm of foreign policy, national security, and related fields. The program builds and integrates the student's intellectual interest and experience, small group dialogue, and interaction with theoreticians and practitioners in the field. The value of this experience, opportunity to network and apply knowledge developed through asynchronous interaction in the online classroom, all while earning academic credit, is at the heart of this degree program.

Graduates from the BAIRD should be able to:

- Collect, synthesize, and analyze information to better understand historical and contemporary issues in international relations and diplomacy;
- Contribute to teams working on foreign policy research and formulation;
- Apply negotiation tools to collaboratively reach consensus and identification of common objectives in diverse populations with diverging interests;

- Become familiar with the key governmental and non-governmental institutions that formulate and implement foreign policy;
- Articulate the nuances of national level politics, and how they influence the formulation and implementation of public policy and diplomacy;
- Provide alternative theoretical perspectives to the analysis of international relations and diplomacy;
- Obtain direct experience in the field, working for a policy organization/shop or an institution of foreign policy, diplomacy, or national security;
- Carry out applied research to support writing and communicating effectively in the international relations and diplomacy realms.

Major

International Relations and Diplomacy, B.A.

Program Outcomes

General Education Courses

(40 credits)

WR 1010 - Writing in the Liberal Arts and Sciences I

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.

WR 1020 - Writing in the Liberal Arts and Sciences II

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.

- MT 1020 College Algebra (4 credits)
- LAS 1/1110 On Being Human (4 credits)
- LAS 2/1120 The Civic Environment (4 credits)
- LAS 3/2110 Creative Arts (Hands-on Art) (4 credits)
- LAS 4/2120 Social Sciences (4 credits)
- LAS 5/2130 Natural and Biological Sciences w/Lab (4 credits)
- LAS 6/2140 Humanities (4 credits)
- LAS 7/3110 Global Perspectives (4 credits)

Major Requirements

(20 credits)

PO 1510 - International Politics

This course provides an introduction to international politics, with a broad approach that looks at various national perspectives as well as the role of international organizations, alliances and non-governmental actors. The course will explain the causes of war as well as current security problems. Students will discuss how the world has moved from traditional interstate relations to a globalized environment in which states, non-state actors, and international organizations interact. They will develop a "toolkit" which they can use to understand international relations on issues such as trade, finance, security, and other topics. Key international agreements and treaties on all of these issues will form the basis for discussion. (4 credits)

PO 1920 - Comparative Politics

This course serves as an introduction to a global perspective on international relations. Students will be exposed to basic concepts and issues of comparative politics. Political institutions and processes will be serve as a starting point and are examined in comparison to their American counterparts. The course focuses on three types of states in the international system: industrialized democracies, post-communist regimes, and the developing countries. By the end of



this course successful students should have a familiarity with the politics of major states, an understanding of the major issues in the comparative study of politics, and an ability to analyze current political trends and development within the international community. (4 credits)

PO 2040 - Research Methods

This course will provide an overview of research for the capstone project. Students will learn about the various methods of research in international relations and diplomacy; 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. 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 Capstone course. (4 credits)

PO 2420 - World Geography

The purpose of this course is to develop a broader and deeper understanding of the world based on a deep review of political, environmental, and cultural geography. In each week of the course, one of the world's regions will serve as the focus for study and discussion. Students will engage with the material and each other through an ongoing review of current events for the relevant regions, with a particular focus on the geographic and cultural underpinnings for the events discussed. (4 credits)

PO 4950 - Capstone

This course requires students to integrate principles, theories, and methods learned in courses throughout their program. Students will creatively analyze, synthesize, and evaluate what they have learned in a project focusing on effective problem solving in the field of international relations and diplomacy. Students communicate the results of the project effectively, and team with peers to give and receive feedback during the process of creating and presenting the report. (4 credits)

Concentration Requirements

Choose 24 credits (6 courses) from the following list:

HS 2430 - American Diplomatic History

This course is concerned with the evolution of American Foreign Policy since the founding of the Republic through the emergence of the United States as a global superpower following World War II. Of particular concern are the factors that have influenced American interaction with the rest of the world. Specific attention is placed on the evolution of foreign policy over time, the influence that different individuals have had on the evolution of policy and the intersection between domestic and international politics on policy development. We will analyze U.S. foreign relations by examining the political, military, economic, religious, and cultural influence of the U.S. (4 credits)

PO 2810 - Global Issues

The purpose of this course is to develop a broader and deeper understanding of how the world works, based on a survey of issues with international impact. Topics will include governance, economics, political violence, health and the threat of pandemics, the threat of war, weapons of mass destruction, and other issues. The basic theories of international relations will serve as the prism through which to view these issues, and multiple international viewpoints will be emphasized and understood. (4 credits)

PO 2850 - International Relations Theory

This course is designed to provide students with a broad overview of the key theoretical constructs in international relations and diplomacy. Students will leave this course with a strong background of the core theories and theoreticians and scholars of the field. They will develop analytical skills and apply theories to real world problems. This course will focus on cross-cutting theoretical issues, from theories of war through the leading political theories, and concluding with a discussion of decision making. Timely, real world events will serve as a prism through which to view the theories in question. (4 credits)

PO 2910 - International Political Economy

The purpose of this course is to develop a broader and deeper understanding of the key economic theories and processes which impact international trade. Students will use a multidisciplinary approach to the study of international social, political, and economic problems. They will

broadly understand the relationships among states, markets, and societies at a global level using concepts, theories, and methods of analysis drawn from economics, history, and political science. (4 credits)

PO 3450 - US Foreign Policy

This course will explore various topics and issues related to the official position of the United States on a broad range of topics in the international sphere. The foreign policy decision making process, and the various elements which constitute it, such as the executive branch agencies, Congress, the media, think tanks, and state and local groups, will be discussed, and the role of each on the decision process, and on diplomacy, will be assessed. Students will come away from the course understanding US Foreign policy in terms of where it stands now, where it has come from, and future trends. (4 credits)

PO 3580 - Global Security

In this course students will develop an understanding of the international security theories that explain the causes, conduct, prevention and resolution of war. Using them they will examine historical security trends with a focus on those leading to and occurring after the Cold War and in the post-9/11 era. They will identify and explain the dilemmas and difficulties of modern conflict resolution with particular emphasis on the growing trend of interventionism and principals such as "Responsibility to Protect." (4 credits)

PO 3910 - Understanding the Causes of Terrorism

This course is designed to provide students with a broad overview of the key theories, trends, and instances of terrorism, counterterrorism, and the impact of both on national security decision making. Students will leave this course with an understanding of the core theories, causes, and responses to international and domestic terrorism. They will develop analytical skills and apply theories to real world problems. This course will focus on issues ranging from theories of war, civil war, politics, and law, concluding with a discussion of real world terror groups as well as future trends in terrorism and counterterrorism. (4 credits)

PO 3990 - Topics in International Studies

This topic of this course will vary based on specific foci of the faculty or be driven by current events. Whatever the topic, students will be urged to use analytical techniques, informed by detailed research, to better understand the issues presented in the course. Topics include, but are not limited to: Focused research on specific regions, international issues, wars, terrorist groups, periods of diplomatic history, or specific theoretical approaches to international relations and diplomacy. (4 credits)

PO 4110 - Regional Politics

This course focuses research on specific regions of the world in order to further the development of a broader and deeper understanding of the specific issues which impact them, and how they relate to each other. The major regions of Europe, the Western Hemisphere, East Asia, the Middle East, Africa, and South Asia form the basis for study and research. In each, students will discover the impact of economics, politics, religion and other factors on the region, as well as the role of outside unitary actors and international organizations on the region. Student research for the course will focus on one of the regions examined. (4 credits)

PO 4220 - International Organizations

The purpose of this course is to develop a broader and deeper understanding of both a theoretical and applied understanding of the role of International Organizations (IO) in international relations. Students will have the opportunity to focus on International Organizations, Non-Governmental Organizations, and Inter-Governmental Organizations based on regional focus and/or issue orientation. (4 credits)

- PO 2930 Seminar in International Studies

Elective Requirements

- Please choose 36 credits of general electives

Political Sciences

HS 2430 - American Diplomatic History

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PO 1510 - International Politics

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PO 1920 - Comparative Politics

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PO 4810 - Directed Study in International Relations and Diplomacy

This course provides an opportunity for students to gain or enhance their knowledge of international relations and diplomacy by performing research, under the guidance of a professor, on a topic selected by the professor within the fields of International Relations and Diplomacy, resulting in a research project, paper, or significant presentation on the research performed. (4 credits)

PO 4830 - Independent Study in International Relations and Diplomacy

This course provides an opportunity for students to gain or enhance their knowledge of international relations and diplomacy by performing research, under the guidance of a professor, on a topic of their choice within the fields of International Relations and Diplomacy, resulting in a research project, paper, or significant presentation on the research performed. (4 credits)

PO 4950 - Capstone

This course requires students to integrate principles, theories, and methods learned in courses throughout their program. Students will creatively analyze, synthesize, and evaluate what they



have learned in a project focusing on effective problem solving in the field of international relations and diplomacy. Students communicate the results of the project effectively, and team with peers to give and receive feedback during the process of creating and presenting the report. (4 credits)