

2009-2010 Academic Calendar

FALL SEMESTER 2009

*Student on-line check-in begins Monday, August 17th.
Students must complete check-in process by Monday, September 14th.*

Friday, August 28

New students arrive. Halls open at 8:00 a.m.

Friday-Monday, August 28-31

New student orientation

Sunday, August 30

Returning students arrive & complete student check-in process

Monday, August 31

Classes begin

Tuesday, September 1

CONVOCATION

Wednesday, September 2

Last day to add or drop a 1st seven-weeks course

Sunday, September 6

*Last day to add or drop a full-semester course or 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 11

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

Monday, September 14

Last day to complete student check-in process

Friday, September 25

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

Wednesday, September 30

Last day to turn in work for Spring and Summer incompletes

Thursday, October 1

Last day to withdraw from a 1st seven-weeks course

Friday-Sunday, October 2 – 4

Family & Alumni Weekend

Saturday-Tuesday, October 17 – 20

Mid-Term Break

Wednesday, October 21

First day of 2nd seven-weeks courses

Sunday, October 25

Last day to add or drop a 2nd seven-weeks course

Tuesday, November 3

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

Monday, November 9

Last day to withdraw from a full-semester course

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

Monday-Wednesday, November 16-18

Pre-registration for Spring 2010

Friday, November 20

Last day to withdraw from 2nd seven-weeks course

Tuesday, November 24

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

Wednesday-Sunday, November 25-29

THANKSGIVING BREAK

Sunday, November 29

Halls open at 8:00 a.m.

Friday, December 11

Last day of classes

Saturday-Sunday, December 12-13

Reading days

Monday-Thursday, December 14-17

FINAL EXAM DAYS

Thursday, December 17

Halls close at 7:00 p.m.

JANUARY TERM 2010

Monday, January 4

Classes begin

Friday, January 22

Classes end

SPRING SEMESTER 2010

Student check-in opens Monday, January 11th

Students must complete check-in process by Friday, February 5th

Sunday, January 24

All students arrive. Halls open at 8:00 a.m. Orientation & complete Student check- in process

Monday, January 25

Classes begin

Tuesday, January 26

Founders' Day

Wednesday, January 27

Last day to add or drop 1st seven-weeks courses

Sunday, January 31

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

Friday, February 5

Last day to complete student check-in process

Last day to file Pass/No Record for 1st seven-weeks courses

Friday, February 19

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

Thursday, February 25

Last day to withdraw from a 1st seven-weeks course

Friday, March 5

Last day to complete Fall/J-Term incompletes

Friday, March 12

MID-SEMESTER

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

Saturday-Sunday, March 13-21

SPRING BREAK

Sunday, March 21

Halls open at 8:00 a.m.

Monday, March 22

First day of 2nd seven-weeks courses

Wednesday, March 24

Last day to add or drop a 2nd seven-weeks course

Friday, April 2

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

Last day to withdraw from a full-semester course

Monday-Wednesday, April 12-14
Pre-Registration for Fall 2009

Thursday, April 22
Last day to withdraw from a 2nd seven-weeks course

Friday, May 7
Last day of classes

Saturday-Sunday, May 8 - 9
Reading days

Monday-Thursday, May 10- 13
FINAL EXAM DAYS

Thursday, May 13
Halls close at 7:00 p.m. except for graduating seniors

Saturday, May 15
COMMENCEMENT

SUMMER TERM I (MAY TERM)

Monday, May 17
Classes begin

Friday, June 11
Classes end

SUMMER TERM II

Monday, June 14
Classes begin

Friday, July 16
Classes end

SUMMER TERM III

Monday, July 19
Classes begin

Friday, August 20
Classes end

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Message from the President

Welcome to the New England College community of dedicated faculty, staff, and colleagues who approach learning with imagination, innovation, and creativity.

The essence of the educational experience at New England College can be found in the New England College mission statement:

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

These dynamic concepts resonate throughout our undergraduate and graduate programs, our co-curricular activities, and the many opportunities our students have to learn and work in the communities that surround them.

The ultimate goal of our learning community, our curriculum, and the mission that drives them, is the success of our students. A broad-based liberal arts education in one of our 30 academic majors may be the first step in a long and meaningful career, or it may prepare our students for more in-depth study in one of our graduate programs that now include environmental sciences, outdoor leadership, accounting, sports management, international relations, and higher education administration. Our Pilgrim athletic teams have been recognized for their accomplishments in the classroom as well as on the playing fields. Our students have organized dozens of clubs and activities. And the option for studying abroad provides a unique and enriching learning environment.

New England College's longstanding dedication to experiential learning is reflected not only in our curriculum, but also through our regional and national educational partners. For the past ten years, Campus Compact for New Hampshire has joined with college and university presidents and business leaders to promote community service and civic responsibility. New England College is a member of the Project Pericles consortium of 22 colleges and universities across the country. Founded by educational visionary Eugene Lang, Project Pericles sponsors numerous civic engagement programs that are both challenging and rewarding for our students.

New England College's faculty and administrators have designed the College's curriculum to maximize classroom teaching and provide additional opportunities for our students to learn through direct experience. This commitment to experiential learning, supported by a strong liberal arts foundation, is a distinguishing feature of our curriculum and our students tell us, over and over, this is how they learn best. The four-credit, four-course curriculum described in this catalog represents the core of our educational programming.

I encourage you to participate fully in the many opportunities that are available to you here.

With best wishes,



Michele D. Perkins, Ed.D.
President

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 their 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 the busy capital of Concord, New Hampshire, lies the classic New England village of Henniker. The covered bridge, white clapboard churches, antique store, 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 sense of welcome that they feel. Because it is sometimes impossible to distinguish between the College and the town, the sense of community is pervasive and embracing.

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 forty-nine states and twenty-five countries. Although the beauty of the natural environment often has a strong appeal for them, a community that is diverse, a campus that is informal and friendly, and an educational experience that is challenging, leave lasting impressions on their lives.

In addition to the thirty academic majors that it offers, New England College features a wide range of co-curricular activities, including a ropes course. The College supports twelve 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 such clubs as the International Student Association and the Womyn's Network. Students publish a campus newspaper, *The New Englander*, and manage the College's radio station, WNEC. Cultural events, social activities, and other co-curricular experiences are regularly scheduled by the Student Entertainment Committee (SEC) in collaboration with the Office of Academic Affairs and the Office of Student Involvement.

A Brief History of NEC

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

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

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

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

construction of several new buildings on campus: a residence hall, dining hall, gymnasium, library, and the Science Building.

New England College continued to expand during the early 1970s, this time across the Atlantic Ocean. The acquisition of a second campus in Arundel, 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 strengthening its resources in Henniker. New leadership in the late '90s led to an unprecedented growth in campus facilities with the construction of the Simon Center in 1993, and in student enrollment. The College greatly expanded its graduate degree offerings and centered its undergraduate programming on innovative delivery. A state-of-the-art teaching facility, the Center for Educational Innovation, opened in 2001, and a new art gallery, theater, and fitness center were brought on-line during this period.

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. Drawing students from across the country and around the world, New England College offers a liberal arts education that is driven by the College's motto: "*Dura Duranda, Alta Petenda*" or, "We work hard as we reach new heights."

Fields of Study

New England College offers 30 majors:

Accounting

Art

Art History

Biology

Business Administration

Communication

Comparative Literature

Creative Writing

Criminal Justice

Educational Studies

Elementary Education

Engineering 3 Plus 2 program

English

Environmental Science

Environmental Studies

Environmental Sustainability (in approval process)

Health Science

History

Kinesiology

Mathematics

Outdoor Leadership

Philosophy

Physical Education

Political Science

Psychology

Secondary Education
Sociology
Special Education
Sport and Recreation Management
Theatre

Several of these majors offer multiple concentrations, including such areas as computer technology, management, marketing, new media, and a new professional writing minor. Additional areas in which courses are offered include modern languages and cultures, music, physics, and women's studies. With faculty approval, students can also develop their own individually designed majors.

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 even for one or two semesters as full-time students. 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 Colby-Sawyer College, Daniel Webster College, Franklin Pierce University, Granite State College, Keene State College, Plymouth State University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire. Students remain degree candidates and continue to pay normal New England College tuition, but must make their own room and board arrangements and pay any extra fees (e.g. student activities) directly to the NHCUC institution.

New England College is a charter member of Project Pericles and a member of Campus Compact.

Campus Facilities

Simon Center

The heart of the NEC campus is the Simon Center. Built through the generosity of former Secretary of the Treasury William Simon (1927-2000) in honor of his three daughters who are alumnae of New England College, the Simon Center serves as the "living room" and student 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 houses the Pathways Center, administrative offices for Student Life, several meeting rooms, the Great Room, the College Bookstore, mailroom, and Campus Communications Center. Also in the Simon Center are the Campus Café, Tortington Arms Pub, the Sayce Lounge, Reflections 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 facility adjacent to the library and outfitted with the latest in educational technology. The first floor features classrooms with audio-visual computer projection equipment as well as Promethean Boards. A link between the main teacher console and networked data ports for students allows students and faculty to participate in video conferencing with students and teachers all over the world. The second floor is the home of the College's education

department, where teachers-in-training are given the opportunity to work alongside experienced mentors as both use the latest computer programs to enhance their approach to teaching and learning.

H. Raymond Danforth Library

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 academic and local communities. 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 200 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 Danforth Library also houses the Academic Support Center.

The Academic Support Center, located on the second floor of the Danforth Library, provides a variety of 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.

The library is also a member of GMILCS, Inc., a consortium of public and academic libraries in southern New Hampshire. The consortium allows NEC 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, and Salem, New Hampshire, as well as Southern New Hampshire University and 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 loans for 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 220 computers for students located in five campus buildings. The Science Building has three computer labs for classroom and personal use, one of which features Macintosh G5 computers. The Danforth Library has a thirty-three computer lab with printing capabilities. Spaulding Hall's Writing Center has thirty-six PCs for use by students in writing courses. The CEI (Center for Educational Innovation) has 60 laptops available for classroom use and, during exam time, for student checkout. The Simon Center contains a student kiosk with computers for quick email checks or

casual surfing, along with a small lab in the Pathways Center. All student and instructional buildings on the campus are equipped with the latest wireless networking technology.

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

The CEI's classrooms are all equipped with multimedia technology including PCs, 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. One classroom contains a Smart Board system for use by educators and students.

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 and elegance while serving as the location for many of the College's administrative offices. In addition to the Office of the President, the Administration Building features the Offices of the School of Graduate and Professional Studies, Academic Affairs, Advancement, Public Information, Student Financial Services, Registrar, and Human Resources.

Science Building

Built in 1972, this complex is completely outfitted with laboratories and classrooms. The equipment, instruments, and space for student research and experiments can be found in this building as well as two multi-station computer labs. In addition, there is a state-of-the art Mac Lab which hosts our digital photography and graphic design programs.

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 facility 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 playing fields 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.

Ropes Course and Trails

NEC has more than three miles of woodland trails for snowshoeing, cross-country skiing, and short hikes. We also have a state-of-the-art ropes course used for classes in outdoor leadership and education as well as co-curricular programs which promote teambuilding, leadership development, and communication skills. Downhill skiing and snowboarding facilities are available free to students, faculty, and staff through a partnership with the Pat's 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. It 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 their 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 multi-media 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. Also found in this building are classrooms specific to music and kinesiology (including yoga). The offices of the Finance Department are located in Carriage House, which also houses the English Language Institute, the ELL program, and International Students Resources.

Cogswell House

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

Spaulding

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

Lewin House

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

Larter

Larter House features several classroom spaces, three of which are equipped with multimedia capabilities. It is also the home of the business administration and sport and recreational management departments.

Tower House

The art department is located in Tower House. Art faculty offices are found in this building.

Bridge Street House

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

Davis House

Located across the street from Bridge Street House, Davis House is the headquarters for the Office of Admission.

Fitch House

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

Preston

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.

Enrollment

Undergraduate Admission

Telephone: 603.428.2223

New England College's admission process recognizes the unique worth of every individual. The College is committed to educating both those students who have clearly demonstrated academic achievement and those who have not 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 who wish to become members of the global community.

Factors which we consider when making an admission decision include:

- *a record of academic achievement (official high school transcript, official GED results, etc.);*
- *academic recommendation(s) citing maturity, motivation and potential;*
- *an essay demonstrating proficiency in writing;*
- *extra-curricular achievement and work experience;*
- *special talents such as athletics or the arts.*

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 a 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 does not require results from standardized tests such as the SAT or the ACT. Students who wish to submit such scores, however, are encouraged to do so.

The College invites applications from first-time 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 for the subsequent Fall semester and prior to December for the subsequent Spring semester.

How to Apply

1. Complete the New England College Application for Admission. An application form may be obtained by writing or calling the New England College Office of Admission:

*Office of Admission
New England College
102 Bridge Street
Henniker, NH 03242-3297
800.521.7642 or 603.428.2223
FAX: 603.428.3155*

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2. The application form is also available by going online at www.nec.edu and selecting "Apply Now". Please answer all questions as they apply to you and be sure to enclose an essay with your completed application form.
3. Send the completed application, essay, and \$30 application fee to the Office of Admission. First-time college students must submit a School Evaluation Form which is included with the applications. Complete the front side of the form and give it to your high school guidance counselor or headmaster. Your counselor will complete the school information section and mail it to the Office of Admission along with your official transcripts and class rank. Students are

- encouraged to submit additional recommendations from sources that highlight their academic, athletic, and/or personal strengths. Often, students submit activity sheets or resumes to demonstrate personal achievements.
4. If your native language is not English, you must arrange to take the Test of English as a Foreign Language (TOEFL) or another English assessment instrument and have the results sent to the Admission Office. Other acceptable tests include the Cambridge Examination or SATII: ELPT for students already attending high school in the U.S. See the “Administrative Policy Concerning English as a Second Language” stated below.
 5. International students are required to document the availability of funds to cover tuition and living expenses for the entire period of stay in the U.S. before an I-20 (Certificate of Eligibility for Non-Immigrant F-1 Student Status) can be issued by New England College. Upon acceptance, students should file the "Declaration and Certification of Finances" form with original signatures to the Office of Admission.
 6. **Home-Schooled Students:** In addition to the above materials for first-year students, please submit the following:
 - Official documentation of successful completion of the test of General Education Development (GED).
 - Letter of recommendation from at least one individual (not a parent) attesting to your academic ability and potential.
 - Standardized test scores (SAT or ACT), if available.

Transfer Articulation Agreements

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

Additional Instructions for Transfer Students:

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

Additional Instructions for Veterans:

In keeping with the founding mission of the College, NEC, which has recently been designated a “Military Friendly” school, welcomes students with military service, providing substantial financial assistance and support services. August 1, 2009, increased tuition benefits will be available for post-9/11 veterans. Updated Information on this program will be posted on our website (www.nec.edu). Veterans are encouraged to contact the Admission Office to determine eligibility for scholarship assistance. In addition to the steps listed above in the “How to Apply” section, you must arrange for transcripts through 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.” A copy of your DD214 is required for verification of eligibility for the veterans program offered at New England College.

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, or with legal dependents other than a spouse and have not been enrolled at New England College for the past four years. All NEC Plus students take courses along with the traditional undergraduate students at NEC. This discounted program offers courses at a much lower rate than the regular undergraduate programs at NEC.

Students admitted to NEC-Plus may take courses during the day or in the evening (limited), and may attend full- or part-time. There are only a few restrictions to this program:

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

NEC Plus students are eligible for federal and state financial aid programs, provided they are enrolled at least half-time. The College does not award institutional scholarships or grants to NEC Plus students. Applicants to the NEC Plus program must apply for admission and supply standard documentation: official transcripts, letter of recommendation, and personal essay. Details of application requirements are listed on the NEC Plus application form. To obtain an application or to speak with an admission counselor, contact Jeff Pruyne in the Office of Admission by phone (1-800-521-7612) or email (jpruyne@nec.edu).

Administrative Policy Concerning English as a Second Language

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

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

1. Any student whose first language is not English must take a TOEFL or equivalent examination.
2. Any student who scores 79-80 IBT or better on the TOEFL examination may be conditionally accepted to New England College. This acceptance is contingent upon completion of the English as a Second Language program and obtaining a minimum TOEFL score of 79-80 IBT upon retake of the examination.
3. Students who score between 35-55 IBT on the TOEFL examination may be conditionally accepted to New England College. This acceptance is contingent upon completion of the English as a Second Language program and obtaining a minimum TOEFL score of 79 IBT upon retake of the examination.
4. A student with conditional acceptance to New England College must have his or her course schedules designed and approved by the Director of the ESL program until the student has successfully completed WR1020.
5. Students not meeting any or all of the above criteria may petition the Academic Standards Committee for an exception to the policy.

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.

New England College/Clarkson University 3+2 Program

New England College (NEC) offers a 3+2 program in Engineering in conjunction with Clarkson University's Wallace H. Coulter School of Engineering, one of America's top engineering universities. Students take courses at NEC for three years in the areas of chemistry, introductory engineering, mathematics, physics and liberal arts. Students meeting the standards listed below will be automatically accepted into any of the following engineering programs at Clarkson University: aeronautical, chemical, civil engineering (including environmental engineering), electrical, or mechanical engineering. After four semesters at Clarkson, they will earn an A.B.E.T. accredited B.S. degree in their chosen engineering field.

Requirements for Engineering 3+2 Program

Grades of C or better are required in all courses.

A. Major Requirements

- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- CT 1510 - Introduction to Computer Programming
- ES 1110 - Environmental Science: A Global Concern
- ES 3250 – Principles of Environmental Policy and Sustainability
- MT 1510 - Precalculus
- MT 2510 - Calculus I
- MT 2520 - Calculus II
- MT 3530 - Calculus III
- MT 4540 - Differential Equations
- PH 2210 - General Physics I
- PH 2220 - General Physics II
- PH/CH 3510 - Applied Physics (Physical Chemistry)
- One Mathematics course chosen from the following:
 - CT 3610 - Database Design
 - MT 2310 – Statistics
 - MT 3310 - Mathematical Modeling
- Three to five additional engineering and/or mathematics courses selected in consultation with the Engineering advisor.

C. Core and Distribution Requirements

- EC 2120 - Introduction to Microeconomics
- Six General Education courses

Students wishing to obtain a B.S. degree in engineering may apply for this program. Provided the student has a cumulative grade point average of at least 2.75 and two positive NEC faculty recommendations, he/she will be accepted automatically into one of a number of engineering programs at Clarkson University. Students in this program earn one degree from Clarkson.

New England College/Graduate College of Union College 4+1 MBA Program

Upon completion of the junior year New England College students may be granted early admission into this MBA program if they have achieved a minimum cumulative GPA of 3.4 and a GMAT score of 600 or above. Regular admissions applicants must have a minimum cumulative GPA of 3.0 and a GMAT score of 500 or above. Students with a minimum cumulative GPA of 3.5 in their senior year may waive the GMAT. GMAT scores are required however for students wishing to be considered for top financial aid scholarship levels.

Students who complete the New England College courses listed below with a B- or better may, upon acceptance, waive up to 8 courses in the Graduate College of Union College's MBA program. This would allow New England College students to complete their MBA degree in only one additional year after graduation from New England College.

New England College Courses	Union Graduate College Courses
MT 2510	MBA 501 (1/2)
MT 2210, MT 2310, MT 2320	<u>Any one</u> of these three course to waive MBA 502 (1/2) OR <u>all three</u> of these to waive MBA 502 and MBA 506
BU 2210 AND BU 2220 AND BU 3310	MBA 510 and MBA 512
EC 2110 AND EC 2120	MBA 520
BU 2510 AND any other marketing class (BU)	MBA 525
BU 2420 AND BU 3420	MBA 551

New England College/Franklin Pierce University 4+3 Doctorate of Physical Therapy Program

The Division of Graduate and Professional Studies at Franklin Pierce University and New England College have an articulation agreement allowing up to four New England College graduates (per academic year) majoring in biology, health science, kinesiology, or psychology, preferential consideration for acceptance into the Franklin Pierce University Doctor of Physical Therapy (DPT) Degree Program.

On an annual basis, four New England College graduates will be automatically accepted into the program if they have achieved a minimum 3.0 cumulative grade-point average (GPA) and a minimum 3.0 GPA within their major (on a 4.0 scale). Additionally, a minimum cumulative GPA of 3.0 must be achieved in the prerequisite courses.

<i>Prerequisites Needed</i>	<i>New England College Equivalent</i>
Anatomy & Physiology I and II	BI 2030 and BI 2040
Biology I and II	BI 1110 and BI 1120
Calculus I and II	MT 2510 and 2520
Chemistry I and II	CH 2110 and CH 2120
Physics I and II	PH 2210 and PH 2220
Statistics I	MT 2310
2 Courses in Psychology	Any NEC PS Course

Students that have transferred to New England College must have a cumulative GPA of 3.0 from the previous institution and a 3.0 cumulative GPA in the prerequisite courses in order to qualify for this agreement.

Upon completion of the junior year and the prerequisites, New England College students can be granted early admission to the Doctor of Physical Therapy (DPT) program. Early admission for students entering their senior year is conditional upon successful completion of the undergraduate degree at New England College while maintaining a prerequisite GPA of 3.0 and cumulative GPA of 3.0.

Massachusetts College of Pharmacy and Health Sciences Programs

MCPHS allows for up to five qualified NEC students to transfer into either the physician assistants' or pharmacy program, and seven qualified NEC students to transfer into the nursing (BSN) program. Students must have at least a 3.2 cumulative GPA in the prerequisite coursework at NEC 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.

Continuing Education

New England College offers a limited selection of undergraduate and graduate courses in the evening during regular semesters and at various times during January term and Summer Sessions. Course schedules can be seen for the current and upcoming terms on the New England College website at www.nec.edu. Although most courses are offered in a traditional classroom setting, a number of courses are offered online.

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 Registrar's 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*

New England College 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 represent additional opportunities for academically gifted and adventurous students; they are not an alternative curriculum. Honors programs, generally, 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

First year 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:

- Standardized test scores
- Secondary School GPA (3.25 or better)
- Strength of an application essay (specific to the NECHP application process)
- Evidence of outstanding performance and academic achievement such as AP coursework
- Recommendations from qualified referees aware of the competitive nature of the program

Students may apply to join the program after the first year. Criteria through which second-year or transfer students 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, or the recommendation of two or more members of the Honors Faculty.

Why should students aspire to become Honors Scholars at NEC?

- *More challenging versions of core courses*
 - *Summer grants to fund student research projects, academic travel*
 - *Social and intellectual activities outside the classroom*
 - *A senior sibling/mentor program for incoming students*
 - *Opportunity to reside in a proposed Honors House (or Floor)*
 - *Priority registration*
 - *Interaction with an outstanding group of peers*
 - *Transcript notation of Honor's Scholar status, Honors Certificates and/or Honors Scholar diploma*
- Graduation with Honors 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. But honors programs should also be engaging--for students who seek heightened intensity in their undergraduate academic career.*

Honors Curriculum

Each Honors Scholar must complete a minimum of four Core Honors LAS seminars and four subsequent Honors courses in the major during the junior and senior years.

Honors Core

The NEC honors program is a two-tiered system. The first stage consists of a minimum of four of the seven LAS seminars in an Honors version. The student Honors Scholar earns an Honors certificate awarded with the diploma at graduation. Students may then advance to Honors in the major.

Honors in Discipline/Major

At the junior and senior level, when students are necessarily involved in their majors, they are required to take one advanced NECHP seminar per semester from a menu of major courses and specific courses designated by the major faculty as cognate fields [for a total of four “honors” courses in the junior and senior years]. In short, the emphasis is on fundamental principles and interdisciplinary connections, because the NECHP is directed at students who desire an undergraduate education that is broad and general as well as professionally specialized.

Honors Colloquia and Annual Forum

The Honors Scholars will form a core around which is built a larger and stronger intellectual and academic community spirit. Just as musicians seek to entertain and enthrall their larger audience or just as actors captivate their audiences on the stage and screen, the Honors Scholars must perform the role of a lodestone that draws together the disparate threads of our community and perform for the edification and inspiration of the entire collegial body. Scholars in each disciplinary unit, however defined, by department or by collegium, will gather at the end of each term in a colloquium, there to present the fruits of their labors to one another and to the wider student body. All Honors students of that division are required to attend these colloquia

Annually near the end of spring term, each division will nominate a representative to an all-College Honors Forum where the best of the best will present/perform/display the fruits of their year’s labors. This conclave is required of all Honors Scholars, Honors Faculty and open to the general community.

There are three levels at which an incoming student can participate in the Honors Program at NEC: The LAS/Core Honors Certificate, the Honors in the Major Certificate and a combination of the two resulting in an Honors Diploma.

LAS Honors Certificate

Eligibility:

1. High School Academic GPA of 3.25
2. Recommendations from two high school counselors or faculty.
3. Other criteria as approved by Honors Director and Admissions

Program requirements for an LAS Honors Certificate:

1. Four honors LAS courses or equivalent

Major Honors Certificate

Eligibility:

1. Acceptance into the program by the major
2. An NEC CGPA of 3.25 after 30 credits of work

Program requirements for a Major Honors Certificate:

1. Four Honors or Cognate courses in the major
2. One Capstone honors course in the major

Honors Diploma

Eligibility:

1. High School Academic GPA of 3.25
2. Recommendations from two high school counselors or faculty.
3. Acceptance into the program by the major
4. An NEC CGPA of 3.25 after 30 credits of work

Program Requirements for an Honors Diploma:

1. Four honors LAS courses (completion of the requirement for an LAS/Core certificate)
2. Four Honors or Cognate courses in the major
3. Honors Capstone Course in the major

Honors Committee

The Honors Committee consists of the Director of the Honors Program and one faculty member from each of the College's academic units (college's collegia and divisions)

Visiting Students

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

Deposit Policy

An accepted student is asked to submit a \$300 enrollment deposit by May 1 for the fall semester, and by December 15 for the spring semester to guarantee a place in the entering class, register for courses, and receive a housing assignment. This deposit is fully refundable until May 1 for students entering in the fall semester or December 15 for students entering in the spring semester.

Upon enrollment, \$150 of this deposit is applied to the first semester's charges. The remaining \$150 is held as a financial reserve and will be returned, less any outstanding charges, upon graduation or official withdrawal from the College. An official withdrawal requires both written notice of withdrawal and completion of a withdrawal interview.

Readmission

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

Visiting Campus

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

Tuition and Fees**Full-time Students**

Full-time students are those who register for 12-18 credits per semester. An additional charge of \$850 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 \$1300 per credit. They must also pay the financial deposit and applicable student fees including a registration fee 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

The Residence Life and Housing (RLH) Department fosters a positive living and learning environment for approximately 700 residential students. Seven full-time professionals and 22 highly trained student staff members administer residence hall services and policies.

A listing of College housing policies are contained in the Student Handbook, "The Compass" which can be found on-line at <https://www.nec.edu/student-life/student-handbook>. The residence halls at NEC are reserved solely for registered, full-time NEC students. As a residential College, NEC requires all students with fewer than 45 earned credits (e.g. earned by the December preceding Room Selection) to live in College-owned-and-managed residence facilities. Exceptions to this policy are made on an individual basis through the Contract Release and/or Housing Requirement Exception process. Please note, students who are 21 years of age or older, veteran status, married, civil-unioned, have a child(children), or have a permanent home address within a 30 mile radius of campus may be exempt from the housing requirements. Please contact the Housing Office for more information. All housing contracts are binding agreements made for the entire academic year. Students are subject to meal plan requirements based on their residence location.

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, as of May 30th, be assigned a campus residence hall/house room and a 15-meal plan and charged accordingly. Likewise, new students who are required to live on campus who do not submit completed Housing and Meal Plan contracts by August 15 will be assigned a room and a 15-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 state requirements.

Type of Room	Cost per Semester	Cost per Year
Double Buyout*	\$3,750	\$7,500
Regular Double, Sanborn Triple, Efficiency Single	\$2,500	\$5,000
Regular Single, Apartment, Sanborn Single, Union Suite	\$3,225	\$6,450
East or Connor Suite, Sanborn Double	\$2,865	\$5,730
Quad	\$2,025	\$4,050
Contract Break	\$1,500	N/A
Daily Rate*	\$50/day	N/A

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

Housing Contract Release & Termination

- Students who participate in Room Selection will have until May 30, 2009 to opt out of their Housing Contract WITHOUT penalty, HOWEVER, any students who choose to live in a “community living environment” (suites or apartments) will NOT be eligible for voluntary contract release at any point after Room Selection.
- Between June 1, 2009 and July 31, 2009, any student wishing to opt out of their Housing Contract must submit a request in writing to the Residence Life and Housing Office. They will be released and charged \$1,500 Contract Release fee.
- After July 31, 2009, the students are financially responsible for the charges associated with the Housing Contract for the entire academic year.

Telephones

All students living in residence halls are provided basic telephone service by NEC. Basic service allows each resident student to make unlimited local calls within the Henniker (428), Hillsboro (464), Hillsboro Upper Village (478), Antrim (588), Bradford (938), Contoocook (746), Warner (456), and Weare (529) calling areas. The telephones are connected to a College-owned system which includes voice mail service. Each residence hall room is assigned a phone extension and each extension has a voice mail box that is shared by the occupants of the room. Students must provide their own telephones.

For long distance service, a prepaid calling card must be used.

Dining Services

Meal Plans

Gilmore Dining Hall contains dining rooms and provides cafeteria-style service, with two segments of seating in a bright, open floor plan. At this facility, students may use their meal plan allowances or pay in cash. The Simon Center houses the café which is a “to-go” option. At this facility, students may use their Flex Cash or pay in cash. All meals are planned and prepared under supervision of a contract food service.

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

- *Resident students are required to select one of four meal plans - a 19, 15, 10, or 7 meals per week, each of which have their own allotment of Flex Cash.*
- *The maximum number of meals per week is 19 (3 meals per day Monday – Friday and 2 meals per day Saturday – Sunday).*
- *All resident students in their first academic year at the College are required to purchase a 19 or 15 meal plan.*
- *Resident students who have completed at least one academic year at the College are required to purchase a 19, 15 or 10 meal plan, except for:*
 - *Resident students living in East or Connor Suites, Rowe, Union, Sanborn, may elect to purchase any of the four meal plan options (i.e. 19, 15, 10 or 7)*
- *Resident students may decrease their meal plan selection within the guidelines listed above prior to Add/Drop in the Fall semester ONLY. After the Add/Drop date in the Fall Semester, no decreases may be made.*
- *Non-residential students may select any one of the four meal plan options (i.e. 19, 15, 10 or 7). These selections are binding for the entire academic year. Non-residential students may decrease or cancel their meal plan selection prior to Add/Drop in the Fall semester ONLY. After the Add/Drop date in the Fall Semester, no decreases or cancellations may be made.*
- *Students may purchase a new meal plan or INCREASE their meal plan selection at any point. Students will be billed a pro-rated amount accordingly.*

Meal Plan Contract Release & Termination

- *Eligible students (i.e. commuters and students who have been released from the Housing Requirements and/or Housing Contract) will have until May 30, 2009 to opt out of their Meal Plan Contract WITHOUT penalty.*
- *Between June 1, 2009 and July 31, 2009, any student wishing to opt out of their Meal Plan Contract must submit a request in writing to the Residence Life and Housing Office. They will be released and charged \$1,500 Contract Release fee.*
- *After July 31, 2009, the students are financially responsible for the charges associated with the Meal Plan Contract for the entire academic year.*

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

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

Meal Plan Name	# of meals per week	Amount of Flex Cash per semester	Cost per semester	Cost per year
Extra	19	\$100	\$2,900	\$5,800
Gold	15	\$160	\$2,313	\$4,626
Silver	10	\$200	\$2,050	\$4,100
Bronze	7	\$240	\$1,738	\$3,476

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 Norman C. Parmenter Health and Counseling 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 Development or the Health and Counseling 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 upon receipt of a waiver form signed by the financially responsible party and a copy of the front and back of the student's

insurance card. The form must be received by the end of the second week of classes. However, College policy requires that all international students be covered under the New England College plan. This coverage cannot be waived. The College highly recommends that all students participating in Club Sports carry this insurance coverage. Any questions regarding health matters should be addressed to the Director of Health and Counseling Services.

Summary of College Expenses

Basic expenses for students at New England College during the 2009-2010 academic year are:

Tuition \$27,200
Student Services Fee \$250
Room (Shared) \$5000
Board (15 Meal Plan) \$4,626
Health Insurance \$280

Estimated Total \$37,356

Financial Reserve Charge

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

Other Fees

Application Fee: \$30
Breach of housing and/or meal contract: \$1,500
Graduation Fee: \$150
Identification Card: \$25 (*first replacement*)
Improper Checkout: \$25
Late Check-In Fee: \$200
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 Application Fee: \$250 (*\$50 non-refundable*)
Parking Permit, per year: \$50 or \$60 depending on lot.

Payment Schedule

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

Fall Semester

A deposit of \$300 is due no later than May 1 to hold academic space for returning students for the fall semester. This payment is refundable up to July 1. Fall semester charges are due July 15. This payment is refundable up to the day before fall classes begin.

Spring Semester

Spring semester charges are due no December 15. Payments are refundable up to the day before spring classes begin.

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.

This year, 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
15 Main 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. All accounts 30 days or more in arrears are subject to a late payment charge of 1.5 percent per month, equivalent to 19.56 percent annual percentage rate. Overdue accounts referred to a collection agency will incur the agency's fee. This fee, usually 25 to 50 percent, will be added to the overdue balance at the time of assignment to an agency.

Defaulted Loans

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

Payment Plans

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

*Tuition Management Systems, Inc.
Interest Free Monthly Payment Options
P.O. Box 842722
Boston, MA 02284-2722
www.afford.com/nec
1-888-437-3430*

Refunds for Withdrawal, Suspension or Dismissal

If a 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 Vice President for Academic Affairs notifying the student of his/her suspension or dismissal.

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

The College, in accordance with federal regulations, requires all students who receive federal financial assistance to maintain a minimum 2.0 cumulative G.P.A. and 75% of credits attempted according to their enrollment status:

- *Full-time student: 12 credits per semester*
- *Three-quarter-time student: 9 credits per semester*
- *Half-time student: 6 credits per semester*

The complete academic progress policy is included with each financial aid award letter.

Financial Aid Probation

In the event that a student fails to meet academic progress standards as established by New England College, the student will be placed on financial aid probation. A student in this category may receive financial aid during one probationary period; however, the academic conditions must be met to maintain eligibility. Please contact the Office of Student Financial Services for more details.

Financial Aid Suspension

When a student fails to meet the conditions of probation, he or she is considered not to be making "satisfactory academic progress" and is placed on financial aid suspension during which time all financial aid is terminated. A student will be reconsidered for financial aid only when sufficient credits have been earned to meet published standards and a cumulative G.P.A. of 2.0 or higher and 75% of credits attempted have been achieved. The Office of Student Financial Services reviews for satisfactory academic progress in May of each year. Students receive letters of notification when satisfactory progress has not been achieved.

Appeals

Any student whose financial assistance has been terminated has the opportunity to appeal the action in writing to the Director of Student Financial Services. Please note that approved appeals cannot reinstate a student's financial aid eligibility that has been terminated due to failure to make satisfactory academic progress but instead help the student identify an enrollment plan that would allow the student to regain eligibility.

Financial Aid Programs

New England College participates in the following financial aid programs:

Federal Pell Grants

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

Supplemental Education Opportunity Grants

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

State Student Incentive Grants

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

Federal Perkins Loans

A Federal Perkins Loan is a 5%, simple interest loan administered by New England College. It is awarded to students with exceptional financial need. Recipients must sign a Promissory Note. The cumulative loan limit for undergraduate students is \$20,000 with no more than \$4,000 awarded in any given academic year. For graduate students, cumulative loan limit is 40,000 (includes Perkins loans during the undergraduate enrollment) with no more than \$6,000 awarded in any given academic year. Repayment begins nine 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.finaid.org.

New England College Grants

New England College offers a limited number of need-based grants for 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 Subsidized Stafford Loans

A Federal Stafford Loan is a low interest, federally subsidized loan awarded on the basis of need. Loan applications are available from banks, credit unions or savings and loan associations. The interest rate for loans with disbursement dates after July 1, 2007 is fixed at 6.8%. Repayment normally begins six 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 Subsidized Stafford Loans a student may borrow as an undergraduate is \$23,000. Graduate students may borrow \$8,500 in Federal Subsidized Stafford Loans per academic year, with an aggregate total of all Federal Subsidized Stafford Loans of \$65,500. Entrance interviews are required for first-time borrowers. Stafford loans have fees of 4% (3% origination and 1% default) but are being gradually phased out by July 1, 2010. Lenders may absorb these fees on behalf of the borrower. Following graduation, students may be eligible to consolidate their federal loans or repay them on a graduated basis tied to student income. For more information on Stafford Loans, visit www.finaid.org.

Federal Unsubsidized Stafford Loans

A Federal Unsubsidized Stafford Loan is insured by the government. It provides an opportunity for students to benefit from the low interest of the Federal Stafford Loan Program when they are not eligible for a subsidized loan or are eligible for less than the maximum annual limit due to federal financial need requirements. All provisions of the Federal Stafford Loan apply, except that students are responsible for paying the interest on the loan that accrues while the student is enrolled. Annual and aggregate loan limits vary depending upon whether the student is dependent vs. independent and undergraduate vs. graduate. Undergraduate dependent first-year students may borrow up to \$3,500, sophomores may borrow up to \$4,500, and juniors and seniors may borrow up to \$5,500 each year. The total amount in Federal Unsubsidized Stafford Loans a student may borrow as a dependent undergraduate is \$23,000. Undergraduate independent first-year students may borrow up to \$7,500, sophomores may borrow up to

\$8,500, and juniors and seniors may borrow up to \$10,500 each year. The total amount in Federal Unsubsidized Stafford Loans a student may borrow as an independent undergraduate is \$46,000. Graduate students may borrow up to \$20,500 per year with an aggregate total of all Federal Stafford Loans of \$138,500. Stafford loans have fees of 4% (3% origination and 1% default) but are being gradually phased out by July 1, 2010. Lenders may absorb these fees on behalf of the borrower. For more information on Stafford Unsubsidized Loans, visit www.finaid.org.

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 PLUS

The Parent Loan for Undergraduate Students (PLUS) are additional loans that may be borrowed toward the cost of education. Parents may apply for a PLUS without filing the FAFSA. The PLUS is a federal loan for parents of dependent students enrolled at least half time. Parents with good credit histories may borrow up to the difference between the cost of education and any other forms of expected financial assistance. Interest rates for PLUS loans disbursed after July 1, 2007 are fixed at 8.5%. The disbursement fee for these loans is 3% of the loan amount. Repayment of PLUS loans begins 60 days after the loan is fully disbursed. For more information on PLUS loans visit www.finaid.org.

Alternative Student Loans

Alternative student loans are additional loans that the student can borrow to fulfill the cost of education. There are many types of alternative loans, each with many different options. The majority of alternative student loans require a co-signer, especially for first time borrowers. Interest rates can be as low as Prime for these loans and there are often disbursement fees associated with alternative loans. To learn more about alternative student loans, contact the Office of Student Financial Services.

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.

Scholarships

Merit-based Scholarships

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

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

- *scholarships to students who do not maintain full-time status will be prorated according to the student's course load; and*
- *scholarships to students who do not maintain half-time status will be eliminated.*

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

Restrictions to Institutional Awards

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

PRESIDENTIAL SCHOLARSHIP

New England College's largest scholarship, the Presidential Scholarship, is awarded to students with high school GPAs of 3.5 or higher. To continue receiving the Presidential Scholarship, students must maintain a cumulative GPA of 3.0 or higher while at NEC.

ALTA PETENDA SCHOLARSHIP

This scholarship is awarded to students with high school GPAs of 3.0 to 3.5. To continue receiving the Alta Petenda Scholarship, students must maintain a cumulative GPA of 2.75 or higher while at NEC.

NEW ENGLAND SCHOLARSHIP

This scholarship is awarded to students with high school GPAs of 2.5 to 3.0, who also indicate strong potential for achievement based upon academic or co-curricular accomplishments. To continue receiving the New England Scholarship, students must maintain a cumulative GPA of 2.5 or higher while at NEC.

WALTER ROBINSON SCHOLARSHIP

This scholarship is awarded to students who have been accepted into the Teacher Education Program and have been nominated by the education faculty. Students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

SCIENCE AND MATHEMATICS SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in science or mathematics. Students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

ARTISTIC ACHIEVEMENT SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in theatre, photography, art, or creative writing. Students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

HUMANITIES SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in English, literature, philosophy, or history. Students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

HEALTH AND FITNESS SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in kinesiology, sport and recreation management, or health science. Students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

BUSINESS AND COMMUNICATION SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in business administration or communication. In general, students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

POLITICS, SOCIETY, AND LAW SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in criminal justice, political science, or sociology. Students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

PSYCHOLOGY SCHOLARSHIP

This scholarship is awarded to students indicating a desire to major in psychology. In general, students must achieve a high school GPA of 3.0 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

COMMUNITY SERVICE SCHOLARSHIP

This scholarship is awarded to students who have been active volunteers in their communities. Students must achieve a high school GPA between 2.0 and 3.0 and maintain a cumulative GPA of 2.5 or higher at New England College.

LEADERSHIP SCHOLARSHIP

This scholarship is awarded to students who have demonstrated leadership in co-curricular or community activities. Students must achieve a high school GPA between 2.0 and 3.0 and maintain a cumulative GPA of 2.0 or higher at New England College.

ACADEMIC IMPROVEMENT SCHOLARSHIP

This scholarship is awarded to students who have shown significant improvement in their grades in the last year of study. Students must maintain a cumulative GPA of 2.3 or higher at New England College.

ALUMNI LEGACY SCHOLARSHIP

This scholarship is awarded to those students who are children or grandchildren of NEC graduates. Students must maintain a cumulative GPA of 2.3 or higher while at New England College.

JOHN STARK SCHOLARSHIP

Students graduating from John Stark Regional High School in Weare, NH are automatically awarded the John Stark Scholarship provided they have been accepted for admission to New England College. This scholarship provides a minimum of half tuition each year and can be as high as \$15,000 for full-time undergraduate students. Students must maintain a cumulative GPA of 2.75 or higher while at New England College.

HENNIKER AREA SCHOLARSHIP

Students graduating from Hillsboro-Deering High School, Hopkinton High School, and Kearsarge Regional High School are automatically awarded the Henniker Area Scholarship upon acceptance to New England College. These scholarships range between \$5,000 and \$15,000 per years. Students must maintain a cumulative GPA of 2.75 or higher while at New England College.

ENDOWED SCHOLARSHIPS

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

GLOBAL COMMUNITY SCHOLARSHIP

This scholarship is awarded to international students who are not eligible for federal financial aid (that is,

who are not U.S. citizens and who do not have resident alien status). The student must be highly talented and have an outstanding academic record. Award amounts range from \$1,000 to full tuition.

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) along with the New England College Financial Assistance Application, available online on the NEC website after December 15 for the following academic year. New England College's code for the FAFSA application is 002579.

Students are encouraged to apply for aid by as early as possible while applying for admission. Students may file the FAFSA online at www.fafsa.ed.gov after January 1 of the new year for students entering in that upcoming fall term. A Personal Identification Number (PIN) is required for submission of the online FAFSA and can be obtained at www.pin.ed.gov. For complete filing instructions, please go to <http://www.nec.edu/student-financial-services> homepage and then follow the links to application instructions.

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

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

Returning Students

All students must reapply for financial aid each academic year by filing the FAFSA and renewal NEC financial assistance application as well as providing other requested documentation. Please go to <http://www.nec.edu/student-financial-services> homepage and then follow the links to application instructions to view filing requirements.

Please note that the priority filing deadline for financial assistance for returning student is April 15. If in a given year April 15 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 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.

Student Development

Telephone: 603.428.2241

New England College provides opportunities for all students to develop self-direction and a commitment to the larger communities to which they belong. These opportunities are promoted in the co-curricular programs of the College through student clubs and organizations, intercollegiate athletics, social programs, residential life programs, outdoor leadership and community service projects. The goal of the student development program is to facilitate personal and social development of students by supporting student involvement and leadership in all aspects of College life.

Residence Life and Housing

Telephone: 603.428.2242

Mission

The Residence Life and Housing (RLH) Department strives to create a community living and learning environment that supports and stimulates the intellectual, social, and spiritual growth of all residents that allows students to sleep, study and socialize in a community characterized by mutual respect.

Philosophy

The RLH Department is responsible for the overall functioning of the College's residence program. 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. We consider the on-campus living experience to be an essential developmental tool designed to enhance the mission of the College by helping students develop critical thinking and communication skills along with a heightened appreciation for diversity and self awareness. All residential students are encouraged to actively participate in and are expected to support the programs and procedures employed by RLH staff.

The Residence Life and Housing (RLH) Department fosters a positive living and learning environment for approximately 700 residential students. Seven full-time professionals and 22 highly trained student staff members administer residence hall services and policies.

A listing of College housing policies are contained in the Student Handbook, "The Compass" which can be found on-line at <https://www.nec.edu/student-life/student-handbook>. The residence halls at NEC are reserved solely for registered, full-time NEC students. As a residential College, NEC requires all students with fewer than 45 earned credits (e.g. earned by the December preceding Room Selection) to live in College-owned-and-managed residence facilities. Exceptions to this policy are made on an individual basis through the Contract Release and/or Housing Requirement Exception process. Please note, students who are 21 years of age or older, veteran status, married, civil-unioned, have a child(-ren), or have a permanent home address within a 30 mile radius of campus may be exempt from the housing requirements. Please contact the Housing Office for more information. All housing contracts are binding agreements made for the entire academic year. Students are subject to meal plan requirements based on their residence location.

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, as of May 30th, be assigned a campus residence hall/house room and a 15-meal plan and charged accordingly. Likewise, new students who are required to live on campus who do not submit completed Housing and Meal Plan contracts by August 15 will be assigned a room and a 15-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 state requirements.

Commuter Students

Although New England College is primarily a residential campus, some students live in off-campus apartments or at home. These 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 at Hill House

Telephone: 603.428.2253

The Wellness Center, located in Hill House, is dedicated to the physical and emotional well being of NEC students. Our services focus on the education, promotion, and maintenance of physical and psychological wellness of all regularly enrolled students. Our health services are staffed by nurse practitioners, an RN, a health educator and a medical doctor. Our counseling staff is comprised of master's prepared counselors, and graduate level interns. The center provides routine primary care, mental health counseling, psychological testing and assessment, by appointment and acute walk-in care. Counseling staff has weekly drop-in hours in addition to regularly scheduled appointment times. Wellness Center hours are Monday through Friday 8am-5pm. There is 24/7 on-call coverage if assistance is needed after hours.

Mental health counseling services provide students with the opportunity to talk with someone in a confidential setting. The mental health staff is available to all students for individual and/or couples counseling. On staff is a drug and alcohol counselor who provides substance abuse counseling and educational outreach. Referrals to outside agencies for more in-depth therapeutic needs are available.

Medical evaluation and educational counseling is available on a wide range of health issues including nutrition, contraception, pregnancy, and sexually transmitted diseases. Referrals to outside specialists can be facilitated through the Wellness Center for students with pre-existing or chronic health issues that require close monitoring. Our services include laboratory testing which can be billed directly to the student insurance plan.

Throughout the year a variety of educational and support workshops, programs, and groups are offered through the Wellness Center. Topics may include relationship issues, depression, low self-esteem, stress management, nutrition, sexually transmitted diseases, and eating disorders. The Health Educator works closely with staff and faculty to develop and implement programming to support the CDC's Healthy Campus 2010 goals. We also have numerous books, pamphlets, relaxation tapes, and articles that are available in our Wellness library for use by students, faculty, and staff.

Office of Student Involvement

Phone: 603.428.2429

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

Greek Life

Fraternities and sororities have been an active and vital part of New England College for many years.

Greek organizations continue to enjoy a vibrant and dynamic existence at New England College, and today 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.

Greek Council

The Greek Council is comprised of three representatives from each of the Greek organizations. Representing interests, setting goals, and providing direction for fraternities and sororities, Greek Council is the governing body of the Greek system.

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) is responsible for coordinating and scheduling concerts, films, lectures, special events, 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. They also fundraise to attend conferences. 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 Mainstage 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

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.

Society of Antiquaries (History Club)

The History Club is open to all students, and offers programs and social opportunities for history majors and other students who may be interested in history. Past events have included trips, movies, and presentations by outside speakers.

International Student Association

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

New England College Role Playing Association (NECRA)

Through the use of role-oriented games and exercises, the New England College Role Playing Association offers students the opportunity to exercise their imaginations and expand their creative energies.

Political Science Club

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

Sexual Orientations United With Pride (SOUP)

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

Student Athlete Advisory Council (SAAC)

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

Student Congress

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.

Edge Sports NH

Edge Sports NH is a full color commercial magazine, managed and marketed by students of New England College and distributed by the New Hampshire Department of Travel and Tourism. Student staff members apply skills gained elsewhere, such as writing, photography, graphic design or sales, to the operation of the magazine, in exchange for academic credit. Staff members are expected to demonstrate a high degree of professionalism and responsibility. This is a “practicum” course, which differs from an internship primarily because it is based on campus. Alumni report that experience on the Edge Sports NH magazine staff is a real resume builder. There is no prerequisite for this course, which is open to students from all majors. Students may repeat the course multiple semesters for additional academic credit. This course meets the internship/practicum requirement for majors in Business and Sports & Recreation Management. (4 credits)

WNEC Radio

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

Other Leadership Opportunities

In addition to the many clubs and organizations on campus, several additional leadership positions are available to students in an effort to assist the community, gain valuable skills and experience, and enhance the quality of life. Such leadership positions include:

- *Campus Judicial Board Member*
- *Orientation Leader*
- *Resident Advisor*
- *Student Safety*
- *Project Pericles Ambassador*

Athletics

Phone: 603.428.2292

Athletic Coaches

Baseball: 603.428.2447

Men's Basketball: 603.428.2396

Women's Basketball: 603.428.2435

Cross Country: 603.428.2484

Field Hockey: 603.428.2367

Men's Ice Hockey: 603.428.2294

Women's Ice Hockey: 603.428.2406

Men's Lacrosse: 603.428.2313

Women's Lacrosse: 603.428.2401

Men's Soccer: 603.428.2447

Women's Soccer: 603.428.2263

Softball: 603.428.2213

Athletics Mission Statement

NEC athletics bases its philosophy on the premise that athletics is an integral part of the overall educational experience, and that all students should achieve in the classroom to the best of their abilities. Student-athletes will experience growth physically, mentally, emotionally, and socially through participation in sport. NEC's athletic programs strive for the development of team and individual excellence. Our teams should provide a sense of spirit, community, and pride to students, faculty, staff, friends, and alumnae/alumni. All teams, student-athletes, coaches, and staff members should strive to exhibit the values of fair play, sportsmanship, gender equity, and a true respect for self and others that will enable the institution to provide the best amateur athletic experience possible.

Intercollegiate Athletics

New England College is a member of the National Collegiate Athletic Association (NCAA, Division III), the Eastern College Athletic Conference (ECAC) and The Commonwealth Coast Conference (CCC).

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

New England College's major intercollegiate contests are played against such traditional opponents as Bates, Bowdoin, Salem State, Colby, Norwich, Tufts, MIT, Amherst, St. Anselm, Keene State, Plymouth State, and Colby-Sawyer. TCCC competitors in soccer, basketball, baseball, softball, and lacrosse include: Anna Maria College, Gordon College, Regis College, Salve Regina University, Wentworth Institute of Technology, Roger Williams University, Curry College, Eastern Nazarene, Colby-Sawyer College, Nichols College, University of New England, and Western New England College.

Facilities

New England College provides a 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) and there are 30 kilometers of cross-country and biking trails located on the Henniker campus. Hockey is played at the College's Lee Clement Arena. A fitness center is located on campus in the lower level of Bridges Gymnasium. The Lee Clement Arena and Bridges Gymnasium house the offices of the Director of Athletics, coaches, and athletic trainers.

Recreational Sports

Recreational sports are an integral part of the Student Development program at New England College. All

members of the College community are invited to participate. Flag football, basketball, volleyball, and softball have been offered as coeducational team competition. Tennis, badminton, mountain bike races, 5K road races, and alpine ski and snow board races have been offered as both coed and single-gender activities.

Club Sports

Students organize and administer their sports teams with funding from the Club Sports Council. Present teams (which change according to student interest) include ultimate frisbee, men's ice hockey, golf, taekwon do, skiing, snowboarding, figure skating, men's lacrosse, volleyball, and indoor soccer. Although students choose a faculty or staff advisor, students are responsible for the organization. Any group of students can organize and petition to gain recognition for a new club sport through the Student Senate.

Academic Affairs and Student Engagement

Message from the Vice President of Academic Affairs/Dean of Arts & Sciences:

During the 2008-2009 academic year, we implemented the first year of our new 4-credit based curriculum, including all majors and the Liberal Arts and Sciences core general education program, along with the collateral co-curricular conNECTIONS program. Also, in pursuit of creating a 21st-century educational program, we have established an Office of Engaged Learning to stimulate and coordinate service-learning, community-based learning, and civic engagement initiatives.

A number of new programs are “in the works” beginning in the 2009-2010 academic year. The Faculty and the Board of Trustees have approved a 4+1 major in Accounting, in which qualifying undergraduate majors may continue after graduation in pursuit of an MS in Accounting that will prepare them for the CPA examination. Also, the only Master of Arts program in International Relations program in New Hampshire will be offered on campus as a 4+1 Political Science/International Relations opportunity. And, to help meet a growing demand in greening the community, the region, and the nation, an interdisciplinary undergraduate major in Environmental Sustainability is being initiated in 2009-2010.

Finally, several additional graduate programs will be available on-line (with low-residency opportunities) for NEC and other graduating students: an MA in Professional Writing, an MS in Sport Management, and an MS in Higher Education Administration—all programs designed to meet growing needs in these areas.

As a long-time English professor at New England College and now as the College’s chief academic officer, it is a great pleasure and honor for me to welcome students and their families to the NEC community. Since we, the faculty and staff at NEC, truly practice close working relationships with our students and are deeply committed to experiential and engaged learning, we offer you the opportunity to realize a profoundly significant transformative educational and social college experience.

All the best,

A handwritten signature in black ink, appearing to read "D. Melander", followed by a long, horizontal, slightly wavy line that extends to the right.

Don W. Melander, Ph.D.
Vice President of Academic Affairs/Dean of Arts & Sciences

Message from the Vice President for Enrollment and Student Engagement

New England College is a thriving learning community. Each year, faculty members develop new courses, students form new clubs and organizations, and the College sponsors a variety of programs which bring the community together to explore, entertain, and engage. We recognize that learning takes place in the classroom, on locations such as internships and study tours, through leadership experiences, and through informal interactions throughout the campus. The diversity of these opportunities can be invigorating, and sometimes challenging. NEC is committed to providing information and support so that students can achieve their highest potential.

We often look to the *College Catalog* for answers—answers to questions about College policies and degree requirements, information about holidays and exam periods, descriptions of course content. However, if you look closely, you will see that the Catalog is also full of questions: What does it mean to be a citizen of the world? How do we become educated for lives of purpose? What are the most pressing issues facing our communities? These questions frame our inquiry into academic subjects, career fields, and personal development.

This Catalog offers a snapshot of the academic and co-curricular programs available to New England College students. The following pages highlight academic support services, career development assistance, and opportunities to study abroad or in other US locations as part of an NEC education. Combined with programs in athletics and student development, these activities create a dynamic, vibrant learning environment which enables students to craft their own questions and personalize their educational experiences.

I encourage you to explore this Catalog, ask questions, and engage fully in the NEC community.

Best wishes for a productive year,



Hilton Hallock, Ph.D.
Vice President for Enrollment and Student Engagement

Office of the Vice President of Academic Affairs/Dean of Arts & Sciences

Telephone: 603.428.2235/2202/2410

The Office of the Vice President of Academic Affairs is responsible for creating and maintaining a dynamic learning environment for both undergraduate and graduate 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 Vice President of Academic Affairs oversees the School of Graduate and Professional Studies, the NEC Gallery, and the Division of Student Learning Services which includes the H. Raymond Danforth Library and Tutoring services.

Office of the Vice President for Enrollment and Student Engagement

Telephone: 603.428. 2375

The Office of the Vice President for Enrollment and Student Engagement supports student learning and achievement from admission through graduation. Responsibilities include managing the College's enrollment and retention activities, developing and implementing policies related to campus life and emergency response, promoting co-curricular programming, and providing student services which enhance the NEC learning environment. The Office of the Vice President for Enrollment and Student Engagement oversees Athletics, the Pathways Center, undergraduate and graduate Admissions, the Registrar's Office, Student Financial Services, and Student Development (Dean of Students Office, Student Involvement, Residence Life and Housing, International Student Advising, Campus Safety, and the Wellness Center).

The Pathways Center

Telephone: 603-428-2218

The Pathways Center, located on the 4th level of the Simon Center, provides integrated academic support and career advising for students at New England College and helps students gain the skills and competence necessary for successful planning and engagement in their curricular and co-curricular activities. The ultimate goal is to help students develop a comprehensive plan for connecting their college experience with their lifelong personal and professional goals.

Academic Advising

Telephone: 603.428.2299

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

PASS (Positive Academic Support System)

Telephone: 603.428.2247

Consistent with the College's mission statement, we aim to support students of diverse academic backgrounds and assist them in achieving their full intellectual, personal and social potential. PASS is a program designed to guide students who may struggle with academic success. Students in the program are encouraged to meet with professional advising staff on a weekly basis and to take advantage of the other

support services available on campus. In addition to various outreach programs, PASS specifically provides guidance and support to students in academic difficulty (students who have been placed on academic probation). The support provided by PASS is available to all students.

The Mentoring Program

Telephone: 603.428.2247

The goal of the Mentoring Program is to help students who may need extra help successfully transitioning to college become self-motivating, successful and independent learners. This program works well for students who benefit from additional support in order to manage their time, stay organized, and develop social skills. Mentors also seek to foster personal development by helping students gain stronger communication, interpersonal, and self-advocacy skills.

Mentors work with students on an individualized basis, helping them to develop necessary working relationships while teaching them to utilize College resources effectively. Mentors provide students with emotional support, encouragement, and valuable feedback. Our ultimate goal is to give students the help and encouragement they need to become successful students both in and out of the classroom. Students may enroll in the Mentoring Program for an additional fee. For details or questions please contact Jason Knowles at jknowles@nec.edu or call (603) 428-2247.

Career & Life Planning (CLP)

Telephone: 603.428.2358

With the help of career advisors at Pathways, students can develop comprehensive career and life plans consistent with their skills, interests, values and personal characteristics; acquire skills by engaging in co-curricular, work and service activities successfully; demonstrate the results of their experiences in and out of the classroom; and effectively articulate their skills, interests, values and characteristics to contacts in the world of work and further study.

As part of Pathways, Career and Life Planning works with the entire College community. to accomplish its mission. CLP actively engages students and ensures students access to comprehensive services in the following areas:

- *Career development: choice of major, interest “testing,” resume and interview preparation, the job search and employer contacts*
- *Internships*
- *Study abroad*
- *Graduate school application and acceptance*

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 several foreign institutions and provides information on a variety of academic opportunities abroad.

Eligibility Criteria

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

- *Students should have successfully completed a minimum of 30 credits in residence at New England College. Transfer credits from other colleges will not normally be applied to this credit total.*
- *Students should have achieved sophomore status or above.*
- *Students must have good academic and social standing, including a cumulative grade point average of no less than 2.5 in credits earned at New England College.*
- *Any student not meeting these conditions may petition the Academic Standards Committee.*

Application Deadline

The priority date for semester-long study abroad applications is the end of the second week of the preceding semester of the intended study. Deadline dates for regular applications to study abroad programs are **no later than** October 15 (for the Spring semester) and March 15 (for the Fall semester). The application fee for study abroad programs is set at \$250 (of which \$50 is non-refundable).

Costs for Study Abroad

Normally, NEC 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

Study in Argentina

At the University of Belgrano, courses in the liberal arts, economics, the social sciences, Spanish, and Latin American Studies program are taught in Spanish and English, with a four-week intensive Spanish course prior to the 16-week semester. A four-day visit to Montevideo, Uruguay and a three-day visit to Iguazu Falls are included in fee. A pre-departure orientation, a Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package. This program is offered through the American Institute for Foreign Study (AIFS).

Study in Australia

New England College maintains an affiliate relationship through SUNY-Cortland with the University of the Sunshine Coast, located in Maroochydore DC in Queensland, Australia and with Griffith University, located just south of Brisbane on Australia's Eastern Coast. Approximately 100 km north of the state capitol of Brisbane, the Sunshine Coast is well known for its miles of almost uninterrupted sandy beaches, parks, and forests. The University of the Sunshine Coast is the newest in Australia, and it offers programs in the arts, social sciences, business, and sciences, as well as specialties in international studies, marine studies, and Australian studies.

Griffith University offers an almost inexhaustible list of areas of study, including animation, criminology, marketing, and sports physiotherapy. Criminology majors may be especially interested in Griffith University's program in justice administration. Numerous cultural and sporting clubs and societies are available, as well as facilities for tennis, squash, basketball, track and field, weights, gym and aerobic training, and swimming.

Study in Austria

At the University of Salzburg courses are taught in both English and German in the liberal arts, business, German and social sciences. Community placements are available for an in-depth look at Austrian life. A three-day visit to Vienna and a three-day visit to Prague are included in the fee. Offered through AIFS, a pre-departure orientation, a Student Advisory Center, a professional Resident Director on duty at the

University, and guided cultural excursions are part of the tuition package.

Study in China

Nanjing University, in Nanjing, China, provides a “manageable” introduction to Chinese life, but offers all the facilities of a bustling provincial capital. The program features a special program in Mandarin for beginners; courses are taught in English on Chinese cultural history, business development in China, and Chinese philosophy and Religion. A one-week visit to Beijing and Xian with hotels and meals is included. As with all AIFS programs, a pre-departure orientation, a Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

Through our affiliation with SUNY-Cortland, another program at Beijing Capital Normal University is also available. Language competency in Mandarin Chinese is recommended for this program. Courses in Chinese language and culture, fine arts, liberal arts, education, and science are offered; Chinese language classes are also offered at all levels; a culture course is taught in English. Traditional Chinese art and instrumental music are often chosen by students as they require less language facility. The College also has special Institutes of Educational Science, British History, and Economic History of Chinese Ancient Society as well as an affiliated campus school.

Study in Costa Rica

NEC maintains an affiliation through SUNY-Cortland with the University Veritas, in San José, the country's capital, with a large number of excellent museums, restaurants, pubs and theaters. Courses available are a series of intensive four-week Spanish modules, as well as courses taught in English which include ecology and biology, Afro-American Studies, arts and humanities, the “Costa Rica Colloquium,” communication and political science. Costa Rica boasts four kinds of tropical forests, beautiful beaches, seventeen micro-climates, and innumerable species of birds, animals, and plants.

Study in the Czech Republic

Charles University in Prague was founded in 1348, and is the oldest university in Central Europe. All courses are taught in English: liberal arts, economics, film studies, theatre, and social sciences, plus a Czech language option. The program offers a two-week orientation and intensive Czech language preparation for three credits. Three-day visits to the Moravia region and Krakow, Poland are part of the program, and as with all AIFS programs, a pre-departure orientation, a Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

Study in England

New England College maintains an affiliate relationship with Regent’s College, located in the center of Regent’s Park in the heart of London. Courses taken at Regent’s College are considered equivalent to those at New England College and are directly transferred. The academic program includes majors and coursework in business, communication, fine and performing arts, music, history, literature, political science, and social services. Internship options are also available. Classes at Regent’s College are held four days a week, Monday through Thursday, providing an opportunity for students to explore Great Britain and Europe.

At London Metropolitan University, students are fully integrated into the academic and social life of the University and study alongside British students. More than 400 classes are available in the social sciences, humanities, natural sciences, management, health, recreation, theater art, women’s studies, elementary and early secondary education, foreign languages, fine arts, and others. This program is offered through our affiliation with SUNY-Cortland.

Study in France

New England College maintains an affiliate relationship with The American University of Paris, located in the heart of the French capital. AUP is a four-year liberal arts college offering courses and majors in the humanities and the social sciences. Courses taken at AUP are considered equivalent to those at New England College and are directly transferred. While most courses are taught in English, learning to speak

French while attending formal classes at AUP and informally while walking, talking, shopping, or touring the neighborhoods of Paris, is an unforgettable experience. Thus, students can make progress in their major while enjoying life in the heart of one of the world's most renowned cities.

An additional program is available at IPAG Ecole Supérieure de Commerce in Nice, on the French Riviera. Courses are available in English in the areas of business and intercultural studies. Students can take up to 12 credits of courses in such areas as intercultural management, international marketing, French culture and civilization, and the French economic environment, as well as six credits in French language at various levels.

Through our affiliation with SUNY-Cortland, another program is available at the University of La Rochelle. La Rochelle is located in a seaside resort city about three hours from Paris via France's rapid transit train. All courses are taught in French: language and culture, humanities, applied foreign languages (Spanish, Portuguese, Chinese), political science, computer science, and science and technology. Theater workshops, conferences and exhibitions are presented on a regular basis. The Sports and Recreation Center offers about thirty sporting and recreational activities and classes that are open to everyone; cultural and other outings are offered through the University.

Study in Ireland

At the University of Limerick, courses in liberal arts and business are offered, as well as engineering, informatics and electronics, Irish studies, physical education and sports management. A three-day visit to London, visits to the West of Ireland and Dublin, and a University Sports Membership are included. As with all AIFS programs, a pre-departure orientation, a Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

Study in Italy

Richmond, The American International University in London, has campuses in both Florence and Rome. Courses in the liberal arts, economics, the social sciences, studio art and art history are offered, and internships are available. Three to four-day visits to Rome, Venice, Naples and/or Pompeii come with the program, and a pre-departure orientation, a Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package, as this program is through AIFS.

Study in Japan

New England College maintains an exchange agreement with Kansai Gaidai University, located in Hirakata, Japan, only a short distance from the cities of Osaka and Kyoto. Kansai Gaidai is an international university, with more than 200 affiliations with colleges and universities around the world. It offers an extensive program in Business, Social Science, and Humanities relevant to the area of Asian Studies, with all courses taught in English. Courses in spoken Japanese are also offered as a required part of the curriculum.

Study in Quebec

Studying in Quebec is a wonderful opportunity that is both foreign and close to home. Under the New England/Quebec Exchange Program, eligible full-time students at New England College may choose from three English-speaking universities (McGill, Concordia and Bishop's) or 16 French-speaking universities and professional schools located throughout Quebec. These universities offer a wide variety of learning environments and an impressive array of course offerings. While on exchange, students also enjoy Quebec's vibrant cultural scene, natural beauty, and extensive recreational opportunities, including world class skiing.

Study in Russia

At St. Petersburg State Polytechnic University, courses in the liberal arts, economics, the social sciences, art and art history are offered; no previous Russian study is required. The required visa is obtained by AIFS. A three-day visit to Moscow, and a four-day visit to Helsinki, Finland and Tallinn, Estonia comes

with the program, as well as a public transportation pass. As with all AIFS programs, a professional AIFS Resident Director is on duty at the University to support international students, and guided cultural excursions are part of the tuition package.

Study in South Africa

New England College maintains an exchange agreement with the University of KwaZulu Natal (South Africa). Campuses are located in Pietermaritzburg, in the midlands, and in the beautiful cosmopolitan city of Durban on the Indian Ocean coast. A wide variety of programs are offered in most disciplines offered at New England College. All courses are taught in English.

Through AIFS, New England College also has a relationship with Stellenbosch University, in the world's most beautiful wine country with beaches a half hour away. Courses are offered in English in African studies, art, and liberal arts, ecology, political science, religious studies, theatre art, and foreign languages. Service-learning and internship opportunities are available. A six-day visit to the famous Garden Route, and a camping weekend in the Cederberg Mountains come with this program. As with all AIFS program, a professional AIFS Resident Director is on duty at the University to support international students, and guided cultural excursions are part of the tuition package.

Study in Spain

At the University of Granada, courses are offered in English and Spanish in anthropology, liberal arts, art history, business, and social science, and Spanish language. Orientation in Granada entails 80 contact hours (5 credits) of Spanish language study in the fall or 60 contact hours (4 credits) in the spring. A four-day visit to Madrid and Castile is included in the program. As with all AIFS programs, a professional AIFS Resident Director is on duty at the University to support international students, and guided cultural excursions are part of the tuition package.

At the University of Salamanca, one of the most distinguished centers of learning in Europe, founded in the 13th century, NEC students can explore a different side of Spanish culture. Salamanca is the 'City of the Golden Stones,' a living museum with excellent opportunities for the integration of students into Spanish life and culture. Classes in Spanish Language and Culture are all given in Spanish. There is also a tremendous opportunity to volunteer with children between 2 to 5 hours a week giving English language workshops. Three mandatory full-day excursions are included per semester in the program fee. The program is offered through SUNY-Cortland.

Travel Courses

New England College offers a variety of credit-bearing travel courses, usually during January term (the January semester break) and during May term (following Commencement). All travel courses are organized and led by New England College faculty members. These courses focus on subjects relevant to the country or countries of destination.

Community Service & Project Pericles

Telephone: 603.428.2358

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

In keeping with Periclean commitments, the Career & Life Planning Office offers 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.

Learning Support Services Office

Telephone: 603.428.2302

Academic Accommodations (NEC Policy est. 2006)

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

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

Students in high school derive most of their rights to accommodations from IDEA, a federal law which entitles students to an education. The responsibilities of post-secondary schools are significantly different from those of school districts. Colleges must provide equal access to an education, but are not required to produce a certain outcome. Students will be required to follow New England College’s Needs Assessment process in order to be eligible for accommodations.

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 **Learning Support Services Office**. To be eligible for accommodations the student will need to have current, appropriate test results (within the last three years) that are submitted to the Learning Support Services Office. For a diagnosis of LD, the tests needed are: the WAIS, the Woodcock-Johnson, and reading and writing tests if available. These will need to be on file with our office, and a Needs Assessment form completed at least one week before accommodations can be provided. When working with outside agencies the process may take longer than one week. The testing must be administered by a licensed, qualified professional and must include a diagnosis and specific recommendations. IEP’s, 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 Director of Learning Support Services 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 (within the last three years). Regardless of the learning need or disability, the Learning Support Services Office needs to be contacted as it handles all requests for accommodations.

The College reserves the right to review documentation and determine individual accommodations and services. Also, relevant information from disability documentation may be shared with College personnel when needed to provide services and accommodations. All questions about the College’s compliance with ADA/504 should be directed to the College’s Compliance Officer in the **Learning Support Services Office**.

English as a Second Language (ESL) Program

New England College’s semester transition program offers new international students language support through courses and individual tutoring. Secondary English speakers take a language assessment during international student orientation. The assessment will recommend College Writing or an ESL course:

ESL1000 – 12 credits; ESL1150 – 6 credits; and ESL1190 – 4 credits. ESL1000 students study English full-time for their first semester, taking a subsequent ESL course the next semester. ESL1150 and 1190 students take courses toward their undergraduate degree simultaneously. It is anticipated that students arriving with an intermediate language level (approximately a TOEFL 50 IBT/143 CBT/463 PBT) will require one semester of formal ESL support.

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 200 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 Danforth Library also houses the Academic Support Center.

The Academic Support 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 seventy 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 twelve participating institutions. The NHCUC members also allow students and faculty common borrowing privileges at each institution's library and access to their combined holdings of more than five million volumes. The member institutions include: Colby-Sawyer College, Daniel Webster College, Franklin Pierce University, Keene State College, New England College, NH Institute of Art, Plymouth State University, Rivier College, St. Anselm College, Southern NH University, University of NH Durham and Manchester.

The library is also a member of GMILCS, Inc., a consortium of public and academic libraries in southern New Hampshire. The consortium allows NEC 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, and Salem, New Hampshire, as well as Southern New Hampshire University and 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 loans for library collections throughout the world.

The Academic Support Center (Tutoring Center)

Telephone: 603.428. 2276

The Academic Support Center (Tutoring Center) provides tutoring services to *all* student populations of New England College in a welcoming and supportive environment. The 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 AM until 10:00 PM) and offer free, drop-in, and scheduled tutoring appointments to individuals and groups. Peer tutors offer tutoring in select academic disciplines in an effort to assist students in the adjustment, satisfaction, and attainment of their educational goals. Working closely with faculty and staff, the Center encourages students to excel at their academic goals. The Center's major objective is to foster student academic success while encouraging independent learning.

Services offered: The professional tutors provide general 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 including: Math, Science, and Business. 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, preparation of outlines, revision strategies, and editing strategies). Our writing support is holistic in nature. We model effective writing strategies and support students in their development of specific writing assignments. While we do identify grammatical or syntactical errors in written work and then model how to effectively fix those errors, we are not an editing service.

Critical reading skills: We model active reading strategies such as previewing texts and exploring various note-taking formats and strategies. While noting key points and outlining chapters, we teach summarizing, paraphrasing, and analytical skills for the purpose of entering into a dialogue that entails synthesis of information and analysis.

Time management and study skills: We review course syllabi and co-curricular activity schedules 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.

Peer Tutoring services: Peer tutors strengthen the academic climate on campus and serve as academic peer-mentors. Peer Tutoring is available in select academic disciplines.

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:

1. 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).
2. 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).
3. 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:
 - a. Successful completion of the seven LAS general education courses.
 - b. Writing and Quantitative Reasoning:
 - (1) WR 1010 - WR 1020 Writing in the Liberal Arts and Sciences I and II (Grades of C or better) to be taken in the first year of enrollment
 - (2) A mathematics course at the 1000-level or above, or a passing score on the math placement test.
4. Satisfactory completion of all requirements in the major.
5. 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 must 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 credits are eligible for *Cum Laude* as follows:

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

Dean's List

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

Academic Standards**Grading System**

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

Letter Grade	Meaning	Quality Points Per Credit
A	Excellent	4.0
A-		3.7
B+		3.3
B		3.0
B-	Good	2.7
C+		2.3
C		2.0
C-		1.7
D+	Minimally 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 Vice President of Academic Affairs will make the conversion in consultation with the affected students and appropriate faculty.

W: Withdrawal. The student withdrew from class before the tenth class day past mid-semester.

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 received is divided by the number of GPA hours, resulting in the student's cumulative grade point average (GPA).

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

Students who believe that they have been graded wrongly must immediately bring this to the attention of their instructors. Should disagreement ensue, students are best served by seeking counsel from their faculty advisors, with appropriate Chair or Dean, 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/Dean of Arts & Sciences.

Pass/No Record Option

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

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

No petitions will be entertained to convert from A-F to P/NR after the first 20 days of the semester.

Students may, however, petition to convert from P/NR to A-F. Petitions to convert to a letter grade must be submitted to the Office of Academic Affairs

Maintenance of Standards

Each student is expected to make satisfactory progress toward meeting degree requirements. Professors are asked to identify, during the seventh week of the semester, all who are having difficulty in their classes during the seventh week of the semester. Students having difficulties are assigned to mandatory meetings with their advisor, and in some cases with the appropriate Chair or Dean. If the difficulties are judged to be very serious, the student may also be assigned to an academic support group.

All 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 may contact the appropriate Chair or Dean 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 2.0 for each of the two semesters after returning. Failure to do this in either of the semesters may result in suspension from the College.

Readmitted students are required to develop remedial and time management plans in conjunction with their advisors. Students must submit plans to the Pathways Center by the tenth class day of the semester in which they reenter. In addition, they will be expected to follow the stipulations for readmission as outlined in their letter of readmission.

Appeals

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 Academic Standards Committee, in writing, by the deadline stated. Appeals will not normally be heard after the start of the semester.

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

Notification

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

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.

Academic Policies and Procedures

Normal Course Load

In order to maintain full-time status, a 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 may petition to enroll for more than 18 credits in accordance with the following guidelines:

Credits Completed	Cum GPA	19 to 20 credits	20+ credits
16-32	above 3.0	need petition	not allowed

32-80	0.0-2.49	not allowed	not allowed
32-80	2.5-3.0	need petition	not allowed
32-80	above 3.0	automatic	not allowed
81+	0.0-2.99	need petition	Need petition
81+	above 3.0	automatic	need petition

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.

Adding/Dropping:

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, the Registrar's Office, and the Dean'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:

A student may withdraw from a course for any reason up to the tenth class day past mid-semester. Withdrawals are noted on the student's academic record with the designation of "W." Students are financially responsible for all courses with a "W" grade. Withdrawal forms are available from the Registrar's Office and Pathways and must be completed and returned to the Registrar's Office by the deadline listed above. After the last date to withdraw, students must petition to do so. Petitions are available at the Registrar's Office and Pathways, and must be approved by the appropriate Chair or Dean.

Audited Courses

Students wishing to audit a course may do so by completing an appropriate form obtained from 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 Director of General Education in the case of General Education 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. This 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 appropriate Chair or Dean.

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. 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 from instructor to instructor, and some courses may involve specified grade reductions for missed classes. It is the responsibility of each student to understand fully the attendance policies and procedures for every course in which the student is enrolled.

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

Withdrawals and Leaves of Absence

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

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

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

Policy on 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 New England College Compass, 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 judicial procedure.

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, we are dividing disruptive behavior into three categories based on the degree to which conduct includes aggression or harassment:

Category One: 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 using a cell phone during class.*

Category Two: Behavior that has some element of aggression or harassment without an immediate risk or behavior that is a pattern of disruptive Category One behaviors. 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: Behavior that has clear and immediate potential for risk or harassment. Such situations might include:

- *A student threatens a faculty member, staff member, or student.*
- *A student says s/he 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 New England College 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 necessary. If the faculty member takes such actions, she/he shall notify the Office of Academic Affairs within 24 hours. The Office of Academic Affairs will share this information with the Dean of Students Office. If, upon consultation with Dean of Students 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 and take appropriate action which may include initiate interim removal, and the initiation of an investigation and judicial proceeding.

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 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 Dean of Students Office, the Office of Academic Affairs will take appropriate action that may include initiating interim removal, and the initiation of an investigation and judicial proceeding.

Category Three Offense

A faculty member is required to report all Category three offenses to Campus Safety. This will result in an immediate interim removal of the student from the academic setting, pending the outcome of the investigation and judicial 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 Dean of Students 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 by which 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 Office of Judicial Affairs within 24 hours.

Judicial Proceedings

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

The Dean of Students Office will conduct a Dean's Hearing pursuant to the investigation and judicial processes defined in the New England College Compass.

The student can request an expedited review of the incident. If such a request is made, the Dean of Students office shall review the incident and exclusion through a Dean's Hearing within three business days of the date that the student requests such review.

Possible sanctions available to the instructor and the Office of Academic Affairs.

Authority of Instructor:

- a. Warning,*
- b. One time removal from a class session or an academic setting, and/or*
- c. 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:

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

Appeals

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

Appeals for the outcome of the judicial proceedings will follow the appeals process described in the Student 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 Learning Support 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

Standards in Academic Work A student is expected to be the author of all course work (including quizzes, tests, papers, laboratory work, art projects, etc.) he/she submits, whether for a grade or not. By seeking credit or recognition for work that is not his/her own, a student engages in an act of academic dishonesty that is a serious offense in a college community. There are two kinds of academic dishonesty: cheating and plagiarism.

Cheating includes giving or receiving assistance on an examination, quiz or assignment in a way not specifically permitted by the instructor. Plagiarism includes the use of another's scholarship, words, ideas or artistic product without proper citation or acknowledgment. In all written work, the standard guide for citation or acknowledgment will be Diana Hacker's, "A Reference for Writers."

Penalties for Academic Dishonesty

A student who cheats or plagiarizes 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 cheating or plagiarism must be reported to the Registrar. If a second report of cheating or plagiarism occurs, the student will be subject to expulsion. In such a case, the

Academic Standards Committee will make a recommendation to the Vice President of Academic Affairs, who will make the final decision.

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:

- a. *If an instructor is convinced cheating or plagiarism has occurred, he/she shall inform the student immediately before taking any other action. The student shall be given the opportunity to discuss the matter with the instructor.*
- b. *As a result of the discussion with the student, the instructor shall either dismiss the matter or, if he/she remains convinced that the student has cheated or plagiarized, assign the student a failing grade for the work and/or the course.*
- c. *Instances of cheating or plagiarism must be reported to the Registrar. The Registrar shall inform the student, the student's advisor and the Dean of Undergraduate Programs.*

Appeals Procedure

The student may appeal the instructor's action through the following procedure:

- a. *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 Advising. 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 Director of Advising will consult with the student (in person and with a witness or advocate from within the College community, if the student wishes) and with the faculty member, and will try to reach a decision acceptable to both. If this is not possible, the Director of Advising shall refer the case to the Academic Standards Committee.*
- b. *The Academic Standards Committee shall hear and decide, in accordance with procedures it may adopt, academic dishonesty appeals referred to it by the Director of Academic Advising. Both the student and the faculty member involved may present witnesses and be represented by advocates at the hearing. If the committee finds in the student's favor, it will recommend that the instructor reconsider the failing grade. If the instructor accepts the committee's recommendation and changes the failing grade, the committee will direct the Registrar to destroy all record of the accusation. If the instructor does not accept the recommendation, the case will be forwarded to the Dean for further consideration. If after final disposition the accusation is reversed, all records pertaining thereto will be destroyed.*
- c. *Decisions of the Academic Standards Committee adverse to the student may be appealed in writing, on procedural grounds only, to the Dean, whose decision shall be final.*

Transfer Credit

New England College will grant credit for course work taken at other regionally accredited colleges in accordance with the recommendations of the "Transfer Credit Practices of Selected Educational Institutions" published by the American Association of Collegiate Registrars and Admissions Officers. New England College recognizes that this activity must be governed by regulations that are clear, consistent and equitable.

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

1. the comparability of content and level of course work to that offered by New England College; and
2. the applicability of course work to general education and major requirements at New England College.

The Registrar has the sole authority to grant transfer credit. The transfer credit evaluator, acting on behalf of the Registrar, evaluates all requests for advanced standing, and will notify transfer students in writing of credit granted. The evaluator works closely with academic department heads 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 College 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. For example, a three-credit course elsewhere will be granted three credits at New England College even if the equivalent course has a four-credit base here. 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 .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:

Credits Granted	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 NEC from each school attended.

5. Only those courses in which a student has received a grade of C- or better will be considered for transfer credit, except as stated below.
 - a. *Any student possessing an Associate of Arts degree from a regionally accredited institution may be granted junior standing (60 credits), provided that the student has earned at least 60 credits in the previous institution. When junior standing is granted, all passing course work will be granted credit, regardless of grade, with the exception that no more than 16 credits of D grades will be accepted. Please note that some majors may have restrictions on the number of D grades within the major. Transfer students with Associate of Arts degrees should understand that some College programs may require more than two years to complete.*
 - b. *If a D grade is received in the first course of a two-course series (such as Accounting I and II) and a C- or better grade is received in the second course, credit will be granted for both courses, subject to the 16- credit limit noted above.*

6. Evaluation for transfer credit will be made at the time of a student's admission to New England College. Students who have attended other institutions of higher education must include official transcripts from all previous institutions in their application, regardless of whether or not they wish to be granted credit for that work. Course work in progress at the time of application will be evaluated on a tentative basis and credit awarded pending receipt of an official transcript.
7. Courses taken at other institutions after a student is enrolled at New England College must be approved in advance through the Registrar's Office.
8. There is no limit to the number of transfer credits that can be granted; however, a student must earn at least 60 credits at New England College (of which a minimum of 24 must be earned in the senior year), or 30 credits must be earned in the senior year. In addition, a minimum of 12 credits of requirements from within the major must be completed at New England College.
9. Students who repeat courses at New England College for which they have already received transfer credit will lose that transfer credit.
10. General Education courses are not required to be equivalent to New England College courses but must satisfy the same guidelines and principles as New England College General Education 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:
 - a. *social activities;*
 - b. *pre-collegiate or remedial courses;*
 - c. *correspondence courses, unless recognized and offered by the U.S. Armed Forces Institute;*
 - d. *continuing education units.*
15. All transfer credits are tentative until substantiated by official transcripts or documents provided by the original educational institution.
16. A student must have at least 30 New England College credits graded C or better on his or her academic record to be eligible for graduation honors.
17. International Equivalency Policies:
 - a. *British General Certificate of Education (G.C.E.) "A" level laboratory science courses will be granted ten credits for a grade of A, B or C and seven credits for a grade of D or E.*
 - b. *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.*
 - c. *Students holding a French Baccalaureate II will be granted 30 credits and sophomore standing.*
 - d. *Students completing a 13th year at a Canadian secondary school will be granted appropriate credit using AACRAO or British Council standards.*
 - e. *International Baccalaureate will be granted up to 30 credits by individual subjects.*
 - f. *Work comparable to British "A" level work will be granted credit accordingly.*

Credit by Proficiency Examination

New England College awards credits for each score greater than or equal to the American Council on Education minimum recommendation on the CLEP.

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 and New England College faculty. The Office of Career and Life Planning compiles listings of internship sites and will work with students and faculty who request assistance.

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:

1. 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).
2. Internships may take place only at sites approved by the discipline.
3. 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.
4. 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.
5. 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 Office of the Dean no later than the end of add/drop..
6. Internships may be awarded from 1 to 16 credits. The amount of credit 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.
7. 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.
8. 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 a faculty member in an area of mutual interest. Meetings with the faculty member will occur on a weekly basis.

The Following Guidelines Apply to Directed Study Courses:

1. Directed Study courses normally do not duplicate courses offered during a semester.
2. Directed Study courses may not be for more than four credits.
3. 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:

1. have at least sophomore standing (30 credits or more);
2. have a cumulative GPA of at least 2.5;
3. have no record of having been reported for cheating or plagiarism;
4. have a faculty sponsor for the Directed Study;
5. have completed the Directed Study Contract Form, and have obtained all the necessary signatures; and
6. have submitted the completed forms to the appropriate Chair's or Dean's office no later than the end of add/drop.

Independent Study

An Independent Study is an academic course that allows a student to do an 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:

1. Independent Study courses normally do not duplicate courses offered on a semester or yearly basis.
2. Independent Study courses may not be for more than four credits.
3. 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:

1. have at least junior standing (60 credits or more);
2. have a cumulative G.P.A. of at least 3.0 in the major;
3. have no record of having been reported for cheating or plagiarism;
4. have a faculty sponsor for the Independent Study;
5. have completed the Independent Study Contract Form, and have obtained all the necessary signatures; and
6. have submitted the completed forms to the appropriate Chair's or Dean's office no later than the end of add/drop.

Curriculum

Majors and Minors

A wide variety of majors and minors (listed below) are available at New England College. They are fully described in the “Curriculum” section of this catalog.

Program of Interest	Type of NEC Program	NEC Listing
Accounting	Major (4 + 1 Program MS)	Accounting/Graduate Studies
Allied Health	Health Science Major	Health Science
Art	Major and Minor	Art and Art History
Art History	Major and Minor	Art and Art History
Athletic Training (Pre-)	Concentration of Kinesiology	Kinesiology
Biology	Major and Minor	Biology
Business Administration	Major and Minor	Business Administration
Child Development	Concentration of Psychology	Psychology
Clinical Psychology	Concentration of Psychology	Psychology
Coaching	Minor	Kinesiology
Communication	Major and Minor	Communication
Comparative Literature	Major and Minor	English, Comparative Literature and Creative Writing
Computer Information Systems	Concentration of Business Major and Minor	Business Administration and Computer Information Systems
Creative Writing	Major and Minor M.F.A. in Creative Writing (Poetry)	English, Comparative Literature and Creative Writing Graduate Studies
Criminal Behavior	Concentration of Psychology	Psychology
Criminal Justice	Major and Minor	Criminal Justice
Drawing	Concentration of Art Major	Art and Art History
Economics	Courses only	Economics
Education	Major	Education
Educational Studies	Major	Education
Elementary Education	Major	Education
Engineering	3 + 2 Program	Engineering
English	Major and Minor	English
Environmental Science	Major and Minor	Environmental Science
Environmental Studies	Major	Environmental Science
Environmental Sustainability	Major	Environmental Sustainability
Finance and Banking	Concentration of Business Major	Business Administration
French	Courses only	Modern Languages
Graphic Arts and Design	Concentration of Art Major	Art and Art History
Health Science	Major	Biology & Health Science
History	Major and Minor	History
International Relations	MA Program	Political Science/Graduate Studies
Journalism	Concentration of Communication Major	Communication
Kinesiology	Major and Minor	Kinesiology
Management	Concentration of Business Major M.S. in Management	Business Administration Graduate Studies

Marketing	Concentration of Business Major	Business Administration
Mathematics	Major and Minor	Mathematics
Media Studies	Concentration of Communication Major	Communication
Modern Languages	Courses only	Modern Languages
Music	Courses only	Music
Outdoor Leadership	Major and Minor	Outdoor Leadership
Painting	Concentration of Art Major	Art and Art History
Philosophy	Major and Minor	Philosophy
Photography	Concentration of Art Major	Art and Art History
Physical Education	Major	Education
Physical Therapy (Pre-)	Health Science Major	Health Science
Physics	Courses only	Physics
Political Science	Major and Minor	Political Science
Pre-Law	Conc. Of Political Science Major	Political Science
Pre-Medical	Biology & Health Science Major	Biology & Health Science
Pre-Nursing	Health Science Major	Biology & Health Science
Pre-Pharmacy	Health Science Major	Biology & Health Science
Psychology	Major and Minor	Psychology
Public Relations	Concentration of Communication Major	Communication
Secondary Education	Major	Education
Social Work	Minor	Sociology and Social Work
Sociology	Major and Minor	Sociology and Social Work
Spanish	Courses only	Modern Languages
Special Education	Major	Education
Sport Communication	Concentration of Communication Major	Communication
Sport & Recreational Management	Major	Sport and Recreation Management
Pre-Athletic Training	Conc. of Kinesiology and Sport Science	Kinesiology and Sport Science
Studio Art	Conc. of Art Major, Minor	Art and Art History
Theatre	Major and Minor	Theatre
Wellness	Minor	Kinesiology
Women's Studies	Minor and Indiv. Des. Major	Women's Studies
Writing	Professional Writing Minor MA Professional Writing	Writing Graduate Studies

Collegium/Division Structure

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 post-graduate students for professions or advancement within professions.

New England College's undergraduate and post-graduate departments, majors, minors, and other academic programs are housed in the following groups:

Division of Management: Accounting 4 Plus 1 program, Business Administration, Communication, Computer Technology, Economics, International Relations 4 plus 1 program, Outdoor Leadership, Sport and Recreation Management, and the Master of Science in Management

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.

Division of Education: Education, Kinesiology, the Master of Education, the Master of Education in School Leadership, Master of Higher Education Administration, and the Certificate of Advanced Graduate Study (CAGS)

The mission of the Division of Education is expressed below under the KGA Collegium; also, see below the description of the programs under **Education**.

The four collegia comprising the Division of Arts and Sciences are:

ALT (*Art, Literature, and Theatre*) Collegium: Art, Art History, Comparative Literature, Creative Writing, English, Modern Languages, Music, Theatre, and the Master of Fine Arts in Poetry

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 ALT 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.

KGA (*Knowledge, Growth, and Action*) Collegium: Criminal Justice, Psychology, Sociology, the Master of Science in Mental Health, the Master of Science in Counseling and in Human Services, and the Master of Science in Criminal Justice Leadership.

The shared mission of the Division of Education and the KGA Collegium is:

- To enable students to understand the forces that shape individual and societal dynamics
- To empower students to be lifelong learners and agents of change
- To promote a concern in students for enhancing the quality of individual lives
- To provide a supportive context in which students are encouraged to develop their own ethical world views
- To develop students' critical thinking skills
- To foster creativity and qualities of effective leadership

- To foster sensitivity to and the appreciation of cultural, ethnic, gender, and generational differences
- To prepare students for graduate study or immediate entry into professional or pre-professional.

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

NSM (*Natural Sciences/Mathematics*) Collegium: Biology, Biological Studies, Biomedical (Pre-Med), Chemistry, Health Science, Engineering 3+2, Environmental Sciences and Studies, Mathematics, Physics, and the Bachelor of Science degree completion program in Healthcare Administration

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

- Critical and quantitative thinking to accumulate and analyze reliable knowledge and to make rational and logical decisions based on that knowledge
- Abilities to see scientific methods as universal problem-solving techniques, and to integrate these techniques into other disciplines and everyday life.

We emphasize both theoretical and applied approaches:

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

Veritas Collegium: History, Philosophy, Political Science, Women’s Studies, the Writing Program, the Masters of Arts in International Relations, the Master of Arts in Professional Writing, and the Master of Arts in Public Policy

Central to educating students for participation in the global community is providing them with an ability to understand their place in the continuum of cultural and political change. The commitment to developing perspective, critical questioning, and analysis is shared by each of the disciplines housed within the Veritas Collegium. Integrated through interdisciplinary study, this commitment serves to deepen and enrich the base of knowledge from which students may thoughtfully engage their world. Courses within the collegium present students with diversity of perspective by offering historical, political, and cultural contexts for the assimilation and synthesis of knowledge. By encouraging students to engage these contexts critically and imaginatively, we help prepare them to interact with the world with confidence in their ability to understand and appreciate continuity as well as change, difference as well as similarity.

Undergraduate Programs

Note: All courses are four credits unless otherwise noted.

The General Education Curriculum

The Study of General Education

The General Education Curriculum is designed to help fulfill New England College's Mission Statement. It provides students with a basis in the liberal arts and sciences that gives their education depth, breadth, and prepares them to assume mature, responsible, and capable roles as global citizens. The program consists of the following:

Students are required to complete all general education requirements listed below.

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. *Prerequisites: Students must earn a grade of C or better to fulfill the College Writing requirement.*

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 basic competency in Mathematics. This can be accomplished by passing part 1A and 1B on the Mathematics Placement exam, or by successful completion of a 1000-level or above math course. The goal for the 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. *Since mathematics and quantitative reasoning are important to virtually all academic disciplines, it is strongly recommended that students fulfill the requirements in mathematics in their first year.*

LAS 1110 (LAS 1) On Being Human

Through readings, class discussions, and independent projects, this course addresses the following questions: What does it mean to be human and what is the basis for believing in a shared humanity? How do ethnicity, language, sexual orientation, race, class, and culture shape individual and collective identities? What are the cultural and ecological conditions of being human? What are the obligations and responsibilities that follow as a consequence of these conditions? By attempting to answer these questions independently and collaboratively, students will learn to articulate and substantiate beliefs by asking pertinent questions, utilizing information effectively, and thinking critically about solutions to real world problems. This class is part of the first year experience and is a foundation for the core curriculum.

LAS 1120 (LAS 2) Communities in America

This course grows out of the foundation provided in LAS 1110. By looking to the social context of humans, this course seeks to convey the interdependence and fundamentally social nature of the human condition. This course challenges students to examine what makes a community. Courses will identify a particular group or groups and ask students to understand the purpose, compromises, and evolution of these collectives. Since the purpose of the course is for students to acquire the skills of analysis and the ability to effect change, fictional and/or fictionalized communities are also worthy objects of study. Concepts such as identity, difference, ethnicity, culture, political affiliation, professions, religious, spiritual, and philosophical commonality, disability, rituals, rites of passage, rights and responsibilities, prejudice, discrimination, and the construction of 'race' and 'gender' may play a role in these courses. Students should leave with a sense of the relationship between the group(s) in question and American government and law.

LAS 2110 (LAS 3) The Creative Arts

A creative arts seminar is an experientially-based course that gives students the ability to understand the creative process. These courses embrace the process of conception, execution, and analysis. Students acquire a heightened aesthetic awareness and understanding. 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) Laboratory Science

These courses will expose students to the laboratory application of the scientific process to a specific field of study. Each of these courses will give students the opportunity to develop and test hypotheses through experimental learning in the laboratory or the field. Students will experience depth of content through both reading in the discipline as well as the application of the reading to the laboratory setting. The lab will give the students the opportunity to write scientifically and apply quantitative and/or qualitative reasoning to the scientific process.

LAS 2140 (LAS 6) Humanities

These courses develop the student's ability to appreciate beauty and elegance in the search for truth, and encourages 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 creative beings.

LAS 3110 (LAS 7) Global Perspectives

These courses will address salient multi-national or global issues through theory and practice. As the capstone of the core curriculum, this course will heighten awareness of and develop critical thinking about global issues impacting the human condition. *Prerequisites: Students must complete four LAS seminars and the two writing requirements.*

Accounting

B.S. Degree in Accounting

M.S. Degree in Accounting (SEE GRADUATE STUDIES SECTION)

The Study of Accounting

The Accounting Faculty believes that competence in accounting is fundamental to good management; recent events serve to reinforce this belief. This challenging major provides the opportunity for the student to gain 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 “plus” year graduate master’s program.

One of the hallmarks of New England College is the close working relationship between our faculty and our students. Though accounting is a challenging major, our faculty is driven to help each student achieve success.

Requirements to Major in Accounting

A. ACCOUNTING CORE COURSES

- AC/BU 2210 - Financial Accounting
- AC/BU 2220 - Management Accounting
- AC 3210 - Financial Reporting I
- AC 3220 - Financial Reporting II
- AC 3230 - Cost Accounting
- AC 3290 - Federal Taxation
- AC 4910 - Internship in Accounting
- AC 4920 - Practicum in Accounting
- AC 5640 - Auditing and Attestation

B. ELECTIVES

Take one course from the following list:

- AC 5250 - Financial Statement Analysis
- AC 5260 - Ethical Issues in Accounting
- AC 5310 - Accounting Information Systems
- AC 5620 - Government and Non-Profit Reporting
- AC 5730 - Accounting for Mergers and Acquisitions

C. RELATED COURSES REQUIRED FOR THE MAJOR

- BU 2110 - Quantitative Methods or MT 2310 Statistics
- BU 3310 - Business Finance
- BU 3920 - Business Law
- EC 2110 - Macroeconomics
- EC 2120 – Microeconomics

D. ELECTIVES AND INSTITUTIONAL REQUIREMENTS

Suggested Course Sequence within the Accounting Major

While each student is strongly encouraged to meet with their advisor to work out a specific course schedule during the year, below is a suggested course sequence for the major.

First Year

Financial Accounting and Management Accounting
College Writing I & II
LAS 1110 and Las 1120
Math Requirement and Open Elective

Sophomore Year

Financial Reporting I & II
Micro and Macro Economics
LAS 2110 and LAS 2120
Statistics or Quantitative Analysis and Open Elective

Junior Year

Cost Accounting and Federal Income Taxes
LAS 2130 and LAS 2140
Business Finance and Open Elective
Open Elective & Open Elective

Senior Year

Auditing & Attestation and the Accounting Elective
Accounting Internship & Business Law
LAS 3110 & Open Elective
Open Elective & Open Elective

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

AC 2210 (BU 2210) Financial Accounting

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

AC 2220 (BU 2220) Management Accounting

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

AC 3210 Financial Reporting I

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

AC 3220 Financial Reporting II

A continuation of the concepts begun in Financial Reporting I. Balance sheet topics will include liabilities like long-term debt, pensions, 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 2210 or permission of the instructor*

AC 3230 Cost Accounting

This course is designed to track the individual components that make up the cost of a manufactured product: materials, labor, and overhead. It expands beyond the management accounting course in that cost

accumulation systems like job order and process costing are studied. Other topics of note include quality costs, learning curve theory, just-in-time costing, and activity-based costing. *Prerequisite: AC 2210, AC 2220*

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: BU 2210 or permission of the instructor*

AC 3990 Topics in Accounting

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

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 4920 Practicum in Accounting

The practicum is designed to provide the student with an experiential learning experience in an area within accounting based on interest and availability. The practicum can be completed either on- or off- campus. *Variable credit.*

AC 5250 Financial Statement Analysis

This course describes the accounting principles used in compiling financial statements and the qualitative characteristics of data appearing on financial statements. After a thorough overview of financial statements, major tools and techniques are explained, including horizontal and vertical statements, common-size statements, ratio analysis, liquidity and activity ratios, profitability ratios, capital structure and profitability ratios, market test ratios, and cash flow ratios. The significance of interim financial statements and segment reporting is explored, as are analysis of annual reports and management discussion and analysis (MDA). *Prerequisites: AC 3210, AC 3220*

AC 5260 Ethical Issues in Accounting

This course examines the ethical frameworks guiding decision making. This course will focus on the professional responsibilities and conduct with respect to clients, to colleagues, and to the field. The course will discuss how ethical issues are seen in and shape accounting standards. *Prerequisites: AC 3210, AC 3220*

AC 5310 Accounting Information Systems

This course examines the interaction among traditional accounting functions and Information Technology. The various responsibilities associated with the IT will be discussed as well as the risks associated with these functions and appropriate segregation of functional areas. Additionally, students will understand impact that hardware and software alternatives as these choices relate to an organization's accounting system.

Prerequisites: AC 3210, AC 3220

AC 5620 Government and Non-Profit Reporting

This course covers the environment of government/non-profit accounting and financial Analysis, budgeting control, revenues, and expenditures, accounting for capital projects, related account groups, and endowment management to include investments, accounting for business type and trustee activities, issues of reporting, disclosure, and non-profit organizations. *Prerequisite: AC 3210, AC 3220*

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, AC 3220

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 3210, AC 3220*

Art and Art History

B.A. Degree in Art – General Studio Art

B.A. Degree in Art – Graphic and Communication Design

B.A. Degree in Art - Painting/Drawing

B.A. Degree in Art - Photography

B.A. Degree in Art History

The Study of Art

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

Foundation Review

In order to continue in the major, all studio art majors are required to submit portfolios of work from all art courses for review by the art faculty by the end of their second year in the program (fall of Junior Year for Junior year transfer students). The purpose of this 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.

Requirements to Major in Art

A. Core Courses

- AR 1110 - Two-Dimensional Design
- AR 1230 - Introduction to Art and Art History
- AR 1610 - Drawing I
- AR 2120 - Three-Dimensional Design
- AR 2610 - Drawing II

B. Art Concentration

General Studio Concentration

- AR 1710 - Photography I
- AR 2410 - Graphic Design I
- AR 3310 - Printmaking
- AR 3510 - Sculpture
- AR 3610 - Painting I
- AR 3250 - 20th Century Art
- Upper Level Art History
- AR 4850– Senior Project in Studio Art

Painting/Drawing Concentration

- AR 3610 - Painting I
- AR 3310 - Printmaking
- Three additional studio courses from the following:
 - AR 3620 - Painting II
 - AR 3630 - Water-Based Media

- AR 3640 - Figure Painting and Drawing
- AR 3650 - Drawing and Mixed-Media Studio
- AR 4630 - Advanced Studio I
- AR 4640 - Advanced Studio II
- AR 3250 - 20th Century Art
- Upper Level Art History
- AR 4980 - Senior Project in Studio Art

Photography Concentration

- AR 1710 - Photography I
- AR 2710 - Photography II
- AR 3710 - Photography III
- AR 4730 - Professional Photography
- AR 2410 - Graphic Design I
- AR 3250 - 20th Century Art
- AR 3260 - History of Photography
- AR 4980 - Senior Project in Studio Art

Graphic and Communication Design Concentration

- AR 2410 - Graphic Design I
- AR 3420 - Graphic Design II
- AR 2420 - Design and Illustration
- AR 1710 - Photography I
- AR 2710 - Photography II
- AR 3250 - 20th Century Art
- AR 3260 - History of Photography
- AR 4980 - Senior Project in Studio Art

C. Distribution Courses and Electives

Requirements to Minor in Studio Art

- AR 1110 - Two-Dimensional Design
- AR 1610 - Drawing I
- AR 1230 - Introduction to Art and Art History
- One Additional course in art history (AR 3250 20th Century Art recommended)
- Two additional studio art courses

Requirements to Major in Art History

Note: The Art History Major is not subject to the same core requirements as the Studio Art Major.

A. Art History and Cognate Courses

- AR 1230 – Introduction to Art and Art History
- AR 3250–20th Century Art
- One art history course from the following:
 - AR 1310 - Art and Diversity
 - AR 2220 - Women in Art
- One history or literature course, chosen from:
 - HS 1110 – Western Civilization to 1500

- HS 1120 – Western Civilization since 1500
- EN 2070 - Mythology: The God, The Goddess, and the Trickster
- Three art history courses from the following:
 - AR 2230 - History of American Art and Architecture
 - AR 3220 - Renaissance Art
 - AR 3240 - 19th Century Art
 - AR 3260 - History of Photography
 - AR 4230 - Contemporary Issues in Art
 - AR 4910 - Internship/Apprenticeship in Art/Art History
- One studio art course, chosen from:
 - AR 1110 - Two-Dimensional Design
 - AR 1610 - Drawing I
 - AR 1710 - Photography I
- Two semesters of a foreign language (French recommended)
- AR 4981 - Senior Project in Art History

B. Distribution Courses and Electives

Requirements to Minor in Art History

- AR 1230 – Introduction to Art and Art History
- AR 3250–20th Century Art
- One art history course from the following:
 - AR 1310 - Art and Diversity
 - AR 2220 - Women in Art
- Two art history courses from the following:
 - AR 2230 - History of American Art and Architecture
 - AR 3220 - Renaissance Art
 - AR 3240 - 19th Century Art
 - AR 3260 - History of Photography
 - AR 4230 - Contemporary Issues in Art
 - AR 4910 - Internship/Apprenticeship in Art/Art History

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

AR 1110 Two-Dimensional Design

A studio course stressing the fundamentals of visual organization. Introduces the beginning student to basic two-dimensional design elements such as line, shape, form, texture, value and color.

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.

AR 1310 Art and Diversity

Why have issues such as race, gender and class been historically excluded from the study of art history? Why is it important that histories of art reflect the kind of gender and racial diversity seen in present-day America? This course takes these questions as central ones to understanding how race, gender and class impact artists who explore these issues through their art.

AR 1610 Drawing I

Fundamental techniques of drawing. Students explore line, form, value and composition.

AR 1710 Photography I

Although the computer has transformed the medium of photography, this class explores the traditional fundamentals of photography employing the new technology in a simplified workflow. Emphasis is placed on personal expression through the creation of B&W and color imagery. A digital camera with at least 5MP that allows manual control of aperture and shutter and uses Raw format and a 1 GB (or larger) memory card is required. Please bring your camera and manual to the first class.

AR 2120 Three-Dimensional Design

A studio course dealing with the fundamentals of three-dimensional design. *Prerequisite: AR 1110.*

AR 2220 (WS 2220) Women in Art

The place of women in the history of Western art as producers of major works and as the subject of the work of other artists, primarily male artists, remains controversial. This course will explore issues relating to the conditions under which women have worked as artists from the Middle Ages to the present as well as the ways that art and art history have shaped or have been shaped by society's attitudes toward women.

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.

AR 2410 Graphic Design I

This course focuses on the fundamentals of graphic design with an emphasis on visual communication. Design concepts and use of image as a communication tool will be explored. Students will learn and analyze the formal and technical concepts of design as they pertain to structure and pattern, symbols, logotypes and pictographs, as well as stationary systems. Students will use the most current software applications on the Apple Macintosh platform. *Prerequisite: AR 1110 or permission of instructor.*

AR 2420 Design and Illustration

This course will focus on the relationship between illustration and design, and will explore the different tools, materials and techniques used in illustration and design. *Prerequisite: AR 2410. AR 1710 recommended.*

AR 2610 Drawing II

An emphasis on drawing techniques as a means toward developing controlled and individual expression. Students will be involved in intensive practice in drawing the human figure. *Prerequisite: AR 1610.*

AR 2710 Photography II

Blending traditional and digital processes can provide remarkable flexibility, control, and expressive freedom. Along with digital capture, this class explores the use of traditional silver materials in a more sophisticated workflow. Emphasis is placed on creating expressive imagery. Students explore both screen and printed output with their personal imagery; A printed final project is required to complete this hands-on course. A digital SLR camera and dedicated electronic flash is required. *Prerequisite: AR 1710 or permission of the instructor.*

AR 2990 Introductory Topics in Art or Art History

An examination of a selected topic in art or art history at the introductory level. Courses may be classroom or field trip oriented and may be repeated for credit on different topics. *Variable credit (1-4).*

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. Because the Renaissance encompassed a period of great historical change as well as a self-conscious looking backward to ancient civilizations, understanding Renaissance art is helpful to understanding modern art in general. Field trip. *Prerequisite: AR 1230 or permission of instructor.*

AR 3240 19TH Century Art

An examination of the divergent, yet related, trends in European art that herald the modern age. The various artistic movements of Romanticism, Realism and Impressionism are studied in light of the historical factors and the theoretical ideas that helped shape them. *Prerequisite: AR 1230 or permission of instructor.*

AR 3250 20TH Century Art

A study of major movements and artists in Europe from 1860 to 1940, and in America since 1940. Emphasis is on art theories and visual images as a reflection of modern civilization. *Prerequisite: AR 1230 or permission of instructor.*

AR 3260 History of Photography

A broad historical survey of photography from Daguerre to the present. Since the 17th century, the camera has been used by both the artist and the scientist as a tool in the exploration of the visible world. The continuity of this photographic vision is studied in the variety of images of the documentary, scientific, and artistic modes of modern work. *Prerequisite: One art history or photography course, or permission of instructor.*

AR 3310 Printmaking

Introduction to the fundamental printmaking processes of intaglio, relief, monotype and collograph. Historical context and contemporary approaches to these mediums will be addressed. *Prerequisite: AR 1610.*

AR 3420 Graphic Design II

An intermediate graphic design course covering a wide range of graphic art processes and approaches to publication design. Studio work will explore the principles of design as they relate to layout, composition and production. Students will use the most current software applications on the Apple Macintosh platform. *Prerequisites: AR 2410. AR 1710 recommended.*

AR 3510 Sculpture

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

AR 3610 Painting I

An introduction to the fundamentals of oil painting. The course will emphasize observation and use of color, technical control, and expressive use of the paint medium. *Prerequisite: AR 1610.*

AR 3620 Painting II

A course designed to strengthening the fundamental skills of oil painting introduced in Painting I. Students will be encouraged to explore personal imagery and style. *Prerequisite: AR 3610.*

AR 3630 Water-Based Media

A studio course to familiarize the student with the fundamentals of watercolor painting. Students explore the techniques of watercolor painting through a series of specific projects dealing with the expressive properties of the watercolor medium. Additional projects will explore other water-based media on paper such as ink, gouache or acrylic wash. *Prerequisite: AR 3610.*

AR 3640 Figure Painting and Drawing

Intensive drawing and painting from the model for the intermediate student. Assignments will include drawing, paint studies on paper as well as developed works on canvas. *Prerequisites: AR 2610 and AR 3610.*

AR 3650 Drawing and Mixed-Media Studio

This course will build upon the fundamentals explored in Drawing I and Drawing II. Students will be introduced to new media and will explore a range of imagery and themes. Experimentation will be encouraged. *Prerequisite: AR 2610 or permission of instructor.*

AR 3710 Photography III

This is an advanced photography class for photo concentrators. Students will pursue their own creative ideas in image-making while exploring the concepts of studio lighting. Several classes will be dedicated to understanding photographic criticism. Other classes will consist of demonstrations and extended critique. An exhibition-quality portfolio will be the final focus of this course. *Prerequisite: AR 2710*

AR 3990 Intermediate Topics in Art or Art History

The study of a selected topic in art or art history at an intermediate level. May be repeated for credit with different topics. *Prerequisite: Permission of instructor.*

AR 4230 Contemporary Issues in Art

A study of recent 20th and 21st Century art covering artistic developments in the United States and Europe since World War II and considering a range of issues that affect contemporary artists. Readings are drawn from art history texts, contemporary art journals and critical essays on art and culture. *Prerequisite: AR 3250 or permission of the instructor.*

AR 4630 Advanced Studio I

In this course students will work under the direction of the instructor(s) in their choice of drawing, painting media or combination of media. Each student will select from a range of suggested topics and stylistic approaches to develop imagery for content and personal expression. Each will be responsible for researching and writing about artists who have worked with related imagery, content and/or style. The student will be expected to develop one or more series of related works for presentation at critique. Highly recommended as preparation for Senior Project. May be repeated for credit with permission only. *Prerequisites and Course Notes: Two or more 300-level courses in the medium or area of focus and permission of instructor.*

AR 4640 Advanced Studio II

Students ready for independent and advanced work undertake individually selected projects under the guidance of the instructor, in the media of their choice. *Prerequisite: AR 4630 and permission of instructor. May be repeated for credit with permission only.*

AR 4730 Professional Photography

Designed for the photography studio concentration. The fields of photojournalism, studio, and commercial photography are explored using client-generated assignments. Event coverage, creative portraiture, studio and location assignments are required. *Prerequisite: AR 2710 or permission of instructor.*

AR 4810 Directed Study in Art

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

AR 4830 Independent Study in Art

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

AR 4910 Internship/Apprenticeship in Art /Art History

Students who meet requirements for admission to the College Internship Program may acquire practical experience in a variety of settings (e.g. artists' studios, museums, commercial galleries, arts organizations) under the supervision of a qualified professional and a member of the art faculty. *Prerequisite: Permission of the instructor and advisor required. Variable credit (1-16).*

AR 4980 Senior Project in Studio Art

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

AR 4981 Senior Project in Art History

The Senior Project in Art History will take the form of a research project in a topic mutually decided upon by the student and his/her advisor and will result in a written thesis or substantial curatorial project. The project will normally be undertaken at the start of the senior year and culminate at the end of the senior year with a public presentation. *Prerequisite: Permission of the instructor and advisor required.*

AR 4990 Advanced Topics in Art or Art History

Study of a selected topic in art or art history at an advanced level. May be repeated for credit with different topics. *Prerequisite: Permission of the instructor.*

Biology and Health Science

B.S. Degree in Biology

B.S. Degree in Health Science

The Study of Biology and Health Science

The two main goals of the Biology and Health Science major 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 degree programs (including ones in pharmacy, medicine, physical therapy, chiropractic, dental, science education, and forensics science) and are employed as scientists, medical technicians, state biologists, secondary school teachers, and medical practitioners.

All students in the Biology and Health Science 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 one of two degree tracks: (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 allied health field. Each of these two degree tracks has a set of core courses and electives designed to prepare students for their chosen area of interest.

As part of the Senior Science Seminar, all majors are required to conduct their own research projects under the guidance of the Biology and 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 required, and Biology majors encouraged, to participate in internships and/or volunteer to further their career participation 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.

All first-year students are encouraged to take The Way of Science (NSM 1000), Pre-calculus, and General Biology I and II (BI 1110 and BI 1120). All second-year students are encouraged to take General Chemistry I and II (CH 2110 and CH 2120) as well as core courses from their chosen degree track.

Students who are interested in biology but are not expecting to pursue an advanced degree in biology or health science may choose to develop, in consultation with the Biology and Health Science faculty, an Individually Designed Major that allows them more flexibility in course selection. In the past, students have developed an IDM in Biological Studies, Environmental Biology, Wildlife Biology and Pre-Veterinary Biology.

Students interested in teaching science should consult the Education Department Program in Secondary Education for requirements.

The Sophomore Review

Upon completion of the BI 1110 General Biology I and BI 1120 General Biology II and one semester of CH 2110 General Chemistry I, all Biology and Health Science majors are required to meet with the Biology and Health Science faculty in consultation with relevant reviewers from the NSM Collegium. 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. After successfully completing this review, the student may proceed with either the Biology or Health Science major.

Requirements to Major in Biology

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

A. Collegium Requirements (9 Credits)

- NSM 1000 - The Way of Science (*fulfills LAS 2120 requirement*)
- NSM 3000 - Careers in Science
- NSM 4000 - Senior Science Thesis

B. Biology and Health Science Core Courses (28 Credits)

All students in the Biology and Health Science major will take these core courses:

- BI 1110 - General Biology I (*fulfills LAS 2130 requirement*)
- BI 1120 - General Biology II
- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- PH 2210 - General Physics I
- MT 1510 – PreCalculus
- MT 2310 – Statistics I

C. B.S. in Biology core (12 Credits)

One course from each of the following areas:

- Organismal biology
 - BI 2020 – Plants and Human Affairs
 - BI 2050 – Zoology
- Cell/molecular biology
 - BI 3030 - Genetics
 - BI 3210 – Microbiology
- Ecosystems biology
 - BI 4030 – Ecology

D. B.S. in Biology Elective Courses (24 Credits)

Any six of the following courses (not including the courses taken to fulfill the core), where at least 3 of the courses are 3000 level or above:

- BI 1020 - Foundations of Nutrition
- BI 2020 – Plants and Human Affairs
- BI 2030 - Human Anatomy and Physiology I
- BI 2040 - Human Anatomy and Physiology II
- BI 2050 - Zoology
- BI 2070 – New England Natural History
- BI 3020 - Comparative Animal Physiology
- BI 3030 - Genetics
- BI 3210 - Microbiology

- BI 3990 - Advanced Topics in Biology
- BI 4020 - Evolution
- BI 4110 – Molecular Biology
- BI 4910 - Internship in Biology (*4 credits or more*)
- CH 3310 – Organic Chemistry I
- CH 3320 – Organic and Biochemistry
- MT 2510 – Calculus I
- PH 2220 – General Physics II

Requirements to Major in Health Science

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

A. Collegium Requirements (9 Credits)

- NSM 1000 – The Way of Science (*fulfills LAS 2120 requirement*)
- NSM 3000 - Careers in Science
- NSM 4000 - Senior Science Thesis

B. Biology and Health Science Core Courses (28 Credits)

All students in the Biology and Health Science major will take these core courses:

- BI 1110 - General Biology I (*fulfills LAS 5 requirement*)
- BI 1120 - General Biology II
- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- PH 2210 - General Physics I
- MT 1510 – Pre-Calculus
- MT 2310 – Statistics I

C. B.S. in Health Science Core Courses(21 Credits)

- BI-1020 Foundations of Nutrition
- BI-2030 Human Anatomy and Physiology I
- BI-2040 Human Anatomy and Physiology II
- BI-2120 Microbiology
- BI-4910 Internship (*4cr or more*)
- KI-2010 First Aid and CPR (*1cr*)

D. B.S. in Health Science Pre-Professional Courses (20 Credits)

Students take an additional 20 credits. These courses are chosen in consultation with faculty in order to fulfill 20 credits of pre-professional requirements in each student's area of interest.

Programs included:

- Pre- Bachelor of Science in Nursing (BSN) – articulation agreement in place
- Pre- Masters of Physicians Assistant (MPA) – articulation agreement in place
- Pre- Doctorate of Pharmacy (PharmD) – articulation agreement in place
- Pre- Doctorate of Physical Therapy (DPT) – articulation agreement in place
- Pre-Medical or Pre-Veterinary (PreMed)

Students may, in consultation with the departmental faculty, create a new pre-professional track in an area not listed. For each pre-professional area, recommended courses are listed in the table below.

In addition to the pre-professional courses listed in this table, students must choose credits from the

Biology Elective Course List to complete 20 credits of pre-professional study.

	BSN	MPA	PharmD	DPT	PreMed
BI-2110 Genetics		X			X
CH-3310 Organic Chemistry I		X	X		X
CH-3320 Organic & Biochemistry		X	X		X
KI-1110 Intro to Kinesiology				X	
KI-4410 Applied Exercise Physiology				X	
KI-2180 Applied Biomechanics				X	
MT-2510 Calculus I			X		X
PH-2220 Physics II				X	X
PS-1110 Intro to Psychology		X	X	X	
PS-2140/50 Human Dev. 1 & 2	X				
SO-1110 Intro to Sociology			X		
Total Pre-Professional credits	8	16	20	20	20
Credits from Biology Elective Courses	12	4	0	0	0

Requirements to Minor in Biology

A minor in Biology will consist of the following courses:

- BI 1110 - General Biology I
- BI 1120 – General Biology II
- NSM 1000 - The Way of Science
- At least 12 credits of Biology courses at the 2000 level or above.

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

BI 1010 Biology and Society

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

BI 1020 Foundations of Nutrition

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

BI 1030 Concepts of Human Anatomy and Physiology

This course is a one-semester overview of the essential concepts of human anatomy and physiology for Kinesiology and Physical Education majors. Many of the major organ systems are studied (cardiovascular, respiratory, skeletal, muscular, digestive, nervous, and endocrine), as well as their functional relation to each other. Particular emphasis is placed on skeletomuscular anatomy and physiology, exercise, and other elements critical to maintaining optimum health. Lecture and lab. *Offered every fall.*

BI 1060 Introduction to Horticulture

An introduction to the structure, growth, and classification of horticultural plants, including the techniques of controlling plant environments and plant growth, techniques of plant propagation and emphasis on practical aspects of plant production. Extensive work required in the College greenhouse. *Offered upon sufficient demand.*

BI 1110 General Biology I

A consideration of the basic principles of biology, within the context of the unifying theory of evolution, designed for the science major or any student interested in taking a full-year general biology sequence. Laboratories provide hands-on experiences of the same topics covered in lectures but deal with the examination and utilization of scientific methods, including experimental design, data collection, analysis, and interpretation. For the Biology Major, this course satisfies the General Education Liberal Arts and Sciences laboratory science requirement (LAS 2130) *Offered every fall.*

BI 1120 General Biology II

This course is a continuation of BI 1110. In this semester, the emphasis is on major integrating systems and ecological relationships of animals and plants. Laboratory work involves anatomy and physiology of both plants and animals, as well as experimental analysis of ecological interactions. *Prerequisite: BI 1110. Offered every spring.*

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. *Prerequisite: BI 1120 or permission of instructor. Offered in odd falls.*

BI 2030 Human Anatomy and Physiology I

This is the first half of an intensive two-semester course designed to introduce students to the fundamentals of human anatomy and physiology. This course focuses on the chemical and cellular principles that are essential for the proper understanding of the basic physiological systems in humans. Topics covered include cellular structure and function, cell metabolism, tissue structure and function, skeletomuscular system, and nervous control systems. *Prerequisite: BI 1110, 1120. Offered every fall.*

BI 2040 Human Anatomy and Physiology II

A continuation of BI 2030, Human Anatomy and Physiology I. This course concludes discussion of a number of organ systems in humans. Topics include coverage of anatomical and physiological aspects of the senses, hormonal control, and the cardiovascular, respiratory, digestive, urinary, and reproductive systems. *Prerequisite: BI 2030. Offered every spring.*

BI 2050 Zoology

This course focuses on the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. *Prerequisite: BI 1110, 1120. Offered in even springs.*

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. *Prerequisite: BI 1110 or ES 1110. Offered odd falls.*

BI 3020 Comparative Animal Physiology

This course examines the functioning of body systems in a wide range of animal groups. Topics covered 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 1110, BI 1120. Offered in odd springs.*

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 plus basic work in molecular techniques. *Prerequisites: BI 1110, BI 1120. Offered in even falls.*

BI 3210 Microbiology

The course studies the genetics, physiology, and classification of microorganisms. Microorganisms include bacteria, viruses, fungi, protozoans 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 and identification. *Prerequisites: BI 1110, BI 1120. Offered in odd springs.*

BI 3990 Advanced Topics in Biology

This course focuses on the treatment of some biological concept or principle. May be offered with or without a laboratory. *Prerequisites: BI 1110, BI 1120. May be repeated for credit on different topics.*

BI 4010 Ecology

This course examines basic principles and factors governing the relationships of organisms to their environment, limiting factors, energy flow, population dynamics, community structure, and composition. *Prerequisites: BI 1110, BI 1120, MT 230. Offered in even falls.*

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 juniors and seniors 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. Emphasis on secondary sources, but with at least one foray into the primary literature is required. *Prerequisites: BI 1110, BI 1120. Offered in odd springs*

BI 4030 Research in Biology

Undergraduates may elect to work in the laboratory or in the field with one or more of the Biology Faculty on special topics. Possible topics include: peatland research, amphibian research, flora and fauna of New Hampshire, molecular biology, microbiology, neurobiology, or a topic developed by the student. *Prerequisites: BI 1110, BI 1120. May be repeated for credit.*

BI 4810 Directed Study in Biology

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

BI 4830 Independent Study in Biology

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

BI 4850 Teaching in Biology

This course provides the student with teaching opportunities. A contract will be developed for an appropriate experience that might include assisting a faculty member in the biological laboratories or peer tutoring. Students can participate in various phases of the laboratory experience from preparation to classroom management and help with student learning. Prerequisite: Students must have successfully completed the course in which they are assisting. *Contract required. Variable credit depending on duties. May be repeated for credit if assisting in a different course.*

BI 4860 Laboratory Methods in Science

This course is designed to give the secondary education major in biology the opportunity to design and develop laboratories suitable for the secondary school. Students may choose to develop skills in laboratory safety, subculturing, sterile techniques, agar preparation, or learn to use the biological instrumentation. Students will integrate the broad goals of the State of New Hampshire Curriculum Frameworks with the techniques and skills they have learned in other science courses in order to develop laboratories in the biological and natural sciences.

BI 4910 Internship in Biology

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

NSM 1000 The Way of Science

Science is more than a collection of facts; it is a way of building models of the universe based on reliable evidence. How scientists weigh evidence will determine the extent of conflict with politics, religion, and the public in general. This course considers many topics (psychic power, evolution/creation, the birth and death of the universe, and others) in light of the scientific approach to reliable knowledge, and examines the resulting conflicts. *Offered every semester.*

NSM 3000 Careers in Science

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

NSM 4000 Senior Science Thesis

As a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. *Offered every year. (2 credits fall and 2 credits spring)*

Business Administration

B.A. Degree in Business Administration—Accounting

B.A. Degree in Business Administration—Computer Information Systems

B.A. Degree in Business Administration—Management

B.A. Degree in Business Administration—Marketing

B.A. Degree in Business Administration

The Study of Business

The intent of the business program is to offer 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.

Requirements to Major in Business Administration:

- BU 1110 - Introduction to Business
- BU 2110 - Quantitative Methods
- BU/AC 2210 - Financial Accounting
- BU/AC 2220 - Management Accounting
- BU 2420 - Organizational Behavior and Management
- BU 2510 - Principles of Marketing
- BU 3310 - Business Finance
- BU 3620 - International Business
- BU 3880 - Legal & Social Environment of Business
- BU 4040 - Strategic Management
- BU 4910 - Internship in Business (*1-15cr*)
or BU 4920 - Practicum in Business Administration
- EC 2110 - Introduction to Macroeconomics
- EC 2120 - Introduction to Microeconomics

BUSINESS ADMINISTRATION CONCENTRATIONS (Optional)

Students may choose a concentration in one of the four concentrations. All concentrations involve taking a minimum of 12 credits. Some concentrations involve more than 12 credits. Students wishing to add a concentration to the Business Major are advised to seek a member of the Business department as an advisor.

Accounting Concentration (16 Credits)

The accounting concentration is designed to provide a firm foundation in accounting. The Business Department believes that competence in accounting is fundamental to good management. Expertise will be gained which will open the possibilities for careers in private industry, governmental, or other non-profit accounting entities. Students wishing to pursue professional certification are advised to meet with their advisor to develop a four-year plan.

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

One elective chosen from:

- AC 3230 - Cost Accounting

- AC 3990 - Topics in Accounting (*with permission*)
- AC 5250 - Financial Statement Analysis
- AC 5620 - Government and Non-Profit Reporting
- AC 5640 - Auditing and Attestation
- AC 5730 - Accounting for Mergers and Acquisitions
- BU 3920 - Business Law
- Graduate accounting course not listed here may fulfill this requirement. (*with permission*)

Computer Information Systems Concentration (16 Credits)

The computer information systems concentration is designed to help students understand the need to become better educated consumers of information technology. Each student has an opportunity to develop valuable skills, and is able to recognize the need to use information technology resources in a socially and ethically responsible manner. The concentration is structured to provide each student with an opportunity to select courses that support his or her own learning objectives.

- CT 1510 - Introduction to Computer Programming
- CT/BU 2430 - Introduction to Management Information Systems
- And two of the following courses:
 - CT 2510 - Object Oriented Programming
 - CT 3560 - Internet Programming
 - CT 3610 - Database Design
 - CT 3670 - Computer Networks
 - CT 3990 - Topics in Computer Systems (*with permission*)
 - CT 4110 - Computer Security
 - CT 4111 - Network Security

Management Concentration (12 Credits)

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.

- BU 3610 - Leadership
- And two courses from the following list, chosen in consultation with your faculty advisor:
 - BU/PA 2310 - Business Ethics
 - BU 2710 - Small Business/Entrepreneurship
 - BU 3410 - Sales Management
 - BU 3420 - Human Resource Management
 - BU/SM 3710 - Recreation Facilities Management
 - BU/SM 3760 - Nonprofit Management
 - BU 3840 - Edge Sports NH
 - BU 3990 - Topics in Business (*with permission*)
 - BU 4420 - Operation and Production Management
 - CJ 2110 - Criminal Justice Administration

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 - Sales Management
- BU 3510 - Marketing Research
- BU/CT 3530 - Internet Marketing
- BU/SM 3540 - Sports Marketing
- BU 3810 - Advertising and promotion
- BU 3990 - Topics in Business (*with permission*)
- BU 4510 - Marketing Management
- BU 4520 - Consumer Behavior

C. Electives and Institutional Requirements

Requirements to Minor in Business Administration

- BU 1110 Introduction to Business
- Select one of the following:
 - BU 2110 - Quantitative Methods
 - BU/AC 2210 - Financial Accounting
 - BU/AC 2220 - Management Accounting
 - EC 2110 - Introduction to Macroeconomics
 - EC 2120 - Introduction to Microeconomics
- and three additional business or economics courses 2000+

Requirements to Minor In Computer Information Systems

The minor is designed to give students an understanding of Computer Information Systems. This is based on a premise that information systems knowledge is essential for creating successful, competitive businesses, managing global corporations, adding business value, and providing useful products and services.

- CT 1510 - Introduction to Computer Programming
- CT/BU 2430 - Introduction to Management Information Systems
- And two of the following courses:
 - CT 2510 - Object Oriented Programming
 - CT/CO 2750 - Website Design
 - CT/CO 3140 - Desktop Publishing
 - CT 3560 - Internet Programming
 - CT 3610 - Database Design
 - CT 3670 - Computer Networks
 - CT 3990 - Topics in Computer Systems (*with permission*)
 - CT 4110 - Computer Security
 - CT 4111 - Network Security

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

BU 1001 Managing Your Money: Financial Planning

This course will introduce the general concepts related to sound financial planning. This course is designed to help students understand the various components of personal finance. This course does not count toward the Business major. (1cr)

BU 1002 Managing Your Money: Managing Debt

This course will introduce general concepts related to personal debt and debt management. The course is designed to help students understand the implications of carrying various types of debt. Various topics will be examined, including: college loans, house mortgages, and credit card balances. This course does not count toward the Business major. *(1cr)*

BU 1003 Managing Your Money: Budgeting, Saving, and Investing

This course will introduce the general concepts related to developing a personal budget and long term implications of savings. This course is designed to help students prepare a personal budget and introduce various common investment vehicles available. This course does not count toward the Business major. *(1cr)*

BU 1004 Managing Your Money: Taxes

This course will present a basic overview to personal tax structure in the United States and the choices available related to personal taxation. Students wishing to know more about taxes and tax planning are advised to take AC 3290 Federal Taxation. This course does not count toward the Business major. *(1cr)*

BU 1110 Introduction to Business

This survey course incorporates study through projects, group research, video and text case analysis. Further, the course serves as a foundation for the core of business courses. The functions of business, management, finance, marketing, human resources, and information production will be explained and future core courses previewed. Applications of technology in business including the Internet, Excel and other MS Office features are featured.

BU 2110 Quantitative Methods

This introductory course in quantitative analysis focuses on applications in service, manufacturing, and not-for-profit organizations. Topics include basic descriptive statistics, expected value, sampling, inference, regression analysis, forecasting, scheduling, linear programming and project management. *Prerequisite: MT 1010 or adequate score on MPT.*

BU/AC 2210 Financial Accounting

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

BU/AC 2220 Management Accounting

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

BU 2310 (PA 2310) Business Ethics

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

BU 2420 Organizational Behavior and Management

This course provides experiential study to explore the functioning of work group behavior. Specific interest areas covered include leadership, persuasion, organizational effectiveness, and other related topics that enhance the students' ability to manage people and projects in an organization. *Fulfills the LAS 1120 requirement.*

BU 2430 (CT 2430) Introduction to Management Information Systems

This course focuses on the management information systems designed to provide management personnel with up to date decision making information regarding an organization's performance. The impact of information systems on business and society has been significant, and is continuing to change the way that business and society work. This course presents an introduction to the types of computer- related equipment, programs and procedures that comprise information systems in organizations.

BU 2510 Principles of Marketing

This introductory-level marketing course is aimed at the marketing functions of a business, with emphasis on how strategies are developed and how the marketing mix is created to meet the wants and needs of consumers.

BU 2710 Small Business/Entrepreneurship

This course examines the process of entrepreneurship and its role in the economy. Entrepreneurship is explored not only as a set of personal attributes but from the perspectives of various contributing factors such as displacement and economic opportunity. Opportunity screening is discussed extensively and applied through individual and group projects as a foundation for successful profit and not-for-profit planning. The course considers the basic principles and functions of management, including essential record-keeping in the start-up and growth phase of the enterprise.

BU 3240 Investments

This course introduces students to securities and investment vehicles, the markets in which they are traded, and the methods of evaluating their prospects. This course will discuss the nature of risk diversification and introduce a variety of valuation models. *Prerequisites: BU 2110, BU 2210*

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 2110, BU 2210*

BU 3410 Sales Management

This course focuses on one of the elements of marketing promotion, the selling function, with emphasis on planning, organizing, and staffing the sales department. Developing, directing and evaluating the performance of the sales force are also major topics. *Prerequisites: BU 2220, BU 2510*

BU 3420 Human Resource Management

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

BU 3510 Marketing Research

This course examines marketing research techniques used to find the information needed for marketing decision-making. Topics include problem definition, design of research methods, questionnaire construction, data analysis, and the implications of the findings for marketing strategy decisions. *Prerequisites: BU 2510 and either BU 2110 or MT 2310*

BU 3530 (CT 3530) Internet Marketing

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

BU 3540 (SM 3540) Sports Marketing

This course will examine the role of marketing in sports and recreation. We will focus on the structure of the sports industry and tactical use of a sport's marketing mix. We will examine this industry from a range of perspectives: large multi-sport corporations to small recreation programs. We will also discuss the different needs of for-profit and not-for-profit entities. Additionally, the course will focus on event marketing: the planning, the budgeting, and implementation of events. *Prerequisite: BU 2510*

BU 3610 Leadership

This course examines leadership as the critical interpersonal dynamic necessary for effective management. It includes leadership assessment, leadership development, the process of leadership, productivity, motivation, and effective leadership styles and theories. Leadership in other cultures is examined. Current readings, research, and practical exercises are incorporated. *Prerequisite: BU 1110, OL 1110, or SM 1510*

BU 3620 International Business

This course focuses on special issues of international management enabling students to compete in the current global environment. Issues covered include evaluation of how the legal, political, financial, competitive, and cultural environment affect international business strategies. *Prerequisite: Sophomore status. Fulfills LAS 3110 requirements.*

BU 3710 (SM 3710) Recreation Facilities Management

This course is designed to prepare students to plan and manage sport and recreation facilities. We will study and discuss client needs and the theories involved in planning, constructing, and managing facilities. Consideration is given to the Americans with Disabilities Act (ADA) guidelines. Using a traditional lecture and discussion classroom approach, as well as analysis of case studies, students should have a foundation and knowledge in the planning and management of facilities. Several field trips to both commercial and educational recreation facilities occur throughout the semester. The course will culminate with group projects presented to the class, which will reflect a foundation and expanse of knowledge in this field. *Prerequisites: BU 2220, BU 2510, SM 1510*

BU 3720 (SM 3720) Event Management

Event Management is a form of marketing promotion activity where the organization and its brand are linked to a themed activity that the target audience experiences. Students will review contemporary practices in the industry as well as the history of marketing events. Event types for study will include sporting events, concerts, trade shows, conventions, festivals, and exhibits. They will be reviewed from the initial idea, to the development of a plan, to the execution and evaluation of the activity. In addition, fund raising for event activities and events specifically designed for fund raising activities will be discussed. *Prerequisite: BU 2510. (2 cr)*

BU 3760 (SM 3760) Non-Profit Management

Non-Profit Organizations deliver much of our recreational activities, programs and opportunities. These organizations have their own management challenges. This course will focus on issues specific to non-profits, including board relations, managing volunteers, fundraising, and the rules governing non-profit status. *Prerequisite: Sophomore status*

BU 3810 Advertising and Promotion

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

BU 3840 Edge Sports NH Practicum

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

BU 3880 Legal & Social Environment of Business

This course provides an overview of the regulatory, legal, and political environment in which business operates. Emphasis is placed on how the legal environment influences decision-making. This course will present such topics as the legal system, anti-trust, consumer, and administrative law, and role of stakeholders in decision-making. *Prerequisite: Sophomore status*

BU 3920 Business Law

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

BU 3990 Topics in Business

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

BU 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. *Prerequisite: Completion of BU core courses*

BU 4420 Operation and Production Management

This course introduces students to the theory and application of analytical tools that are used to design, schedule, operate, and control processes in the production of products and in the delivery of services by a business. *Prerequisite: BU 2110*

BU 4510 Marketing Management

This course is designed to integrate various functional areas of marketing. The course takes the perspective of the marketing manager faced with developing the strategy for and the execution of a complete marketing program. Topics covered include the development of marketing objectives, the identification of problems and opportunities, creative problem solving, analysis of alternative strategies, and the review of implementation techniques for marketing programs. *Prerequisites: BU 2510 and one other marketing course at the 3000-level. Senior status is preferred.*

BU 4520 Consumer Behavior

Students examine consumer buying decision processes, consumer behavior models and their impact on the development of marketing strategies. The emphasis is on the application of behavioral science concepts to such marketing problems as pricing, packaging, branding, promotion, and retailing. *Prerequisite: BU 2510*

BU 4810 Directed Study in Business

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

BU 4830 Independent Study In Business

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

BU 4910 Internship in Business

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

BU 4920 Practicum in Business Administration

The practicum is designed to provide the student with an experiential learning experience in an area within business based on interest and availability. The practicum can be completed either on- or off- campus.

Variable credit.

Chemistry

Course descriptions

All undergraduate courses are 4 credits unless otherwise noted

CH 2010 Introduction to Chemistry

This is a preparatory course for students who have not previously taken a chemistry course. Traditional general chemistry topics are covered. *Prerequisites: MT 1010 or MT 1020. Offered every other spring.*

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. *Previous course in chemistry recommended. Pre-requisite MT 1510.*

CH 2120 General Chemistry II

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

CH 3310 Principles of Organic Chemistry

A study of carbon compounds by functional groups, methods of synthesis and correlation of chemical and physical properties with structure. This course provides the needed background in organic chemistry for the study of biochemistry. The laboratory portion is conducted using microscale techniques. *Prerequisite: CH 2120.*

CH 3320 Principles of Biochemistry

A consideration of the basic principles of biochemistry. Designed for the science major. Laboratories provide hands-on experiences of the same topics covered in lectures but deal with the examination and utilization of scientific methods, including experimental design, data collection, analysis, and interpretation.

Prerequisite: CH 3310.

CH 3410 (ES 3410) Environmental Chemistry

This course investigates in detail the chemical transformations that occur in nature's gaseous state (the atmosphere), aqueous solutions (rivers and oceans) and the solid state (land and soil). In addition, alternative energy sources will be studied from the perspective of the impact on the environment and their underlying chemical principles. In the laboratory, the student may choose to do an independent project or a series of experiments illustrating our impact on the environment. *Prerequisite: CH 2120.*

CH 3990 Advanced Topics in Chemistry

A focused treatment of some chemical concept or principle. May be offered with or without laboratory. May be repeated for credit for different topics.

CH 4810 Directed Study

Course of study to be arranged between faculty and student in the field of chemistry. *Contract required; Variable credit (1-4); May be repeated for credit.*

CH 4830 Independent Study in Chemistry

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

CH 4850 Teaching in Chemistry

This course provides the student with teaching opportunities. The student and a chemistry faculty member will develop a contract for an appropriate experience that might include assisting in the chemistry laboratory or peer tutoring. Students can participate in various phases of the laboratory experience from preparation to classroom management and help with student learning. Students must have successfully completed the course in which they wish to assist. *Variable credit, depending on duties. This course may be repeated for credit if assisting in a different course.*

Communication

B.A. Degree in Communication

The Study of Communication

The communication major develops the abilities that are essential for success in today's Information Age. Students in this major learn to gather, analyze, organize, and present information in a clear and engaging fashion. To achieve these goals, the major develops strong writers, researchers, critical thinkers, and communicators in a variety of media including print, radio, video, and computers. In addition to course work, on-campus activities such as the College newspaper, radio station, and off-campus activities such as professional internships are an important part of the communication major.

Internships

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

Semester Abroad Recommendation

International affairs and first-hand knowledge of other cultures is increasingly significant to communication majors. We therefore strongly recommend that students in the communication program elect at least one year of a foreign language and 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. For example, the American University of Paris offers a major in international communication.

Requirements to Major in Communication

A student may not earn below C- in the required Core or Concentration courses.

A. Communication Core Courses

- CO 1000 - Meaning of the Media Image
- CO 1110 - Oral Communication
- CO 2020 - Interpersonal Communication
- CO 3410 - Freedom of Speech
- CO 4430 - Senior Seminar
- CO 4910 - Internship in Communication (*BU/SM Internship with permission*)
or CO 4920 - Practicum in Communication (*BU/SM Practicum with permission*)

B. Communication Concentrations

Students choose a minimum of 24 credits from the courses listed for each concentration. The examples listed below are only a few of the possibilities. Students wishing to incorporate additional relevant courses from other departments into their Concentration should submit formal written request and receive approval by Communication faculty.

Generalist Concentration (24 Credits)

Instead of concentrating in a particular area of communication a student may independently design a concentration. In this option, the student must complete a concentration made up of 24 credit hours in communication courses offered by the Communication major or another relevant discipline. A minimum of 16 credit hours must be 3000-level or 4000-level Communication courses. These courses must be approved by the Communication faculty. Students wishing to incorporate additional relevant courses from other departments into their Concentration must submit a formal written request and receive approval by Communication faculty.

Advertising Concentration (24 credits)

The advertising concentration provides study of the history, analysis, criticism, ethics, practice, and creation of advertising pieces. Students design their own plan and focus on the business side of advertising, the creative side of advertising, or both! Students will engage in hands-on learning experiences as they perform various functions of the advertising field.

- BU 2510 - Principles of Marketing
- BU 3810 - Advertising and Promotion
- CO/CT 3140 - Desktop Publishing
- CO 3320 - Advertising: History and Criticism
- CO 4450 - Persuasion and Propaganda
- Choose at least one from the following:
 - AR1110 - Two-Dimensional Design
 - AR 2410 - Graphic Design
 - BU 4520 - Consumer Behavior
 - CO/CT 2750 - Website Design
 - CO/WS 3280 - Gender and Power in Media
 - CO/CT 3730 - Writing for Multimedia

Journalism Concentration (24 Credits)

The journalism concentration provides focused study in news writing, opinion writing, feature writing, investigative reporting, photojournalism, copy editing, design, and advertising and promotion. Students receive hands-on experience producing the college newspaper, the NewEnglander.

- CO 1050 - Introduction to Sport Communication
Or CO 2120 - Introduction to Journalism
- CO 3120 - Journalism: Feature Writing Workshop
- CO 3130 - Journalism: Investigative Reporting
- CO 4750 - Practicum in the NewEnglander
- Choose at least two from the following:
 - AR 1710 - Photography I
 - AR 2710 - Photography II
 - CO/CT 3140 - Desktop Publishing
 - CO 3210 - Video Production I
 - CO 3340 - Principles of Public Relations
 - CO/CT 3730 - Writing for Multimedia
 - CO 3990 - Topics in Communication
 - CO 4050 - Sport Rhetoric
 - WR 1910 - Introduction to Professional Writing
 - WR 2910 - Writing and Editing

Media Studies Concentration (24 Credits)

The media studies concentration provides study in a variety of topics from pre-production to post-production; from the basics of media literacy and building blocks of media to creating polished pieces. Students, in consultation with their advisor, design their own plan depending on interest. Focuses include: radio, web production, scriptwriting/pre-production, production, and post-production/editing.

- CO 3210 - Video Production I
- CO 3220 - Video Production II
- CO 3240 - Scriptwriting
- CO/CT 3710 - Introduction to Multimedia Production
- Choose at least two from the following:
 - AR 1710 - Photography I
 - AR 2410 - Graphic Design
 - CO 2220 - Film: History and Criticism

- CO 2230 – Television: History and Criticism
- CO/CT 3140 – Desktop Publishing
- CO 3230 – Digital Editing
- CO 3260 – Radio Programming and Production
- CO 3280 – Gender and Power in Media
- CO/CT 3730 – Writing for Multimedia (*recommended*)
- CO 3990 – Topics in Communication
- CO 4450 – Persuasion and Propaganda

Public Relations Concentration (24 Credits)

The public relations concentration provides study of the history, criticism, ethics, and practice of Public Relations. A specific focus is placed on traditional versus new media practices of Public Relations. Students receive hands-on experience producing promotional materials for their own nonprofit or small business and campus organizations and events.

- CO/CT 3140 – Desktop Publishing
- CO 3340 – Principles of Public Relations
- CO 3360 - Public Relations Case Studies
- CO 4450 – Persuasion and Propaganda
- Choose at least two from the following:
 - BU 2510 – Principles of Marketing (*recommended*)
 - BU/CT 3530 – Internet Marketing
 - CO 2120 – Journalism I
 - CO 3320 – Advertising: History and Criticism
 - CO/CT 3730 – Writing for Multimedia
 - CO 3990 – Topics in Communication
 - WR 1910 – Introduction to Professional Writing

C. Distribution Courses and Electives

Requirements to Minor in Communication

The Communication 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 based on an existing major concentration, such as: Advertising, Journalism, Media Studies, and Public Relations. Students wishing to develop a minor in an area in which no major concentration is offered (such as radio, communication theory, etc.) must submit a formal written request and receive approval by the Communication faculty. In collaboration with the Sport and Recreation Management department, a minor in Sport Communication is also a possibility.

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

CO 1000 Meaning of the Media Image

Media images permeate almost every aspect of our lives. It is important to understand how media affects us as individuals and as a society. In this course students are encouraged to question the media that is being consumed both intentionally and unintentionally. Students will define the various aspects of media. Students will analyze, decode, and interpret media messages in pursuit of meaning. This will be achieved through in-class screenings as well as other interactive experiences. Students will also design their own media pieces. By studying media literacy students will become knowledgeable consumers and effective producers of media. Media literacy equips students with the tools necessary to be effective in all fields of communication including public relations, journalism, advertising, and production.

CO 1050 Introduction to Sport Communication

This course explores the myriad ways sport and communication are linked. Topics can include sport, media, and society; sports writing and rhetoric; sport and film; sports broadcasting; sport public relations and advertising, and sports video production. *Offered every other fall.*

CO 1110 Oral Communication

This course is designed to increase students' understanding of the theories and principles of effective speaking and listening to improve their communication skills. Students learn to examine ideas, organize information and express opinions clearly and responsibly through several class presentations. This course satisfies the MC distribution requirement. *Offered every fall and spring.*

CO 2020 Interpersonal Communication

Through the study of this topic, students learn the principles of intrapersonal, interpersonal, and intercultural communication and the often unspoken rules which guide us in our interactions. This growth-oriented course develops an understanding of basic interpersonal communication concepts such as listening, perception, conflict, language, culture and self-concept, and their application in everyday life. It is strongly recommended that students take this course during their first or second year. *Offered every fall.*

CO 2120 Introduction to Journalism

This is an introduction to reporting and writing the news. Students gather, evaluate and organize information and then write concise informative news stories. Students also contribute to the production of a student newspaper. Requires extensive work outside of class. *Prerequisite: WR 1020 or permission of instructor. Offered every fall.*

CO 2220 Film: History and Criticism

This course surveys the history and development of film and its impact on various aspects of society. Students apply the knowledge and skills gained in this course to specific screenings in order to analyze movies representative of historical types or concepts. *Offered every other fall.*

CO 2230 Television: History and Criticism

This course surveys the history and development of television and its impact on various aspects of society. This course develops critical skills through the analysis of television programs representative of historical types or concepts. *Offered every other fall.*

CO 2750 (CT 2750) Website Design

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

CO 3120 Journalism: Feature Writing Workshop

This class emphasizes feature writing and in-depth reporting on politics, government, and social issues. Students look beneath the surface of the news as they research and write articles that contribute to a better public understanding of important contemporary issues. Students also contribute to the production of a student newspaper. Requires extensive work outside of class. *Prerequisite: CO 2120 or permission of instructor. Offered every spring.*

CO 3130 Journalism: Investigative Reporting

Investigative reporting is dedicated to the citizen's right to know. This course surveys seminal examples of investigative journalism, as well as the journalistic tools needed to expose injustice and the abuse of power. Students also contribute to the production of a student newspaper. Requires extensive work outside of class. *Prerequisites: CO 3120 or permission of instructor. Offered every other fall.*

CO 3140 (CT 3140) Desktop Publishing

In this computer-based class, students learn and apply the basics of desktop publishing and the use of visuals in publications. Students explore the impact this form of publishing has on society. *Prerequisite: Permission of instructor. Offered every other fall.*

CO 3210 Video Production I

This course emphasizes the use of technology in the service of effective communication. It offers hands-on experience in preproduction, production, and postproduction, both in studio and in the field. Requires extensive work outside of class. *Prerequisite: CO 2210 or permission of instructor. Offered every other spring.*

CO 3220 Video Production II

This is an applied course in television production. Students contribute to the production of programs suitable to be screened by the college. Requires extensive work outside of class. *Prerequisites: CO 3210 and permission of instructor. This course may be repeated once with the instructor's permission. Offered based on student/faculty interest*

CO 3230 Digital Editing

Using an all-digital format, students will learn how to edit videos professionally using Final Cut Pro and have the opportunity to take the Apple Certification exam for FCP. *Prerequisite: CO 3210. Offered every other spring*

CO 3240 Scriptwriting

This course provides an introduction to terminology, techniques, and styles of scriptwriting for a variety of media. Students will develop their own original idea or adaptation from story outline and treatment to a professional script. *Prerequisite: WR 1020. Offered every other spring*

CO 3260 Radio Programming and Production

This course provides an overview of radio, including its history, technology (satellite radio, etc.), cultural impact, FCC regulations, and programming (journalism, public service, etc). *Offered based on student/faculty interest.*

CO 3280 (WS 3280) Gender and Power in Media

This course examines media representations of gender and sexuality and how they intersect with various power structures, including family, work, religion, and race. *Prerequisite: permission of instructor. Offered every other spring*

CO 3320 Advertising: History and Criticism

This course explores the themes of advertising, both historical and contemporary, and analyzes advertising's impact on society. *Prerequisite: WR 1020 and Junior/Senior status. Offered every other fall.*

CO 3340 Principles of Public Relations

This course focuses on the history, principles, strategies, and future of public relations in the global community. The role of public relations as a functioning tool in business, education, government, social welfare, and military services is examined. *Prerequisites: WR 1020, CO 1110. Offered every other fall.*

CO 3360 Public Relations Case Studies

Students study and analyze typical public relations cases and learn to apply principles of public relations in a variety of scenarios. *Prerequisites: WR 1020, CO 1110, and CO 3340. Offered every other spring.*

CO 3410 Freedom of Speech

This course is a study of the legal and ethical environment in which the media operate. First Amendment rights are examined in the context of legal issues, international regulations, and the ethical responsibilities that go with a free press. *Offered every other spring.*

CO 3420 The Voice of Nature

Nature was an articulating presence for earlier storytelling cultures. It is mute in modern industrial times. At the beginning of the 21st century we desperately need to rethink our dominant myths of progress and growth and the role of technology, living narratives that vivify our links with the natural world. This course focuses on the interplay among rational, mythic, aesthetic, and spiritual communicative experience. Students will explore their ecological identities by investigating the communicative practices of diverse cultures and participating in experiential activities.

CO 3710 (CT 3710) Introduction to Multimedia Productions

This course will introduce the basics of multimedia production. Students will learn how to organize and present information interactively and how to design the individual elements of a multimedia production, including images, text, and video.

CO 3730(CT 3730) Writing for Multimedia

This course is designed to introduce the student to methods of writing for interactive multimedia which include Web pages, CD-ROMs, video games, etc. Material presented includes the role of the interactive writer, thinking interactively, interactive structure, script format, flowcharts, and the special challenges of presenting information and stories interactively. Software useful to the interactive writer will also be introduced.

CO 3990 Topics in Communication

This course is an intensive examination of one specific area of communication. Its particular focus is dependent upon the needs and interests of students and faculty. Since topics change, it may be repeated for credit. *Prerequisite: Permission of instructor. Offered based on student/faculty interest.*

CO 4050 Sport Rhetoric

This course explores the impact of discourses communicated by and through sports. Students will utilize theories of rhetorical criticism to examine how sports organizations and media tell the story of sports, shaping and reinforcing cultural values. *Prerequisites: Junior/Senior status. Offered every other spring.*

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. *Prerequisite: Senior status. Offered every spring.*

CO 4450 Persuasion and Propaganda

This course introduces students to the major theories and principles of persuasion and propaganda and gives them the critical skills necessary to become responsible citizens. *Prerequisites: WR 1020 and Junior/Senior status. Offered every other spring.*

CO 4710 (CT 4710) Web Publishing and Design

This course will teach students how to write and design text, graphics, animation, and video for the web and other online services. Students will design and implement interactive web sites that include the use of Cascading Style Sheets to manipulate text properties to achieve professional, effective results with quick download time and the use of color, text, and graphics to communicate and guide the reader through a site. Additional topics include testing web sites in a variety of browsers, the advantages and disadvantages of designing web pages with frames, the use of forms to collect data, and transferring files to a web server from the local computer to update web sites.

CO 4750 Practicum in the NewEnglander

Communication majors are encouraged to gain practical experience in their chosen concentration before graduating. This course focuses on gaining practical experience in the NewEnglander. *Prerequisite: Permission of instructor, approval by advisor, and Sophomore/Junior/Senior status. Variable credit (4-12).*

CO 4810 Directed Study in Communication

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

CO 4830 Independent Study in Communication

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

CO 4910 Internship in Communication

Students work on the job with newspapers, magazines, publishing houses, public relations companies, advertising firms, radio and television stations, etc. Recommended for students planning a career in communication. Potential interns must meet the College-wide internship requirements and must be approved by the communication 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 (4-12), depending on contract.*

CO 4920 Practicum in Communication

The practicum is designed to provide the student with an experiential learning experience in an area within communication based on interest and availability. The practicum can be completed either on- or off-campus. *Variable credit.*

Criminal Justice

B.A. Degree in Criminal Justice

The Study of Criminal Justice

The criminal justice major emphasizes a multi-disciplinary and experiential approach to crime, justice, and the reduction of violence. It is a liberal arts major, requiring students to think critically, contemplate and appreciate alternative viewpoints, and communicate effectively. It encourages students to take both an analytical and experiential approach to criminal justice.

The major shows students the “working side of the street,” encouraging them to interact with people on the front lines of the criminal justice system and to confront real-life issues. Courses in the major take students to criminal justice sites, such as corrections facilities, police departments, courts, and community agencies. Classes will involve guest speakers who will discuss first-hand experiences with specific aspects of criminality and crime prevention.

Students who complete the criminal justice major may go on to careers in law enforcement, corrections, social services, the justice system, or law. Regardless of student career track, the study of criminal justice provides a deeper understanding of crime and justice in contemporary American society.

Requirements to Major in Criminal Justice

Criminal Justice Core Courses

- CJ 1110 - Introduction to Criminal Justice
- CJ/SO 1130 - Criminology
- CJ/PA 2320 - Criminal Justice Ethics
- CJ 3010 - Corrections
- CJ 3140 - Criminal Law
- CJ 3210 - Contemporary Law Enforcement
- CJ 4000 - Issues in Professional Practice: Criminal Justice
- LAS 2 - Combating Prejudice and Discrimination
- One of the following courses:
 - MT 2310 - Statistics
 -
 - PS2310- Statistics for the Social Sciences

Criminal Justice Elective Courses

Students may choose any three electives from the following list (two out of the three courses must be at the 3000 level or higher)

- CJ 2110 - Criminal Justice Administration
- CJ 2410 - Alternative Dispute Resolution
- CJ2420 – Restorative Justice
- CJ/PS/SO 3110 -Juvenile Delinquency
- CJ/PS 3120 - Criminal Behavior and the Law
- CJ/PO 3130 - Judicial Processes: Courts, Law, Politics in the U.S.
- CJ 3150 - Victimology
- CJ 3310 - Comparative Criminal Justice
- CJ 3990 - Topics in Criminal Justice
- CJ/PS/SO 4110 - Aggression Prevention
- CJ 4910 - Internship (*I-16cr*)
- PO 4310 - Constitutional Law

- PS 2170 - Youth at Risk
- PS/CJ 3170 - Forensic Psychology
- SO 2040 – U.S.Social Problems
- SO 2110 - Social Action
- SO 3060 – Social Inequality
- WR 3220 – Murder, Mayhem, and Madness

Requirements to Minor in Criminal Justice

- CJ 1110 - Introduction to Criminal Justice
- CJ/SO 1130 - Criminology
- 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 and/or the courses listed under Criminal Justice Electives

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

CJ 1110 Introduction to Criminal Justice

An overview and analysis of the various parts of the criminal justice system: law enforcement, criminal law and courts, and criminal punishment and corrections.

CJ 1130 (SO 1130) Criminology

This course examines the types, patterns and extent of crime in US 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 US, some international comparisons will be integrated into the course.

CJ 2110 Criminal Justice Administration

Introduction to the theories and practices of public administration. Traditional and contemporary organizational theories and public management issues are examined, including administrative accountability, responsibility and values.

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.

CJ 2410 (SO 2410) Alternative Dispute Resolution

Alternative Dispute Resolution (ADR) is a term used to encompass techniques for resolving conflicts through constructive confrontations, effective persuasion, and consensus building. ADR includes arbitration, mediation, and negotiation which are alternatives to the legal and judicial processes. The first seven weeks of the course will be focused on learning and understanding the process of successful mentoring and mediating. The second seven weeks constitutes an honors component to the course, which will consist of individual or team projects. *Offered every fall.*

CJ 3010 Corrections

This course examines current correctional practices (diversion, community supervision, institutionalization) in terms of the historical, philosophical, and social perspectives. *Prerequisites: CJ 1110, CJ 2320*

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. *Offered once per year.*

CJ 3120 (PS 3120) Criminal Behavior and the Law

The goal of this course is to identify and evaluate the psychological assumptions underlying laws and court decisions that relate to crime and aggression. Topic areas may include domestic violence, the admissibility of psychological evidence in litigation, the death penalty, the insanity defense, competency to stand trial and civil commitment. *Prerequisite: Any CJ or PS 2000-level course.*

CJ 3130 (PO 3130) Judicial Processes: Courts, Law, Politics in the U.S.

This course is designed to study the judicial process as an instrument of government and public policy. The role of the judiciary in the administration of justice and the resolution of social and legal conflicts is considered. The political impact of legal cases and court decisions is emphasized. Using a traditional lecture and discussion approach, in-class debates, and analysis of legal cases, the class will explore political jurisprudence; judicial organization; the role of courts; judicial power, decision making and interpretation; and judicial activism and restraint. State and federal courts will be studied, with focus on the decisions of the United States Supreme Court. *Prerequisite: PO 1110.*

CJ 3140 Criminal Law

This course is designed to introduce students to the study of crimes and criminal law. We will examine the origin of criminal law and the concept of criminal responsibility. The focus will be on crime in the United States, with references to comparative criminal law. We will discuss the sources of criminal law; definitions within the field; the requirements of a criminal act; 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.*

CJ 3150 Victimology

This course examines criminal-victim relationships, with emphasis on victim-precipitated crimes and compensation to the victims. Consideration is given to the following: the concept and significance of victimology; time, space, sex, age, and occupational factors in criminal-victim relationships; victims of murder, rape and other violent crimes; victims of property crimes; victim typology; the public as the victim; and, restitution and compensation to victims.

CJ 3170 (PS 3170) Forensic Psychology

The goal of this course is to acquaint the student with the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior. Homicide will be presented, not as a unitary event, but as a complex behavior, with different phenomenology, psychopathology, and dynamics. The course focuses on a number of case studies that illustrate the complex psychological issues involved in domestic violence, hate crimes, sexual homicide, and the role of mental illness in crime. In addition, the course covers the relationship of psychology to the practice of law and justice, and the role a forensic psychologist plays within the criminal justice arena. Concepts of personality assessment, expert testimony, and profiling of various offenders are discussed. *Prerequisite: Any 2000-level CJ or PS course.*

CJ 3210 Contemporary Law Enforcement

This course examines current law enforcement practices including community policing, theories of incarceration, minority group relations, constitutional issues, and the special problems associated with law enforcement in this decade. *Prerequisites: CJ 1110, CJ 2320.*

CJ 3220 (WR 3210) Murder, Mayhem, and Madness

This course will look at issues facing the incarcerated in America. Students will discuss issues such as violence in prison, overcrowding, women's issues, the death penalty, and medical and mental health issues. Students will study the works of imprisoned writers as well as scholarly materials that provide a window into the world of the life behind bars. Students will be asked to become intimately involved with a perpetrator whose crime was committed sometime between 1870 and 1970. This research and writing based course will enable students to discover the connection these crimes have had to society, and to determine the role, if any, society played in them.

CJ 3310 Comparative Criminal Justice

A comparison of the various models employed in criminal justice systems. Both American and foreign models will be discussed. *Prerequisites: CJ 1110, CJ 2320. Offered every other year.*

CJ 3990 Topics in Criminal Justice

Special topics in the study of Criminal Justice at the intermediate level. *Course may be repeated for credit with different topics.*

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: Junior standing. CJ Majors only. Offered every spring.*

CJ 4110 (PS/SO 4110) Aggression Prevention

In this course we will briefly examine theories which focus on the causes of and methods to reduce aggression and violence, and then discuss recent trends in violence. We will travel to a number of different facilities (which usually include the Youth Development Center in Manchester, NH, State Prisons in Goffstown, Concord, and Laconia, and other similar sites.) Guest speakers will discuss their own experiences with victimization, and/or with attempts to reduce violence within their agencies. *Prerequisite: PS or SO courses at 2000 level.*

CJ 4810 Directed Study

Course of study to be arranged between faculty and student in the field of Criminal Justice. *Contract required; Variable credit (1-4); May be repeated for credit.*

CJ 4830 Independent Study

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

CJ 4910 Internship

Students are required to complete internships in criminal justice organizations and agencies, or related areas. *Contract required; Variable credit, (1-16).*

Computer Information Systems

The Study of Computer Information Systems

The minor is designed to give students an understanding of Computer Information Systems. This is based on a premise that information systems knowledge is essential for creating successful, competitive businesses, managing global corporations, adding business value, and providing useful products and services.

Requirements to Minor in Computer Information Systems

- CT 1510 - Introduction to Computer Programming
- CT/BU 2430 - Introduction to Management Information Systems
- And two of the following courses:
 - CT 2510 - Object Oriented Programming
 - CT/CO 2750 - Web Site Design
 - CT/CO 3140 - Desk Top Publishing
 - CT 3560 - Internet Programming
 - CT 3610 - Database Design
 - CT 3670 - Computer Networks
 - CT 3990 - Topics in Computer Systems (*with permission*)
 - CT 4110 - Computer Security
 - CT 4111 - Network Security

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

CT 1100 Computer Technology

In this course, students learn how to use computers to become more productive in the way that they organize, think, and learn. Course topics include the Windows operating system, file directory structure, using the Internet, word processing (Microsoft Word), spreadsheets (Microsoft Excel), making computer presentations (Microsoft Power Point), and an introduction to databases (Microsoft Access).

CT 1510 Introduction to Computer Programming

The course will provide the student with knowledge on the principles of programming. Emphasis will be placed on using the correct rules of program engineering, structure of data, basic algorithms and problem solving in 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 in helping to write an application's code. The course stresses planning, building, coding, testing, debugging and documenting program applications.

CT 2250 (ES/EG 2250) Computer-Aided Drawing and Design

Combining manual and computer graphic communication media, students are encouraged to formulate ideas that are then transformed into freehand sketches, design layouts, and formal computer-aided drawings in both two- and three-dimensions. Innovations in product design and building and site layout and design are encouraged throughout the course.

CT 2430 (BU 2430) Introduction to Management Information Systems

This course focuses on the management information systems designed to provide supervisory personnel with up-to-date decision making information regarding an organization's performance. The impact of information systems on business and society has been significant, and is continuing to change the way that business and society work. This course presents an introduction to the types of computer related equipment, programs and procedures that comprise information systems in organizations.

CT 2510 Object Oriented Programming

This course covers topics in object oriented programming utilizing a variety of visual programming languages. Major topics include analysis and design, and use of object oriented programming techniques. A hands-on approach will be used to conceptualize programming modeling and techniques such as concepts in classes, inheritance, encapsulation, and abstraction. *Prerequisite: CT 1510 or Permission of instructor.*

CT 2750 (CO 2750) Website Design

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

CT 3140 (CO 3140) Desktop Publishing

Desktop publishing has democratized the print media, making it possible for anyone to become a publisher. In this class, students learn the basics of desktop publishing and the use of visuals in publications. Students produce several small publications and explore the impact this new form of publishing has had and may yet have on society.

CT 3520 Analysis and Design of Information Systems

This course covers more advanced concepts in the design and lifecycle analysis of information systems. While the traditional tools for systems analysis will be explored, emphasis will be on modern methodology within the field of systems analysis and systems engineering. Use of accepted design techniques, project management approaches, written and verbal communication, collaboration and teamwork, and organizational tools prepare the student for the many demands of a systems analyst. *Prerequisite: CT 2430.*

CT 3530 (BU 3530) Internet Marketing

This course evaluates the influence of the Internet on the world market. Topics covered include Internet applications in obtaining information from governmental organizations, direct marketing of products and services, marketing communication, and establishing marketing sites. This course also provides an introduction to E-Commerce as business and revenue models and focuses on the technology infrastructure of E-Commerce. *Prerequisite: BU 2510.*

CT 3560 Internet Programming

This course will cover programming principles and the advantages and disadvantages relative to other languages. The main emphasis will be on computer languages applicable to the Internet environment. Action script languages used in Flash and other current software packages will be used as a complementary tool to HTML.

CT 3610 Database Design

This course is an introduction to the design and management of database systems in a business environment. Topics include the role of databases in organizations; the management of information as a critical business resource; types and functions of database management systems; and the fundamental principles of relational and object-oriented database design. Students will develop an understanding of relational databases through the use of queries to retrieve specific fields and records and will learn to appreciate the accuracy and integrity of stored data by incorporating referential and data integrity into relational databases.

CT 3670 Computer Networks

This course is designed to provide students with a comprehensive understanding of networking technologies, concepts and terminology. Students will learn about the equipment, technologies and topologies used in LANs and WANs. A variety of network equipment will be introduced and LAN architectures are covered. Wireless networking and handheld computing is also covered. Case studies and

projects will be used to reinforce the concepts of network design. *Prerequisite: CT 2430 or Permission of instructor.*

CT 3710 (CO 3710) Introduction to Multimedia Productions

This course will introduce the basics of multimedia production. Students will learn how to organize and present information interactively and how to design the individual elements of a multimedia production, including images, text, and video.

CT 3730 (CO 3730) Writing for Multimedia

This course is designed to introduce the student to methods of writing for interactive multimedia which include Web pages, CD-ROMs, video games, etc. Material presented includes the role of the interactive writer, thinking interactively, interactive structure, script format, flowcharts, and the special challenges of presenting information and stories interactively. Software useful to the interactive writer will also be introduced.

CT 3990 Topics in Computer Systems

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

CT 4110 Computer Security

This course is designed to help consumers and institutions ward off this ever-growing threat and to react quickly and effectively to recover from this type of crime. Different levels of security on the Internet are discussed and what to watch out for, prevention methods for ISPs and methods of testing these prevention techniques. Topics include consumer cyber-liabilities and the deployment of security technologies including biometrics, digital signatures using smart and optical cards, and encryption. *Prerequisite: CT 2430 or Permission of instructor.*

CT 4111 Network Security

This course in network security provides an authoritative overview of security for every type of system, from traditional centralized systems to distributed networks and the Internet. The course includes topics on state-of-the-art networking; cryptography; program and operating system security; administration; legal, privacy, and ethical issues, and much more. The course will describe each important area from a user's point of view and lays out the security vulnerabilities and threats. *Prerequisite: CT 2430 or Permission of instructor.*

CT 4710 (CO 4710) Web Publishing and Design

This course will teach students how to write and design text, graphics, animation, and video for the web and other online services. Students will design and implement interactive web sites that include the use of Cascading Style Sheets to manipulate text properties to achieve professional, effective results with quick download time and the use of color, text, and graphics to communicate and guide the reader through a site. Additional topics include testing web sites in a variety of browsers, the advantages and disadvantages of designing web pages with frames, the use of forms to collect data, and transferring files to a web server from the local computer to update web sites. *Prerequisite: CT 2750 or Permission of instructor.*

CT 4810 Directed Study in Computer Technology

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

CT 4830 Independent Study in Computer Technology

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

CT 4910 Internship in Computer Technology

Potential interns must meet the College-wide internship requirements and must be approved by the communication 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.*

Economics

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

EC 2110 Introduction to Macroeconomics

A study of basic tools and concepts of economic analysis necessary to study, understand, analyze, and evaluate fundamental operations and behavior of various economic agents at the aggregate macro level in a market based economy. Topics will include national income accounting and output determination; business cycle; employment and unemployment; price level and inflation; money and monetary institutions; government budgets and deficits; fiscal and monetary stabilizing policies; international trade and finance; growth theories; alternative policy mixes and competing schools of thoughts. All topics are presented in a framework hospitable to critical mode of thinking and helpful to development and enhancement of systematic investigative skills and logical reasoning required by decision-makers in addressing domestic and international macroeconomic issues. Prerequisite: none.

EC 2120 Introduction to Microeconomics

A study of basic tools and concepts of economic analysis and principles necessary to study, understand, analyze, and evaluate behavior of various economic agents regarding production, exchange, pricing, and distribution of goods and services under free market constraints. Topics will include concepts of scarcity; economic way of thinking including marginal analysis; study of demand and supply; operation of a market including equilibrium price-quantity determination and resource allocation; theory of consumer behavior; theory of the firm and cost analysis; economic efficiency and market outcomes; perfect and imperfect market structures; resource markets; and cases and causes of market failure. All topics are presented in a framework hospitable to critical mode of thinking and helpful to development and enhancement of systematic investigative skills and logical reasoning required by decision-makers in addressing domestic and international microeconomic issues. Prerequisite: none.

EC 2550 (ES 2550) Environmental Economics and Management

Economics is about the allocation of scarce resources. It is the language of commerce that is pervasive in our culture. As an introduction to economic principles applied to environmental protection, this course emphasizes economic tools used in managing the environment while also examining negative impacts of inappropriate economic development. Topics include the market economy, economic efficiency, environmental externalities, open access resources, government regulation of the economy, alternative measures of economic output, benefit-cost analysis, and global sustainable development.

EC 2990 Contemporary Economic Issues

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

EC 3260 Labor Economics

Labor economics studies the workings of the labor market, its institutions and its regulations. The theory behind labor supply and labor demand will be explored, examining a variety of tradeoffs that workers and employers face in their decisions about how much to work and play and how many workers to hire or how long the work-week should be. Households also face tradeoffs when allocating their scarce labor resources and time among market and various types of non-market activities. Other topics to be covered include the effects of alternative types of welfare, unemployment compensation, and social security systems on labor supply. In addition to learning the theory behind labor market operations, the course will also focus on applied topics such as the determinants of wage differentials including education, unions, and discrimination.

Education

B.A. Degree in Elementary Education

B.A. Degree in Physical Education K-12

B.A. Degree in Secondary Education (Biology, English, Mathematics, Social Studies)

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

B.A. Degree in Theatre Education

B.A. Degree in Educational Studies

Master of Education Degree (see Graduate Studies section)

CAGS in Education (Principal or Superintendent)

The Study of Education

The study of education at New England College contains two options: 1) Educational Studies and 2) Teacher Certification. Upon entering the Education Program all students are considered to be Education majors. Students choose either the Educational Studies 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 Studies path for their program. Students who choose the Educational Studies portion of the program will work with their advisors and the Associate Dean of Education to tailor their program to meet their career goals.

New England College's teacher education programs are accredited by the New England Association of Schools and Colleges (NEASC) and the certification programs are approved by the New Hampshire State Board of Education. The teacher certification major is designed for students interested in elementary education, secondary education, general special education, theatre education, physical education, principal (graduate only) or superintendent (graduate only) and who seek certification in New Hampshire and other states. The educational studies and certification majors are experience based programs in which students take the theory of the classroom into the field.

Imagine an education program where students and teachers work together to identify and solve community-based problems and gain the knowledge and power to take thoughtful and effective action. Imagine an education experience that allows you to become an active member of the school and community and where your contributions and achievements are authentic and valued. From the first year, students might read to a second grade child, create and lead an after school program, direct a student performance, or help lead students to improve the quality of their own schools and communities.

Requirements for Retention in the Educational Studies Major

1. WR 1010 and WR 1020 with grades of C or better in each.
2. ED 2110, Professional Practices in Education and Practicum I with a grade of C or better.
3. Minimum cumulative GPA of 2.00 for retention in major.

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, science, history, etc.), meeting the requirements of a major, meeting the requirements of an accredited Education Department (such as the one at New England College), and meeting specific state requirements in the particular area of education (elementary, secondary, special education, etc.) that a student wishes to pursue. These requirements are described below, along with a step-by-step process for being accepted into the

Teacher Certification Program. The process may seem complicated, but each Education major at the College is assigned an advisor who will help him/her through the process.

Goals of the Teacher Certification Program

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,
- systematically plan, implement, and assess teaching and learning in light of local, state, and national standards,
- gather and analyze information sources,
- work and communicate effectively with others to understand, negotiate, and influence complex systems in schools and communities,
- create and manage caring learning environments where students and teachers are active and responsible citizens,
- become agents of change who can effectively identify and meet the needs of diverse learners and communities,
- develop an understanding of and responsibility to the global community,
- assess and apply knowledge and processes to new situations and problems that they encounter, and
- reflect on their practice and commit themselves to life-long learning.

State of New Hampshire General Education Requirements for Teacher Certification

To comply with New Hampshire general education requirements for teachers, students must successfully complete course work dealing with each of the following areas as stated in the requirements outlined by the New Hampshire State Department of Education:

- have a command of language – language of words, mathematics, and other symbols and use them accurately, authentically, and ethically,
- have discovered literature and art as media for self-expression and be sensitive and responsive to the universality of the arts,
- place oneself in time and space – be aware of one’s history and culture, sensitive to the histories and cultures of others, and understand how this knowledge can shape the present and future,
- understand and be sensitive to the human life cycle – birth, growth, death; and the importance of choice in health and wellness,
- understand the social web of our existence – family life, government and the political process, other formal and informal structures that surround us; and the privileges, rights, and responsibilities that belong to each of us,
- have a sense of connection to and responsibility for the natural environment,
- understand science and technology and the ethical application of each within the natural and social worlds,
- understand the nature of work and be prepared for work and know what it means to produce as well as consume,
- understand the interdependence of community and the individual, and the importance of service to the community, and

- demonstrate an understanding of and a commitment to democratic principles, beliefs, and practices and the goal of social justice

The student's education faculty advisor can recommend specific New England College courses that fulfill these requirements.

General Requirements for Teacher Certification Majors

To meet state certification requirements, in addition to meeting the education department's requirements, all Education majors must also complete a content major.

To meet state certification requirements, all secondary education majors receive certification in a major area of concentration selected from the following list:

Biology
English
Mathematics
Social Studies

Physical education certification majors have their major area of concentration in kinesiology, and theatre education K-12 certification majors have their major area of concentration in theatre.

Elementary education majors have their major area of concentration in elementary education liberal arts.

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 pass Praxis II at the conclusion of their academic course work in order to meet state requirements for certification.

Requirements for acceptance to the Teacher Certificate Programs

STEP ONE

Submit to the Associate Dean of Education a completed copy of the Intent to Major in Education form along with a copy of the student's college transcript(s). Minimum requirements for acceptance are:

- grades of C or better in WR 1010 and WR 1020 or, if the student is a conversion student, grades of C or better in at least one College Writing course;
- a grade of C or better in ED 2110 Professional Practices in Education and Practicum I or ED 5110 Teachers as Leaders;
- completion of the college math requirement 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 Pre-professional Skills Test: Reading 174; Writing 172; Math 172 OR a composite score of 518 with Reading at least 172; Writing at least 170; and Math at least 170;
- a minimum cumulative grade point average of 2.50 for acceptance into and retention in the teacher certification major (undergraduates); 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 (undergraduates) or completion of ED 5110 (graduates); and
- permission of the Associate Dean of Education.

Submit 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.

The Associate of Education will review the student's transcript(s) and notify the student of his/her eligibility to continue the application process. Those students who are eligible to continue should proceed to Step Two. Those who are ineligible should meet with their advisor to discuss alternatives.

STEP TWO

The student should prepare a binder to present to the faculty in the teacher preparation program. Students may develop this portfolio in the PLP. The portfolio must include the following:

- a table of contents,
- a letter introducing the faculty to the portfolio, what is in it, why the student selected what he/she chose, and points of interest,
- 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) - if the student submits his/her portfolio through the PLP this sample must be scanned to be placed into the on-line portfolio,
- 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 with members of the teacher education faculty. 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 members of the teacher education faculty. 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.

Note: In order to be admitted to all phases of the teacher certification program, and finally to the profession, candidates must demonstrate the competencies implicit in the general criteria as stated above.

The applicant will be notified in writing of his/her status after the interview. If accepted, the student must keep the following in mind:

- to be retained in the major the student must maintain a minimum cumulative grade point average of 2.5 (undergraduate) and 3.0 (graduate),
- students are responsible for knowing the requirements that must be fulfilled to be eligible for certification,
- the student must have an academic advisor in his/her major as well as an academic advisor in teacher education,
- all students must clearly identify their content major – secondary education majors may select English, social studies, biology, mathematics; elementary education majors complete the elementary education liberal arts content major; general special education majors must also select elementary education or secondary education and fulfill all requirements associated with that area of certification; theatre education majors and physical education majors must complete the content courses attached to their area of certification.

Student Teaching

This is a one-semester 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.

Teacher Certification

Upon successful completion of the teacher certification program and graduation from New England College, and passing Praxis I (all students) and Praxis II (currently required of secondary education and elementary education majors) students will be recommended by the New England College Teacher Certification program to the New Hampshire State Department of Education for a three-year “Beginning Educator’s Certificate.” Certification is issued by the state upon its receipt from the student of the appropriate application form, the application fee and verification by ETS of Praxis I and Praxis II scores. Students should be aware that competency exams for all certification tracks are being phased in by the State Department of Education. Remember, when taking the Praxis tests, you **MUST** have your scores sent directly to New England College as well as the New Hampshire State Department of Education, Bureau of Credentialing.

Criminal Record Check

All students taking ED courses must meet the requirements of the criminal record check. See the Administrative Assistant or Associate Dean of Education for details.

Post-Baccalaureate Conversion

New England College also offers a post-baccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary, secondary, physical education, theatre, or general special education. The program is designed specifically for people who have completed a bachelor’s degree from a regionally accredited college or university and seek additional courses and student teaching to fulfill state certification requirements. Recognizing the unique educational backgrounds of each participant, New England College’s conversion program develops an academic plan that satisfies all of the required education courses for the student’s area of certification, as well as any additional courses in general education and/or content-related disciplines. In this program, it is also possible simultaneously to achieve certification and earn a master’s degree in education. Individuals interested in this program should contact the Office of Graduate Studies at 603.428.2252 for more information.

Requirements to Major in Educational Studies

A. General Education Courses

- LAS 1110 - On Being Human
- LAS 1120 - Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130 - Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

B. Education Courses

- ED 1111 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 5-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4920 - Field Experience

C. Education Studies Major

- ED 2121 or MT 2121 - Math Content for Elementary Teachers*
- ED 2180 - Curriculum and Methods of Teaching Elementary Literature and Writing for Youth*
- PS 1110 - Introduction to Psychology
- PS 2050 or SO 2050 - Social Psychology
- Psychology Elective (See Advisor)
*Or two education courses determined by student and advisor as being more appropriate to student's career goals

D. Electives

Note: Students who do not wish to pursue certification should work closely with their advisor to create an individualized program to meet their career aspirations.

Requirements to Major in Special Education Teacher Certification

In addition to the aforementioned general goals and competencies and those specific competencies for elementary education or secondary education, students who complete the special education teacher certification program:

- understand human development and its educational relevance;
- understand the nature and needs of students with disabilities and the laws, regulations, policies, and procedures that govern their education,
- complete informal and formal assessments designed to identify student strengths and weaknesses in order to enhance instruction and contribute to eligibility decisions;
- deliver and evaluate specialized instruction in a variety of instructional formats;
- implement and adapt curricula in basic skill areas and specialized formats;
- acquire, create ,and/or utilize resources that support the teaching process and lead to the achievement of IEP, IFSP, and transition plan goals;
- observe and interact with individuals with disabilities in a variety of educational settings with emphasis on the integration of students with disabilities with non-disabled students;
- collaborate effectively with colleagues and families as part of an interdisciplinary team;
- co-teach with general and special educators;
- effectively manage student behavior; and
- act professionally in all their endeavors.

Please note: All students seeking special education teacher certification must also be certified in elementary or secondary education.

A. General Education Courses

- LAS 1110 - On Being Human
- LAS 1120 - Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130 - Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1111 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education*
- ED 3182 - Standardized Assessment and Evaluation*
- ED 3184 - Classroom Assessment*

- ED 3186 - Methods of Teaching Reading in the Content Area 5-12
 - ED 3260 - Educational Law
 - ED 3270 - Special Education Procedures and Practicum II*
 - ED 3280 - Differentiation of Instruction and Assessment*
- * Core Education and Special Education courses

C. Special Education Courses

- ED 2170 - Introduction to Special Education*
 - ED 3182 - Standardized Assessment and Evaluation*
 - ED 3184 - Classroom Assessment*
 - ED 3186 - Methods of Teaching Reading in the Content Area 6-12*
 - ED 3260 - Educational Law*
 - ED 3270 - Special Education Procedures and Practicum II*
 - ED 3280 - Differentiation of Instruction and Assessment*
 - ED 4150 - Diagnostic and Remedial Reading
 - ED 4880 - Special Education K-12 Student Teaching and Seminar
- * Core Education and Special Education courses

D. Elementary or Secondary Education Courses

See the appropriate section for requirements.

E. Elective Courses

Requirements to Major in Secondary Education: Biology Teacher Certification Program

(Total Credits Required for Graduation: 120)

In addition to the Education Department's general goals and objectives, students who complete the Secondary Education Biology teacher certification program:

- are familiar with the principles and concepts of the life sciences
- are proficient in written and oral communication in general and as applied specifically to the discipline
- utilize the techniques and instrumentation appropriate to the discipline
- investigate a topic and present findings to a group using appropriate visual aids
- articulate philosophical and ethical considerations associated with the many biologic manipulations which are now possible
- articulate the essences of a problem and propose reasonable solutions
- demonstrate appropriate teaching methodologies
- are student-centered practitioners capable of handling the challenges found in middle and secondary school classrooms
- are knowledgeable in and practice current educational theory
- challenge student s intellectually and engage them emotionally in the studies of biology
- understand the legal and professional responsibilities they assume as teachers
- use multi-media resources to provide a variety of learning experiences geared to various levels of student experience and ability
- use diverse teaching strategies to meet the needs of diverse learners in teaching biology
- effectively use community resources

A. General Education Courses

- LAS 1110 - On Being Human
- LAS 1120 - Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130 - Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1111 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. Secondary Biology

- ED 4110 Curriculum and Instructional Design
- ED 4165 - Curriculum and Methods of Teaching Secondary Biology (*2cr*)
- ED 4169 - Biology Methods Practicum III (*2cr*)

D. Biology Courses

- BI 1110 - Biology I (LAS 5)
- BI 1120 - Biology II
- BI 2020 - Botany
- BI 2050 - Zoology
- BI 2070 - New England Natural History
- BI 3030 - Genetics
- BI 3210 - Microbiology
- BI 4010 - Ecology
- BI 4020 - Evolution
- BI 4860 - Laboratory Methods in Science Practicum IV (*1cr*)
- CH 2110 - Chemistry I
- CH 2120 - Chemistry II

- MT 1510 - Pre Calculus
- MT 2310 - Statistics I (*Gen. Ed. Math requirement*)
- NSM 1000 - The Way of Science (LAS 4)
- PH 2210 - Physics I

E. Distribution, State General Education, and Elective Courses (*Credits vary*)

Requirements to Major in Secondary Education: English Teacher Certification Program

In addition to the education department's general goals and objectives, students who complete the secondary education English teacher certification program:

- understand the broad historical and aesthetic literary traditions in British, American, and world literatures;
- have developed the skills of analysis and aesthetic appreciation;
- have developed the skills of persuasive and articulate communication;
- demonstrate clarity and precision in writing;
- are knowledgeable in and practice current educational theory;
- are student-centered practitioners capable of handling the challenges found in middle and secondary school classrooms;
- are able to challenge students intellectually and to engage them emotionally in the studies of English/Language Arts;
- are educators who understand the legal and professional responsibilities they assume as teachers;
- are able to effectively use multi-media resources to provide a variety of learning experiences geared to various levels of student experience and ability;
- are able to use diverse teaching strategies to meet the needs of diverse learners in teaching English; and
- are able to effectively use community resources.

A. General Education Courses

- LAS 1110 - On Being Human
- LAS 1120 - Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130 - Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1111 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education

- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. Secondary Education English

- ED 4110 - Curriculum and Instructional Design
- ED 4150- Diagnostic and Remedial Reading
- ED 4152 - Curriculum & Methods of Teaching Secondary Literature
- ED 4154 - Curriculum & Methods of Teaching Secondary Writing
- ED 4169 - Secondary English Methods Practicum III

D. English Courses

- CO 1010 - Oral Communication
- CO 2210 – Meaning of the Moving Image
- EN 1910 - Survey of English Literature
- EN 1940 - Survey of American Literature
- EN 1950 - International Literature
- EN 2020 - Language and Grammar
- EN 2070 - Mythology
- EN 3520/40 - Creative Writing
- EN 3950 - Shakespeare
- EN 4020 - Modes of Literary Criticism

E. Elective Courses

Requirements to Major in Secondary Education: Mathematics Teacher Certification Program

Students who complete the secondary education: mathematics teacher certification program:

- have the ability to plan and conduct mathematics instruction which takes into consideration gender, socioeconomic status, culture, and ethnicity.
- have the ability to plan and conduct mathematics instruction which takes into consideration the following:
 1. Learning styles;
 2. Concrete and abstract thought processes;
 3. Deductive and inductive reasoning; and
 4. Auditory, visual, tactile, and kinesthetic modalities.
- have the ability to plan and conduct mathematics instruction which builds upon the varied prior experiences and knowledge which all students bring to the classroom.
- have the ability to plan and conduct mathematics instruction which meets the needs of students with differing talents, interests, and development.
- have the ability to plan and conduct mathematics instruction which enables students to construct new concepts through active participation in mathematical investigations.

- have the ability to plan and conduct mathematics instruction which: proceeds from concrete representations to symbolic representations in ways that make sense for each learner.
- have the ability to plan and conduct mathematics instruction which provides multiple representations of concepts being learned, alternate explanations, and intuitive as well as formal arguments.
- have the ability to plan and conduct mathematics instruction which provides opportunities for students to demonstrate their understanding of mathematical concepts in writing, and orally with both other learners and the teacher, and through various means of creative expression.
- have the ability to plan and conduct mathematics instruction which models and nurture within the context of mathematics important habits of mind including curiosity, perseverance, risk taking, making conjectures, and logical reasoning.
- have the ability to plan and conduct mathematics instruction which emphasizes connections between mathematics and student's interests and experiences, within mathematics, and between mathematics and other disciplines.
- have the ability to plan and conduct mathematics instruction which includes interest building mathematical games, puzzles, and logic problems.
- have the ability to plan and conduct mathematics instruction which assesses student achievement using methods that include but that are not limited to portfolios, math journals, technology, rubrics, paper and pencil tasks, presentations, projects, and teacher observations.
- have the ability to plan and conduct mathematics instruction which use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:
 1. Scientific and graphing calculators;
 2. Computer-based laboratory (CBL);
 3. The internet; and
 4. Computer software including the 4 areas of:
 - (i.) Symbolic manipulators;
 - (ii.) Dynamic geometry programs;
 - (iii.) Spreadsheets; and
 - (iv.) Statistical packages.
- have the ability to demonstrate the capacity to learn mathematics independently.
- have the ability to demonstrate the capacity to construct proofs and logical arguments using an axiomatic approach to verify hypotheses in mathematics.
- have the ability to demonstrate the capacity to communicate about mathematics and mathematics education in both written and oral ways that includes informal and professional formats.
- have the ability to articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the K-12 mathematics curriculum.
- have the ability to demonstrate the capacity to solve non-standard, real-world problems.
- have the ability to provide current examples of mathematical practices and notation within various cultures.
- have the ability to trace the historical development of mathematics topics including contributions by major world cultures.
- have the ability to provide examples of how mathematics is practiced in various fields, such as engineering, nursing, carpentry, and the arts.
- have the ability to demonstrate knowledge of state, regional, national and international professional associations and journals, and how to access resources on the Internet.
- have the ability to demonstrate knowledge of the history of mathematics education.
- have the ability to demonstrate knowledge of current state, national, and international findings and recommendations regarding the teaching and learning of mathematics.
- have the ability to articulate the power of mathematics as an academic discipline, a tool for quantitative reasoning, and a gateway to many career choices.
- have the ability to demonstrate an understanding of the axiomatic development of the real and complex number systems.
- have the ability to demonstrate a capacity to use models to explore and explain relationships among fractions, decimals, percents, ratios, and proportions.

- have the ability to use estimation strategies and mental computation techniques to judge the reasonableness of answers and to approximate solutions.
- have the ability to use physical materials and models to explore and explain operations and properties of real numbers and their subsets.
- have the ability to demonstrate a capacity to apply the concepts of proportional reasoning.
- have the ability to employ common geometric ideas such as the Pythagorean theorem, similar triangles, and trigonometry to solve problems involving direct and indirect measurement.
- have the ability to use the following to explore geometric constructions and relationships:
 1. A variety of tools such as compass and straightedge;
 2. Physical models; and
 3. Dynamic geometric software.
- have the ability to demonstrate knowledge of the axiomatic development of Euclidean geometry, non-Euclidean geometry, and transformational geometry.
- have the ability to solve problems and construct proofs in 2-dimensional geometry and 3-dimensional geometry that involve parallelism, perpendicularity, congruence, similarity, and symmetry.
- have the ability to demonstrate relational understanding of important geometric concepts associated with visualization, description, measurement, and classification of geometric figures.
- have the ability to use functions and algorithms from analytic geometry and trigonometry to solve problems and to demonstrate connections between various representations such as the connection between functional relationships expressed symbolically, in a table, and graphically.
- have the ability to articulate the meaning of functions both formally and informally including, but not limited to:
 1. Exponential, polynomial, periodic, step, absolute value, root, and trigonometric; and
 2. Relations such as equivalence.
- have the ability to understand and apply the major concepts of linear and abstract algebra and connect these concepts to secondary mathematics.
- have the ability to demonstrate an understanding of basic concepts of probability and statistics, including discrete and continuous probability distributions, descriptive and inferential statistics, and exploratory data analysis.
- have the ability to design an experiment, collect appropriate data, analyze the data, and construct a valid statistical argument comparing the experimental and theoretical probabilities.
- have the ability to explore the connections between statistics and probability by:
 1. Making use of various concepts that include hypothesis testing, correlation, regression, and analysis of variance; and
 2. Applying these concepts to everyday situations, such as games and lotteries.
- have the ability to demonstrate an understanding of both single and multi-variable calculus relating to limits, differentiation, integration, and infinite series.
- have the ability to apply models of change and rates of change to problems within mathematics such as area, volume, and curve length and other disciplines such as physics, biology, and economics.
- have the ability to demonstrate a knowledge of:
 1. Counting techniques;
 2. Sets;
 3. Logic and reasoning;
 4. Patterning including iteration and recursion;
 5. Algorithms and induction;
 6. Networks,
 7. Graph theory;
 8. Social decision-making;
 9. Efficiency; and
 10. Binomial series solve probability problems.
- have the ability to demonstrate the capacity to use combinations and permutations to solve probability

A. General Education Courses

- LAS 1110- On Being Human
- LAS 1120 - Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130 - Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1110 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. Secondary Education Math

- ED 4110 - Curriculum and Instructional Design
- ED 4167 - Curriculum and Methods of Teaching Secondary Math
- ED 4169 - Math Methods Practicum III

D. Mathematics Courses

- MT 1020 - College Math (*if needed*)
- MT 1510 - PreCalculus (*if needed*)
- MT 2110 - Discrete Math
- MT 2310 - Statistics
- MT 2510 - Calculus I
- MT 2520 - Calculus II
- MT 2610 - Geometry
- MT 3150 - History of Mathematics
- MT 3530 - Calculus III
- MT 4110 - Linear Algebra
- MT 4120 - Abstract Algebra

E. Elective Courses

Requirements to Major in Secondary Education: Social Studies Teacher Certification Program

In addition to the education department's general goals and objectives, students who complete the secondary education social studies teacher certification program:

- understand the origin and historical development of various cultures through-out the world and the interplay of physical, economic, political, and social forces in the shaping of world civilization;
- understand the meaning of the American heritage and the economic, political, and social background of contemporary American life in a world setting;
- understand the nature of government in modern society as a supplier of essential services, the embodiment of values and the arbiter of conflicts;
- understand the principles and practices of the national, state, and local units of American government as compared with other forms of government;
- appreciate democracy not only as a form of government, but also as a conviction based on moral principles and a philosophy of life;
- understand the principles and processes underlying current problems and practices in various economic systems, the application of social controls to economics and the regulation of economic controls by government;
- understand the diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values;
- understand the nature of great social upheavals now taking place in various parts of the world, and the major social problems of American society;
- understand that the earth's natural resources are an influence upon the development of human culture and a source of political and economic power;
- Are able to create appropriate goals and identify appropriate approaches, materials, and resources representative of a contemporary social studies education;
- understand the contributions and roles of racial, ethnic, and religious groups over time and in national and international settings;
- use community resources effectively;
- use multi-media resources to provide a variety of learning experiences geared to various levels of student experience and ability;
- integrate controversial issues in course learning experiences as a means for encouraging students to remain abreast of current affairs;
- use diverse teaching strategies to meet the needs of diverse learners in teaching the social sciences;
- are student-centered practitioners capable of handling the challenges found in middle and secondary school classrooms; and
- are educators who understand the legal and professional responsibilities they assume as teachers.

A. General Education Courses

- LAS 1110 - On Being Human
- LAS 1120- Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130 - Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1110 - Multicultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3260 - Educational Law
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. Secondary Education Social Studies

- ED 4110 - Curriculum and Instructional Design
- ED 4166 - Curriculum & Methods of Teaching Secondary Social Studies
- ED 4169 - Secondary Methods Practicum III

D. Social Studies Core Courses

- EC 2110 - Macroeconomics
- EC 2120 - Microeconomics
- ES 1110 Environmental Science
- HS 1110 - Western Civilization I
- HS 1120 - Western Civilization II
- HS 1130 - Origins of American Democracy
- HS 2980 - Historical Methods
- PO 1110 - US Politics
- PO 1510 - International Politics
- PO 2110 - State & Local Politics
- PO/HS 2420 - World Geography
- PS or SO 1110 – Introduction to Psychology or Sociology

E. Elective Courses

Requirements to Major in: Physical Education Teacher Certification

In addition to the aforementioned general goals and objectives, students who complete the Physical Education teacher certification program will:

- identify critical elements of motor skill performance;
- describe performance concepts and strategies related to skillful movement and physical activity, including, but not limited to:
 1. fitness principles,
 2. game tactics, and
 3. skill improvement principals;

- describe bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts related to:
 1. skillful movement,
 2. physical activity, and
 3. fitness;
- understand the history, philosophy, laws and rules related to teaching physical education, as well as adaptive physical education for students with disabilities;
- have knowledge of and skill in dealing with differences in development between children with and without disabilities;
- access resources on student standards from state governments and professional groups;
- combine motor skills into sequences that are appropriate to individual student needs;
- demonstrate competent motor skill performance in a wide variety of physical activities, including, but not limited to:
 1. fundamental movement skills involving patterns of motion using different body parts such as the legs, arms, trunk, and head, including, but not limited to, the following skills: running; hopping; catching; throwing; striking; and balancing,
 2. sports,
 3. games,
 4. dance, and
 5. health-related fitness;
- apply knowledge of bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts to skillful movement, physical activity, and fitness;
- identify and describe individual and group management and motivation strategies that encourage:
 1. positive social interaction,
 2. active engagement in learning, and
 3. self motivation;
- implement the strategies described above in a safe learning environment;
- organize, allocate, and manage resources, including, but not limited to students, time, space, equipment, activities, and teacher attention, to provide active and equitable learning experiences;
- motivate all students to participate in physical activity in a variety of settings that relate to personal experiences, the community and real-life tasks;
- select strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment, including, but not limited to: mutual respect; support for others; safety; and cooperation;
- develop and implement effective behavior management plans;
- plan and implement a variety of developmentally appropriate instructional strategies that meet the needs of all students;
- describe skill progressions and activities that support effective planning and instruction;
- identify, develop, and implement appropriate program and instructional goals;
- develop short- and long-term plans that are based on student assessments and linked to program and instructional goals as well as student needs;
- select and modify instructional strategies for all student, including students with an individualized education plan, students covered by Section 504 of the Rehabilitation Act of 1973, and students identified with a condition that might significantly affect their motor performance, including, but not limited to: obesity; asthma; or distorted body image;
- design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction in the physical activity setting;
- design and implement learning experiences that allow students to integrate knowledge and skills from multiple subject areas;
- develop and use effective demonstrations and explanations that link physical activity concepts to learning experiences that are suited to the level of cognitive and physical development of students and linked to students' past and present life experiences;
- develop and use instructional cues and prompts that are clear;

- develop and use a repertoire of direct and indirect instructional formats to facilitate student learning, including, but not limited to: asking questions; posing scenarios; facilitating factual recall promoting problem solving; and eliciting critical thinking;
- design and implement assessment techniques and tools to foster physical, cognitive, and emotional development of students in physical activity;
- observe and reflect upon the motor performance, emotional well-being, and social interactions associated with each student;
- design and implement a variety of assessment techniques and tools, such as, but not limited to: grades; reports to parents; verbal or written self-assessment; and teacher-student meetings in order to:
 1. assess student performance pertaining to skill development and fitness level,
 2. involve student in assessing themselves and their peers, thereby engaging students in self-analysis and reflection,
 3. provide feedback and inform instruction,
 4. communicate student progress, for both formative, or primarily prospective, and summative, or primarily retrospective, purposes, and
 5. have the ability to develop and use instructional cues and prompts that are clear;
- foster relationships with colleagues, parents or guardians, and community agencies that support student growth and well-being;
- collaborate with parents, administrators, general and special education teachers, school health personnel, related service providers, and paraprofessionals to design physical education experiences that meet the needs of diverse students;
- identify strategies to become an advocate in the school and the community to promote a variety of physical activity opportunities;
- identify and use appropriate community resources to enhance physical activity opportunities;
- collaborate with parents, colleagues, administrators, school boards and community resources to promote a physically active lifestyle for all students;
- demonstrate effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings;
- demonstrate effective communication skills, including, but not limited to:
 1. clear and concise language,
 2. language paced to the developmental level of students,
 3. giving and receiving feedback,
 4. use of age appropriate language,
 5. use of non-verbal communication, including, but not limited to: physical gestures and expressions of emotion, appropriate to the classroom setting, communicate managerial and instructional information in a variety of ways, including, but not limited to:
 - bulletin board,
 - music,
 - task cards,
 - posters,
 - internet, and
 - videos,
 6. communicate in ways that demonstrate sensitivity to all students, including, but not limited to, consideration of the following differences:
 - ethnic,
 - cultural,
 - socio-economic,
 - ability, and
 - gender;
- implement strategies to enhance communication between students in physical activity setting; and
- utilize current information technology, including adaptive equipment and assistive technology to:
 1. enhance students' learning,
 2. enhance personal and professional productivity, and
 motivate, instruct, and assess students.

A. General Education Courses

- LAS 1110- On Being Human
- LAS 1120- Communities in America
- LAS 2110- The Creative Arts
- LAS 2120- The Scientific Process
- LAS 2130- Laboratory Science
- LAS 2140- Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1110 – Multi-Cultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- KI 2190 Principles of Adaptive Physical Activities
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. K-12 Physical Education

- ED 4110 Curriculum and Instructional Design
- ED 4161 Curriculum & Methods of Teaching Physical Education K-12
- ED 4163 Physical Education Methods Practicum III

D. Physical Education Major

- BI 1030 - Concepts of Human Anatomy and Physiology
- KI 1110 - Introduction to Kinesiology
- KI 2020 - CPR for the Professional Rescuer
- KI 2140 - Motor Behavior
- KI 2150 - Fitness/Nutrition for Wellness
- KI 2180- Biomechanics
- KI 3190 - Adaptive Physical Education
- PS 2230/SM 2130- Psychology of Sport and Movement
- KI 2990-1- Movement Instruction of Fitness Activities
- KI 2990-2- Movement Instruction of Lifetime Activities
- KI 2990-3 - Creative Movement Instruction
- KI 2990-4 - Movement Instruction of Team Sports

- KI/SM 3120 - Sport in the Global Society
- KI 4410 - Exercise Physiology

E. Elective Courses

Requirements to Major in: Theatre Education K-12 Teacher Certification

In addition to the aforementioned general goals and objectives, students who complete the theatre education teacher certification program have the ability to:

- understand the basic theories and processes of playwriting and production including:
 1. preparation of simple scripts,
 2. training in improvisation,
 3. training in playwriting forms and techniques,
 4. development of basic skills in dramatization, and
 5. training in evaluation of artistic choices found in performance;
- understand the basic theories and processes of acting and directing, including portrayal of a variety of characters;
- understand the basic theories and processes of acting and directing including:
 1. training in character analysis in dialogue and action,
 2. the use of classical and contemporary acting techniques and methods,
 3. making directorial choices for improvisations and scripted scenes,
 4. developing skills in staging and blocking,
 5. experience in conducting auditions, casting actors, and organizing production meetings,
 6. developing skills in fostering artistic discipline and collaboration, and
 7. developing skills in constructive evaluation of productions;
- understand the basic theories and process of using technical and design components in the theatre process including:
 1. creating a unified performance experience in theme, locale, and mood,
 2. basic technical knowledge and skills in, and management resources to, safely create scenery, properties, makeup, costumes, lighting, and sound, and
 3. production skills, including management of production schedules, stage management, and promotional ideas;
- understand the history of the theatre and relevant cultural and historical information including:
 1. a variety of dramatic texts from different cultural and historical perspectives,
 2. application of cultural and historical research to scriptwriting, acting, and design,
 3. developing skills in identifying cultural, historic, and symbolic clues and social meanings in dramatic texts,
 4. developing skills in constructing social meaning from dramatic texts and productions,
 5. comparison of universal characters and situations in dramas from and about various cultures and historical periods,
 6. developing skills in fostering recognition of the emotional and social impact of dramatic events, and
 7. the study of representative theatrical artists in various cultures and historical periods; and
- make the connections between theatre and other disciplines including:
 1. the identification of connections between theatre and other disciplines,
 2. the analysis of how other arts are modified and integrated in theatre,
 3. the study of criteria used to analyze the effectiveness of artistic choices in performance,
 4. demonstration of how social concepts apply in theatre and other areas of life,
 5. the application of theatrical skills in a variety of settings, such as workplace and community,
 6. development of an understanding of the relationship of theatrical resources and the curriculum.

A. General Education Course

- LAS 1110 - On Being Human
- LAS 1120 - Communities in America
- LAS 2110- The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130- Laboratory Science
- LAS 2140 - Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1110 – Multi-Cultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 - Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. Theatre Education Major

- ED 4110 - Curriculum and Instructional Design
- ED 4160 - Curriculum & Methods of Teaching Theatre K - 12
- ED 4171 - Theatre Methods Practicum III

D. Theatre Core Courses

- CO 1110 - Oral Communication
- TH 1110 - Page to Stage
- TH 1210 - Acting Fundamentals
- TH 1310 - Scenery
- TH 1320 - Lighting
- TH 1330 - Costumes
- TH 2220 - Directing I
- TH 2410 - Theatre History
- TH 2510 - Play Analysis
- TH 3210 - Character Development
- TH 3230 - Directing II
- TH 3320 - Design Process

- TH 3520 - Dramatic Criticism
- TH 3610 - Playwriting I

E. Courses

Requirements to Major in: Elementary Education Teacher Certification

In addition to the education department's general goals and competencies, students who complete the elementary education teacher certification program:

- are knowledgeable about the intellectual, emotional, and psychological growth and development of children;
- are knowledgeable about a variety of methods, materials, and assessment strategies that can be used in the many curriculum areas in the elementary classroom;
- are knowledgeable about the organization and functioning of elementary classrooms and schools;
- are able to articulate their own philosophy of education; and
- are able to manage resources, space, and students in the classroom.

A. General Education Courses

- LAS 1110 - On Being Human
- LAS 1120 - Communities in America
- LAS 2110 - The Creative Arts
- LAS 2120 - The Scientific Process
- LAS 2130- Laboratory Science
- LAS 2140- Humanities
- LAS 3110 - Global Perspectives
- MT 1010 or MT 1020 - College Mathematics
- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

NOTE: Students seeking teacher certification must receive grades of C or better in all courses required for their major.

B. Education Core Courses

- ED 1110 – Multi-cultural Education
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3182 - Standardized Assessment and Evaluation
- ED 3184 - Classroom Assessment
- ED 3186 - Methods of Teaching Reading in the Content Area 6-12
- ED 3260 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4890 Secondary Student Teaching and Seminar (*If also doing Special Ed. Student Teaching ED 4880 – 6cr & 6cr*)

C. Elementary Education Major

- EC 2110 or EC 2120 - Economics: Micro or Macro
- ED/MT 2121 - Math Content for Elementary Teachers
- ED 2180 - Curriculum & Methods of Teaching Elementary Literature and Writing
- ED/MT 2210 - Curriculum & Methods of Teaching Elementary Math
- ED 3132 - Curriculum & Methods of Teaching Elementary Integrated Language Arts
- ED 3135 - Curriculum & Methods of Teaching Elementary Social Studies
- ED 3145 - Curriculum & Methods of Teaching Elementary Science
- ED 3155 - Curriculum & Methods of Teaching Elementary Creative Expression
- ED 3158 - Curriculum & Methods of Teaching Elementary Reading
- ED 4110 - Curriculum and Instructional Design
- ED 4111 - Elementary Methods Practicum III
- ED 4150 - Diagnostic and Remedial Reading
- EN 2020 - Language and Grammar
- PO/HS 2420 - World Geography
- PO 1110 or 1510 US or International Politics

D. ELECTIVE COURSES

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

ED 1110 Multi-Cultural Education

This course is designed to give our students an exploration of the relationships between education and culture. Through special presentations, discussions, videotapes, case studies and readings, students will examine the theme of education in the context of global cultures. Comparisons will be drawn between educational systems in various parts of the world and the United States. A second focus will be intercultural relations in the school setting, especially in the increasingly multi-cultural U.S.; culture's effect on learning styles, culture shock and adjustment, strategies for facilitating cross-cultural communication and for equalizing opportunities for all cultures and learning styles. Students will be asked to gain practical experiences with diverse individuals or groups. Offered every semester. (4 credits)

ED 1990 Teaching Portfolio

This course is designed to introduce students to the process of creating an electronic portfolio to be used as a vehicle to display competency in relation to the State of New Hampshire certification standards. Students will review the state standards: general education, professional education, and their major standards and begin the process of understanding how those standards are connected to professional teaching. Students will use their portfolios throughout their career at NEC. Offered every semester. (1 Credit)

ED 2110 Professional Practices in Education and Practicum I

This course explores the American school system as influenced by contemporary and historical principles and philosophies. Current educational issues discussed include (a) the organization, structure, and funding of schools; (b) legal issues impacting students, teachers, and administrators; (c) the significance of education in our society; and (d) the social and political forces impacting our educational system. Career opportunities and requirements of the teaching profession are also explored. Students are required to complete a Service Learning project practicum in a school setting as part of this course. (Offered every semester. 4 credits)

ED 2121 (MT 2121) Math Content for Elementary Teachers

This course will provide prospective or in-service elementary teachers with the opportunity to explore and master concepts involving number systems and operations, data analysis and probability, geometry,

measurement, and algebraic thinking. Mathematical reasoning, problem solving, and the use of appropriate manipulatives and technology will be integrated throughout the course. The course will model instructional techniques that can be adapted to elementary curricula. *Prerequisite: Grade of C or better in ED 2110 and MT 1010 or MT 1020 or passing score on MPT. Offered every spring. (2 credits)*

ED 2130 (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. Offered every semester. (4 credits)

ED 2140 (PS 2140) Human Development I - Cross-Cultural Perspectives

This course studies human development from conception through adolescence. It examines the impact of heredity and environmental forces on the formation of the child. The history of developmental psychology, cross-cultural child rearing practices and gender role socialization are examined. Also included are specific topics, such as modern reproductive technology and its legal/emotional implications, the changing role of fathers, the daycare dilemma, the effects of divorce on the child, family systems, culture and learning, computers and learning. (4 credits)

ED 2160 Technology in Education

This course provides students with theory and practice in integrating technology in the classroom. Students will become versed in a variety of computer skills as they relate to teaching. Students will be required to produce artifacts using modern educational technology. Offered every semester. *Prerequisite: Grade of C or better in ED 2110. (1cr)*

ED 2170 Introduction to Special Education

The primary goal of this course is to increase the pre-service teacher's awareness of and sensitivity to individuals with special needs. In addition, individuals enrolled in this course will (a) examine and become familiar with laws relating to special education, (b) examine the characteristics of various exceptionalities and how they are identified, (c) become familiar with the pre-referral, referral, and identification process, (d) become familiar with resources available to support learners, (e) become familiar with related service personnel and their roles, (f) understand the role of a paraprofessional, and (g) develop and understanding of how to effectively work as a team member with general education teachers and other members of the special education team. This course will also entail a practicum experience in a public school. *Prerequisite: Grade of C or better in ED 2110. Offered every semester. (4 credits)*

ED 2180 Curriculum and Methods of Teaching Literature and Writing for Children and Youth

This course will focus on writing and literature for children and youth. Students will become actively involved in writing as a process and reading for enjoyment. Students will become acquainted with current fiction and nonfiction published for children from pre-school through 8th grade, focusing on the integration of reading and writing, and the impact of thematic planning as a part of a student's literacy development. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 2210 (MT 2210) Curriculum and Methods of Teaching Elementary Math

This course focuses on current methods in the teaching of mathematics in the K-8 classroom. The material will focus on curriculum and integration of mathematics into the other areas in teaching K-8 children. Mathematics useful for prospective elementary school teachers, including basic arithmetical operations for whole numbers, fractions and decimals, Euclidean and other geometries and other topics will be covered. *Prerequisite: Grade of C or better in ED 2110 and MT 1010 or MT 1020 or passing score on MPT. Offered every fall. (2cr)*

ED 3132 Curriculum and Methods of Teaching Elementary Integrated Language Arts

This course is designed to provide background and theory in the nature of the reading and writing processes, including contemporary theories and research of reading and writing. Topics include literacy development, the integration of reading, writing, speaking, listening, viewing and representing, assessment, support of readers and writers in the content areas K-8, and the evaluation of reading materials.

Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)

ED 3135 Curriculum and Methods of Teaching Elementary Social Studies

This course examines geography, world history, U.S. history, the social sciences (political science, anthropology, sociology and psychology) and economics. Students will develop an understanding of the content of these areas and will be exposed to relevant theories, current research, and best instructional and assessment practices specific to teaching social studies in the elementary school. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 3145 Curriculum and Methods of Teaching Elementary Science

This course addresses core content knowledge in the areas of biology, chemistry, Earth, environmental and physical science as well as current methodology for teaching this content in the K - 8 classroom. Hands-on learning strategies to promote inquiry, research, questioning and literacy within the context of the science curriculum will be emphasized. *Prerequisite: Grade of C or better in ED 2110. Offered every spring. (2cr)*

ED 3155 Curriculum and Methods of Teaching Elementary Creative Expression

This course focuses on the creative arts, including music, art, crafts, creative dramatics, and movement in the K-8 classroom. Students will be exposed to content as well as methodology often used in the classroom. Students will become familiar with the N.H. State Creative Expression Curriculum Frameworks, become familiar with the content that is covered in the K-8 classroom, and identify appropriate methodologies that can be used to integrate creative expression into the K-8 curriculum.

Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)

ED 3158 Curriculum and Methods of Teaching Elementary Reading

This focuses on the latest research for the teaching of reading to elementary students. Students will become familiar with the latest curricula and techniques to teach reading to elementary students. Students will work in the areas of phonics, language acquisition, comprehension, fluency, and vocabulary development. This course will also review the connection among reading, speaking, and writing in the development of elementary students. *Prerequisite: Grade of C or better in ED. 2110. Offered every spring. (2cr)*

ED 3182 Standardized Assessment and Evaluation

This course is designed to provide educators with an in-depth understanding of the process of evaluating/assessing intellectual levels of functioning, aptitude, achievement, and behavior. Students will become familiar with various terminology, such as validity and reliability, associated with evaluation and assessment and the roles various related service providers perform in assessment and evaluation. They will also develop the skills that will enable them to (a) determine what test to use for what purpose, (b) use a test manual, (c) conduct an assessment, (d) read and understand test reports from a variety of related service providers, (e) write a test report and (f) determine eligibility for coding. Emphasis will be placed on the tests used to identify students with learning disabilities. *Prerequisite: Grade of C or better in ED 2110 and ED 2170 if an education major or PS 1110 if a psychology major. Offered every fall. (2cr)*

ED 3184 Classroom Assessment

This course will focus on a variety of assessment procedures and techniques for assessing students in their class work. Students will develop an understanding of the processes of diagnostic, formative, and summative in their assessment plans for the classrooms. Students will develop skills in developing authentic and performance based assessments using a variety of intelligences and learning styles. Students will learn to use a variety of assessments to align their curriculum goals directly to student learning.

Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)

ED 3186 Methods of teaching Reading in the content Area 5-12

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in their 5-12 classrooms how to access their textbooks and other written material. This course will address issues such as fluency, vocabulary development in content areas, understanding how to read a text, strategies for studying and organizing material from a text, and strategies for retaining information. *Prerequisite: Grade of C or better in ED 2110. Offered every spring. (2cr)*

ED 3265 Educational Law

This course reviews the laws that are relevant to public schools. Students will work with case studies of issues important to schools: freedom of speech, safe schools, due process, special education, search and seizure, discipline, right to know, privacy, grading policies, and many other school related law issues. Students will become familiar with the state of New Hampshire legal system as it relates to public schools and work with the most important RSA's for the profession. *Prerequisite: Grade of C or better in ED 2110. Offered every semester. (2cr)*

ED 3270 Special Education Procedures and Practicum II

This course is designed to provide educators with an in-depth understanding of the different approaches taken by different schools regarding the pre-referral, referral, identification, and IEP/IFSP/Transition Plan process. Students will become familiar with (a) the role of the case manager, (b) who is a qualified examiner, (c) who constitutes the team and the various roles each assumes, (d) how to develop an IEP/IFSP/Transition Plan, or 504, (e) various placements options, and (f) due process. As a result of this course, students will develop skills that will (a) help them to create IEPs/IFSPs/Transition Plans that meet the needs students with a variety of exceptionalities including health impairments and with an emphasis on learning disabilities, (b) enable them to maintain accurate records, (c) help them to collaborate with parents and other team members, and (d) enable them to run effective team meetings. Students will also continue work with standardized assessments for students with special education needs.

Students in this course will also do practicum work in an elementary school and a high school in the area of special education. Students will spend 30 hours in schools at each level and relate their learning in the class to the real world of special education in public schools. Students will meet with their supervisors and cooperating teachers at least two times during the semester to review assignments and goals for students. *Prerequisite: Grade of C or better in ED 2110, ED 2170, ED 3182, and ED 3184. Offered every spring. (4 credits)*

ED 3280 Differentiation of Instruction and Assessment

This course is for all teacher certification majors. The primary goals of this course are to help the educator develop skills to (a) implement an IEP/IFSP/Transition Plan, (b) make modifications to the general education curriculum, including instruction, assessment, and behavioral strategies for all students including those with special needs, with an emphasis on students with learning disabilities, and those who are gifted, (c) find resources to support all learners, (d) develop tools to assess learning and monitor and communicate progress. *Prerequisite: Grade of C or better in ED 2110, ED 2170, and ED 3180. Offered every spring. (4 credits)*

ED 3990 Topics in Education

This course offers an intensive examination of some aspects of education. The content is based upon current interests and needs of students and faculty. A student may repeat this course for credit on different topics. *(Variable credits, 1-6)*

ED 4110 Curriculum and Instructional Design

This course provides the education student with full-time active involvement integrating theory and practice in the elementary grades, secondary grades, Physical Education K-12, Theatre K-12, and Special Education K-12 school programs. Using a combination of college classroom and school classroom experiences, students will demonstrate competence in a variety of instructional strategies including microteaching, planning, evaluating, and implementing the elementary program across all curricular areas.

Techniques for incorporating character and citizenship development will be discussed. *Prerequisites: Grade of C or better in ED 2110, 2121, 2130, 2160, 2170, 2180, 2210, 3132, 3135, 3145, 3155, 3158, 3182 and 3184. This course must be taken concurrently with ED 4111.* (4 credits)

ED 4111 Elementary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in an elementary school setting. The College supervisor will make a minimum of three observations and hold three triad meetings (one at the beginning of the semester to establish goals for the student, one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Grade of C or better in ED 2110, 2120, 2121, 2130, 2160, 2170, 2180, 2210, 3130, 3135, 3145, 3155 and 3180. This course must be taken concurrently with ED 4110. (Offered every semester) (2cr)*

ED 4150 Diagnostic and Remedial Reading

Diagnosis and correction of student reading disabilities will be explored. This course will focus on helping pre-service teachers understand how reading problems occur, how to carry out diagnostic procedures in the classroom that determine students' strengths and needs, how to implement corrective instruction, and how to maintain responsibility for ongoing instruction and evaluation. *Prerequisites: Grade of C or better in ED 2110. Offered every spring. (2cr)*

ED 4152 Curriculum and Methods of Teaching Secondary Literature

This course is designed to study the foundations of curriculum design and development for secondary school Literature. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the Literature curriculum fits into the interdisciplinary model for education. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 4154 Curriculum and Methods of Teaching Secondary Writing

This course is designed to study the foundations of curriculum design and development for secondary school Writing. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the Secondary Writing curriculum fits into the interdisciplinary model for education. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 4160 Curriculum and Methods of Teaching K-12 Theatre

This course is designed to study the foundations of curriculum design and development for theatre grades K-12. Special consideration is given to curriculum changes as they relate to national theatre standards, outcomes and goals. This course will include analysis of several current curricular programs, as well as investigate how theatre education fits into the interdisciplinary model for education. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 4161 Curriculum and Methods of Teaching K-12 Physical Education

This course is designed to study the foundations of curriculum design and development for physical education, grades K-12. Special consideration is given to curriculum changes as they relate to national physical education standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how physical education fits into the interdisciplinary model for education. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 4163 Physical Education K-12 Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a physical education setting. The College supervisor will make a minimum of 3 observations and hold three triad meetings (one at the beginning of the semester to establish goals for the student, one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Grade of C or better in ED 2110, 2120, 2130, 2160, 2170, 3180, 4161, and KI 2190, acceptance into the major, and permission of the Director of Teacher Education. Must be taken concurrently with ED 4162. (2cr)*

ED 4165 Curriculum and Methods of Teaching Secondary Biology

This course is designed to study the foundations of curriculum design and development for secondary school Biology. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the biology curriculum fits into the interdisciplinary model for education.

Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)

ED 4166 Curriculum and Methods of Teaching Secondary Social Studies

This course is designed to study the foundations of curriculum design and development for secondary school social studies. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how the social studies curriculum fits into the interdisciplinary model for education. *Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)*

ED 4167 Curriculum and Methods of Teaching Secondary Mathematics

This course is designed to study the foundation of curriculum design and development for secondary school mathematics. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the mathematics curriculum fits into the interdisciplinary model for education.

Prerequisite: Grade of C or better in ED 2110. Offered every fall. (2cr)

ED 4169 Secondary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a secondary school setting in their area of certification biology, English, mathematics or social studies). The College supervisor will make a minimum of 3 observations and hold three triad meetings (one at the beginning of the semester to determine goals for the student, one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Grade of C or better in ED 2110, 2120, 2130, 2160, 2170, 3180, 4164 or 4165 Or 4166 or 4167, acceptance into the major, and permission of the Director of Teacher Education. This course must be taken concurrently with ED 4110. Offered every semester. (2cr)*

ED 4171 Theatre K-12 Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a school setting. The college supervisor will make a minimum of three observations and hold three trial meetings (one at the beginning of the semester to set goals, one at mid-semester to evaluate student progress, and one at the end of the semester to assess student performance). Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Grade of C or better in ED 2110, 2120, 2130, 2160, 2170, 3180, 4160, acceptance into the major, and permission of the Director of Teacher Education. This course must be taken concurrently with ED 4170. Offered every semester. (2cr)*

ED 4810 Directed Study in Education

Course of study to be arranged between faculty and student in the field of Education. *Contract required. May be repeated for credit. Variable credit (1-6).*

ED 4830 Independent Study in Education

This course is an advanced, independent study of a specific topic. The course of study is to be arranged with a faculty member. *Contract required. Variable credit (1-6).*

ED 4870 Elementary Student Teaching and Seminar

Each senior in the elementary education program is involved in a full-time field experience in an elementary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in service opportunities, extra-curricular activities, and

involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. (12cr; or 6cr if taken with ED 4880) (Offered every semester)*

ED 4880 Special Education Student Teaching and Seminar

Each student seeking general special education certification is involved in a full-time field experience with a special educator. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. (12cr; or 6cr if taken when taken with ED 4870 or ED 4890) (Offered every semester)*

ED 4890 Secondary Student Teaching and Seminar

Each senior in the secondary education program is involved in a full-time field experience in a secondary school. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. (12cr; or 6cr if taken if taken with ED 4880) (Offered every semester)*

ED 4900 Physical Education K-12 Student Teaching and Seminar

Teacher certification in physical education includes kindergarten through senior high school. Teacher certification candidates in the physical education certification program are involved in a full-time field experience in a school in close proximity to the College. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all physical education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. (12cr) (Offered every semester)*

ED 4901 Theatre K-12 Student Teaching and Seminar

Teacher certification in theatre education includes kindergarten through senior high school. The students in supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all theatre education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner

schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. (12cr) (Offered every semester)*

ED 4910 Internship in Education

This course offers an opportunity for students to experience an educational environment on an extended basis. Open only to non-education majors. *Contract required. Variable credit.*

ED 4920 Field Experience Educational Studies

This course offers an opportunity for students to experience an educational environment on an extended basis (Variable credit). This is a required course for all Educational Studies majors.

Engineering

B.S. Degree in Engineering (3+2 Program)

The Study of Engineering

New England College offers a 3+2 program in engineering in conjunction with Clarkson University, one of America's premier engineering universities. Students take courses at New England College for three years in the areas of chemistry, introductory engineering, mathematics, physics and liberal arts. Upon successful completion of this 90 credit program, students who have maintained a minimum grade point average of 2.75 and have two positive faculty recommendations will be automatically accepted into any of the following engineering programs at Clarkson University: aeronautical engineering, chemical engineering, civil engineering (including environmental engineering), electrical engineering or mechanical engineering. After four semesters at Clarkson, they will earn an A.B.E.T. accredited B.S. degree in their chosen engineering field.

Requirements for Engineering 3+2 Program

Grades of C or better are required in all courses.

A. Major Requirements

- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- CT 1510 - Introduction to Computer Programming
- ES 1110 - Environmental Science: A Global Concern
- ES 3250 – Principles of Environmental Policy and Sustainability
- MT 1510 - Pre-Calculus
- MT 2510 - Calculus I
- MT 2520 - Calculus II
- MT 3530 - Calculus III
- MT 4540 - Differential Equations
- PH 2210 - General Physics I
- PH 2220 - General Physics II
- PH/CH 3510 - Applied Physics (Physical Chemistry)
- One Mathematics course chosen from the following:
 - CT 3610 - Database Design
 - MT 2310 – Statistics
 - MT 3310 - Mathematical Modeling
- Three to five additional engineering and/or mathematics courses selected in consultation with the Engineering advisor

B. Core and Distribution Requirements

- EC 2120 - Introduction to Microeconomics
- Six General Education courses

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

EG 2110 Engineering Calculations

An introduction to solving practical problems drawn from applications of chemistry, environmental science and physics. Topics will include material and energy balances, estimation, trial and error solutions, recycle calculations, wastewater analysis and cost analysis. *Prerequisite: MT 1510.*

EG 2250 (CT/ES 2250) Computer-Aided Drawing and Design

Combining manual and computer graphic communication media, students are encouraged to formulate ideas that are then transformed into freehand sketches, design layouts and formal computer-aided drawings in both two- and three-dimensions. Innovations in product design and building and site layout and design are encouraged throughout the course. *Offered every other fall.*

EG 2350 (ES 2350) Surveying, Field Measurements, and Mapping

Basic principles of open and closed land transverses, field profiles, cross-sections, field inventory and topography are covered. Students learn to use and care for survey instruments, take field notes, prepare drawings and maps and use field information for site design and environmental assessment applications. *Prerequisite: MT 1510. Offered every other fall.*

English, Comparative Literature, and Creative Writing Department

B.A. Degree in English

B.A. Degree in Comparative Literature

B.A. Degree in Creative Writing

B.A. Degree in Secondary Education (*see* Education)

M.F.A. Degree in Poetry (*see* Graduate Studies)

The Study of Literature

The Department offers majors and minors in English, Comparative Literature, and Creative Writing, as well as a major in Secondary Education-English (see Education). In the context of traditions of Anglo-American and European literature, we offer mythology, criticism and aesthetics, genres, modernism and postmodernism. In addition, we also examine what we consider the inevitable connections between literature and the other arts, as well as include a diversity of voices, such as those of women and various ethnic, racial, and postcolonial cultures. All our majors under this heading involve students in critical reading and thinking, as well as writing both with clarity and imagination in preparation for graduate school, life and work, all of which demand an enriched cultural background, excellent communication skills, rigorous thinking, creativity, and originality.

Achievement of a cumulative grade point average in the major (defined as courses with the prefix EN) of at least 2.0 (C) is expected for graduation.

Requirements for the English Major (44 Credits)

- EN/WS 2070 - Comparative Mythology
- EN 1910 - Survey of British Literature
- EN 1930 - Survey of American Literature
- One pre-1800 course normally selected from:
 - EN 3010 - The Renaissance
 - EN 3950 - Shakespeare
 - EN 4010 - The Epic
- One post-1800 course normally selected from:
 - EN 3020 - The Romantic Movement
 - EN 3030 - 19th-Century British Women Writers
 - EN 3030 - American Transcendentalism
 - EN 3040 - Modern Literature
 - EN 3050 - Recent Literature
- One international course normally selected from:
 - EN 1950 - International Literature of the 20th Century
 - EN 1960 - Literature of Memory and Witness
 - EN 2140 - Existential Literature
- One Major Writers course selected from:
 - EN 3950/TH 3950 - Shakespeare
 - EN 3960 - Major Writers: Lessing, Duras, and Atwood
 - EN 3990 - Major Writers (*any offered under that heading*)
- One writing workshop normally selected from:
 - EN 2570 - Beginning Creative Writing
 - EN 3520 - Poetry Workshop
 - EN 3540 - Short Story Workshop
- EN 4020 Modes of Literary Criticism
- One 4000-level Seminar in English
- 4 credits of elective(s) in English such as EN1020 The Literary Text, or any other course approved

by the English faculty

Requirements for the English Minor (24 Credits)

- EN 1910 - Survey of English Literature
or EN 1930 - Survey of American Literature
- EN/WS 2070 - Comparative Mythology
- EN 2570 - Beginning Creative Writing
- One EN 2000- or 3000-level literature course
- EN 3950/TH 3950 - Shakespeare (*recommended*)
or EN 3990 Major Writers
- EN 4020 Modes of Literary Criticism (*recommended*)
or EN 4000-level seminar

Requirements for the Comparative Literature Major

The total credits for the Comparative Literature Major is: 44 credits (without the foreign language component); 44-56 credits (with the foreign language component)

- One course selected from:
 - EN 1910 - Survey of American Literature
 - EN 1930 - Survey of English Literature
 - EN 3030 - Victorian Literature
- One course selected from:
 - EN 1950 - International Literature of the 20th Century
 - EN 1960 - Literature of Memory and Witness
 - EN 2140 - Existential Literature
- One course selected from:
 - EN 3010 - Renaissance Literature
 - EN 3950 - Shakespeare
- EN 2070 - Comparative Mythology
- EN 3990/WS Major Writers: Atwood, Lessing, Duras OR
Another Comparative Major Writers Course designated as such by the Department.
- EN 4010 - The Epic
- EN 4020 - Modes of Literary Criticism
- One Genre Course
- One 4000-level seminar in English
- 4 credits of elective(s) such as a course in Creative Writing, or EN1020 The Literary Text, or any other course approved by the Department
- A minimum of intermediate-level proficiency in a foreign language (*normally at least a three-Semester Sequence. 4-12cr*)

Requirements for the Comparative Literature Minor

The total credits for the Comparative Literature Minor is: 24 credits (without the foreign language component); and between 24-28 credits (with the foreign language component)

Note: It is highly suggested that the student who minors in Comparative Literature do both The Epic and the 4000 level Seminar.

- One Course selected from:
 - EN 1950 - International Literature of the 20th Century
 - EN 1960 - Literature of Memory and Witness
 - EN 2140 - Existential Literature
- One Course selected from:
 - EN 3960 - Major Writers: Lessing, Duras, and Atwood
 - EN 3990 - A comparative Major Writers Course designated as such by the Department

- EN 2070 Comparative Mythology
- EN 4020 Modes of Literary Criticism
- One Course selected from:
 - EN 4010 - The Epic
 - One 4000-level Seminar
- A two-semester sequence of a foreign language

Requirements for the Creative Writing Major (44 Credits)

- EN/WS 2070 - Comparative Mythology
- EN 2080 - The American Short Story since 1945
- EN 2570 - Beginning Creative Writing
- One Genre course normally selected from:
 - EN 3040 - The Modern American Poetry
 - EN 4010 - The Epic
 - EN 4050 - The Novel/Tale
- One course selected from:
 - EN 3520 - Poetry Workshop
 - TH 3610 - Seminar in Playwriting
- EN 3540 - Short Story Workshop
- EN/TH 3950 - Shakespeare
or another Major Writers approved by the Department
- EN 4020 - Modes of Literary Criticism
- One Capstone course, normally selected from:
 - EN 4520 - Advanced Poetry Workshop
 - EN 4540 - Advanced Short Story Workshop
- One 4000-level seminar in English or Comparative Literature
- 4 credits of elective(s) such as EN1020 - The Literary Text, or any other course approved by the department.

Requirements for the Creative Writing Minor (24 Credits)

- EN/WS 2070 - Comparative Mythology
- EN 2570 - Beginning Creative Writing
- EN 2080 - The American Short Story since 1945
- EN 3540 - Short Story Workshop
or EN 3520 Poetry Workshop
- EN 4020 - Modes of Literary Criticism
- EN 4520 - Advanced Poetry Workshop
or EN 4540 - Advanced Short Story Workshop

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

EN 1020 The Creative Experience: Literary Text

Rather than introducing the student to a large number of works, this course introduces the student to the different literary genres—the tale, the poem, the novel, the play—through close and varied readings of a few exemplary literary texts. Also, through field trips, required attendance at gallery shows, theatre productions, and readings, this course introduces students to the connections among art, literature, music, and theatre.

EN 1510 African-American Literature

In this course we will read and study African-American novels, collections of stories, or autobiographies, including both classical and contemporary works, at least half of them by men and half by woman. Also, we will read poems by significant poets, and we will examine some 19th-century slave narratives. Finally,

we will study such films as *A Raisin in the Sun* (based on Lorraine Hansberry's play), *Malcolm X*, *Amistad*, *Beloved*, and at least one of the classic Sidney Poitier movies and one of Spike Lee's movies, and we will watch some documentary episodes from *Eye on the Prize*. This course will examine the questions of to what extent the Black culture has shaped the American culture and to what extent it has integrated with or remained separate from other American cultures.

EN 1540 Against Forgetting: Literature of Witness and Memory

This is a survey course of comparative literature written in or translated into English. Through literature, students will study the fundamental and complex issues of the artist who witnesses historic, political, personal, and/or private events of life-altering magnitude and who retrieves them from oblivion through art for the greater good. Students will explore the role of art in general and literature in particular as the media that can humanize us by bringing us closer as a world community. *Offered every other year.*

EN 1560 The Beat Generation

With the 1957 publication of *On the Road*, Jack Kerouac introduced the concept of the "beat" that has endured in the American lexicon. His root vision is one of beatitude, which includes the attempt to reconcile the basic tenets of Christianity and Buddhism. Such insights are echoed in the works of Allen Ginsberg, Gary Snyder, and Michael McClure, although William Burroughs and others would develop other directions. Students will examine and analyze in depth the Eastern roots of the Beat vision and study the primary texts of Beat writers. *Offered every other year.*

EN 1910 Survey of English Literature I and II

This course compresses in one semester a survey of the works of major writers of literature, and literary movements in British literature from the Anglo-Saxons and Celts of the Middle Ages, to the Romantics to modern times. The students will read and analyze not only the works considered landmarks, but made aware of some of the lesser known texts. This course satisfies one of the requirements of the English Major. *Offered every other fall.*

EN 1930 Survey of American Literature I and II

This course compresses in one semester a survey of the works of major writers of literature and literary movements in America. Beginning with Native American voices, this course will progress through the 18th and 19th Centuries to modern times. Though this course focuses on the major writers and movements, it does not ignore the importance of some unrecognized voices that have shaped American literature. This course satisfies one of the requirements of the English, as well as Comparative Literature Majors. *Offered every other fall.*

EN 1950 International Literature

This course is an in depth study of primarily short stories, essays, and poems in translation, belonging to the 20th Century. The students will examine through carefully selected texts the different ways each culture expresses parallel human concerns such as identity, loss, coming of age, death, exile, marriage etc. that unite us all. The approach is comparative and analytical, with each text, including works from Africa, Asia, Latin America, the Middle East, and Europe, placed in its geographic, historic, and cultural context. This course satisfies requirements in the various English department Majors and Minors including the period requirement. *Offered every other year, usually in the fall.*

EN 2020 Language and Grammar

This course is a study of the origins, history, and structure of the English language, including linguistics, language acquisition, theories of language and cognition, and prescriptive, descriptive, and transformational grammars. This course satisfies the English Secondary Education requirement. *Offered every other fall.*

EN 2050 Literature as Film/Film as Literature

In this course students will study the fundamentals of adaptation theories in addition to reading several short stories, a novella or novel, and a play, along with their corresponding film - paying special attention to the methods of transposing each of the literary genres into the medium of Cinema.

EN 2070 (WS 2070) Comparative Mythology

This course is an in depth study of the importance of creation myths, myths of destruction and of re-birth, quest myths of the hero, the recurring theme of the theft of fire, the importance of the goddess in earlier myths, and her relative abdication in favor of god(s) in later ones. Diverse peoples the world over seem to dream using similar archetypal images. We will examine what this fact may suggest. What could be the implications of such a phenomenon? In addition, this course will help the students decipher works of art and literary texts by identifying often obscure myth references in them. Our approach will be comparative and thematic using examples from several diverse cultures. This course is a requirement for all three Literature majors in the English Department. *Offered every fall.*

EN 2080 The American Short Story Since 1945

This course is both a detailed survey of the American short story since World War II, and an exercise in creative writing. The student, through rewriting the assigned stories will come to understand the changes in form from the inside out. As such, it offers literary background to creative writing students. This course satisfies a Creative Writing requirement. *Offered every fall.*

EN 2090 Native American Literature

Study of such 20th-century American Indian writers as Vine Deloria (Lakota), James Welch (Blackfeet), Darcy McNickle (Salish), Leslie Marmon Silko (Laguna), Louise Erdrich (Chippewa), Joy Harjo (Muskogee), along with documentary and feature films focused on Native American nations.

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. This course satisfies several requirements in the major. *Offered every spring.*

EN 2570 Beginning Creative Writing

This course is a writing workshop that focuses on fiction, but exposes the students to the various genres of writings such as poetry, fiction and drama. This course satisfies the LAS 2110 Creative Arts requirement. *Offered every fall.*

EN 3010 Topics in Literature Before 1800

This course is an in- depth study in literature written before the 19th century. Students will be introduced to literature of pre-modern cultures, in courses such as The Renaissance, and the 17th Century. May be repeated for credit in different topics. *Prerequisite: A lower- level English course or permission of instructor.*

EN 3020 The Romantic Movement

This course will introduce the students to the movement called Romanticism as it will examine the major works of British literature of the period. It will branch out to include works by European writers of the same period, such as Goethe, Baudelaire, Rimbaud, and Lermontov. *Prerequisite: a lower level literature course, or permission of instructor. Offered every other year.*

EN 3030 The 19th Century

This course is an in depth study in such movements or themes as the Transcendentalists, Victorian Literature, and British Women Writers. Offered every other year and may be repeated for credit in different topics. This course satisfies a period requirement for the English Major.

EN 3040 The Modern Novel

This course studies in depth the development of the Modern Novel and its influence on contemporary art in general with a focus on European writers such as Flaubert, Joyce, Hesse, Gide and de Beauvoir. It is comparative and analytical in approach. This course satisfies the genre and period requirements for the Majors in the English Department.

EN 3050 Topics in Recent Literature

This course studies in-depth literary movements and writers since the middle of the 20th century. Topics include post-modern poetry, and contemporary novels from the Middle East. Offered every third year and may be repeated for credit in different topics.

EN 3520 Poetry Workshop

Students submit their own work for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a poetry portfolio. This course satisfies the LAS 2110 creative arts distribution requirement. *Prerequisites: WR 1010 and WR 1020 (may be taken concurrently with WR 1020 with permission of instructor.) Offered every fall semester and January.*

EN 3540 Short Story Workshop

Students submit their own work for critical discussion and revision, participate in the critical discussion of their colleagues' work, and complete a short-story portfolio. This course satisfies a requirement in the Creative Writing Major. *Prerequisites: EN 2570 or permission of instructor.*

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 a team-taught. This course covers the Major Writers requirement for the English department. *Prerequisite: at least a lower level literature course. Offered every other year*

EN 3960 (WS 3960) Major Writers: Lessing, Duras, and Atwood

This course examines the similarities, apart from the obvious, of these three female writers. What ties them together? What are their differences? Do they speak/write the same emotional truth? Is there a common thread to their otherwise distinctive literary styles and life experiences? Does the statement "Women in exile" make any sense? How about the concept of "Otherness"? Do they perform a different form of writing? What would that be? How do these writers qualify as major figures in contemporary literature? What are their contributions to the culture of the 20th Century and their influence in the 21st century? These are but a few of the questions the course will be tackling while reading several of the texts by these authors. This course covers the Major Writers requirement for all three majors in the English Department. *Prerequisite: a minimum of one lower level literature course. Offered every other year.*

EN 3990 Major Writers

This course is an in depth Study of the works and scholarship on a major writer or on a small group of related writers such as, Atwood, Duras, and Lessing; Henri James; Conrad; Melville, Hemingway, Fitzgerald, and Mailer etc. This course satisfies requirements in the various English Department majors and may be repeated for credit in different topics. *Prerequisite: A lower level literature course or permission of instructor. Offered every year.*

EN 4010 The Epic

This course is an in-depth study of the traditional epic both in the oral tradition and in writing, its development and impact on other genres such as the novel and more recently film, as well as on the history of literature. The epics will be read, analyzed, and discussed comparatively in their historical and cultural contexts. Works include, but may not be limited to, *The Epic of Gilgamesh, The Odyssey, Beowulf, The Song of Roland, The Inferno, and Paradise Lost*. This course satisfies a requirement in the Comparative Literature major, as well as the requirement for genre and period for all majors in the English Department. *Prerequisite: A lower-level literature course or permission of instructor. Offered every other spring.*

EN 4020 Modes of Literary Criticism

This course studies major critical theories and practices of literature from Aristotle to contemporary critics, including but not limited to Aristotelian criticism, romantic criticism, myth criticism, new criticism, deconstruction, structuralism, and feminist criticism. This course is a requirement for all majors in the English Department. *Prerequisite: A lower level literature course or permission of instructor. Offered every other spring*

EN 4520 Advanced Poetry Workshop

Advanced writing students work with the EN 3520 workshop but are required to complete a manuscript for publication (publication not required) and undertake individually designed projects instead of completing the poetry portfolio. *Prerequisite: EN 3520. Offered every fall.*

EN 4540 Advanced Short Story Workshop

Advanced writing students may work with the EN 3540 workshop or independently with the instructor and are required to complete a significant manuscript in fiction as if for publication. *Prerequisite: EN 3540. Offered every spring.*

EN 4810 Directed Study in Literature or Creative Writing

Studies to be arranged between the student and the appropriate member of the English faculty in literature or creative writing. *Contract required. May be repeated for credit in different topics. Variable credit (1-4).*

EN 4830 Independent Study in Literature or Creative Writing

Advanced, independent studies of specific topics in literature or creative writing arranged between the student and the appropriate member of the English faculty. *Contract required. Variable credit (1-4).*

EN 4840 Madness in Literature

The course is a seminar of comparative literature written in, or translated into English. It explores, as it tries to define the term madness in all its complexities, as it tries to answer why we find the theme of madness so fascinating. The course examines the presence of this theme in literature throughout the ages, as well as glimpses at the pervasiveness of the theme in other creative media. The focus is on Western cultures, and the approach is comparative and analytical. This course satisfies the seminar requirement for several literature majors in the English Department.

EN 4850 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 in depth why this may be so, and 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. Our starting point will be the year 1857 with the publication of both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du Mal*. This course is a team-taught seminar and satisfies the seminar requirement for several literature majors in the English Department. *Prerequisite: at least one lower-level literature course. Offered every other fall.*

EN 4860 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. This team-taught course satisfies the seminar requirement for Comparative literature and other majors in the English Department. *Prerequisite: at least one lower-level literature course. Offered every other spring.*

EN 4990 Seminar in Literature

Advance topics in literature, such as Problems in Good and Evil, Women's Voices, The loss of Self, and other areas or problems designed for senior-level students. This course fulfills the senior level requirement for the majors in the English Department.

Environmental Science

B.S. Degree in Environmental Science

B.A. Degree in Environmental Studies

The Study of Environmental Science

Environmental science and environmental studies are interdisciplinary fields that draw on information obtained from many areas of knowledge including the sciences, mathematics, philosophy, political science and economics. They are, by nature, global in scope because environmental issues transcend geopolitical boundaries. Both majors stress collaborative study with faculty, internships, and a hands-on approach while developing a working knowledge of tools specific to the field. The curriculum centers on examining how the natural world functions and the use of information from diverse sources to examine the human impact on our environment.

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.

Requirements to Major in Environmental Science

A. Natural Sciences and Mathematic Courses

- NSM 1000 - The Way of Science
- NSM 3000 - Careers in Science (*1cr*)
- NSM 4000 - Senior Science Thesis (*4cr*)

B. Environmental Core Courses

- BI 1110 - General Biology I
- ES 1110 - Environmental Science: A Global Concern
- ES 3250 - Principles of Environmental Policy and Sustainability
- One Analytical Methods course from:
 - ES 2350 – Surveying, Field Measurements and Mapping
 - ES 2450 – Environmental Research Methods
 - ES 4750 – Environmental Impact Assessment
- ES 4830 – Independent Study in Environmental Science (*1-4cr*)
or ES 4910 - Environmental Science Internship (*1-15cr*)
- MT 2310 – Statistics
- One Computer course approved by the ES faculty

C. Science Concentration

- BI 1120 - General Biology II
- BI 4010 - Ecology
- CH 2110 - General Chemistry I
- CH 2120 - General Chemistry II
- MT 2510 - Calculus I
- PH 2210 - General Physics I
- Upper-level Science Elective

Requirements to Major in Environmental Studies

A. Natural Sciences and Mathematic Courses

- NSM 1000 - The Way of Science
- NSM 3000 - Careers in Science (1cr)
- NSM 4000 - Senior Science Thesis (4 cr)

B. Environmental Core Courses

- Computer course approved by the ES faculty
- BI 1110 - General Biology I
- ES 1110 - Environmental Science: A Global Concern
- ES 3250 - Principles of Environmental Policy and Sustainability
- ES 4830 – Independent Study in Environmental Science (1-4cr)
or ES 4910 - Environmental Science Internship (1-15cr)
- MT 2310 – Statistics
- One Analytical Methods course from:
 - ES 2350 – Surveying, Field Measurements and Mapping
 - ES 2450 – Environmental Research Methods
 - ES 4750 – Environmental Impact Assessment

C. Environmental Studies Concentration

- BU 2420 - Organizational Behavior
or CO 1110 - Oral Communication
- CH 2010 - Introduction to Chemistry
- ES 2000+ - Environmental Studies Elective 2000+
- ES/PA 2410 - Environmental Ethics
- ES 2550 – Environmental Economics Management
or EC 2120 - Introduction to Microeconomics

D. Minor in a Related Discipline Offered by the College

Environmental studies majors are required to minor in a related discipline offered by the College or to individually design a minor in consultation with the environmental sciences faculty (normally 6-7 courses.)

E. Distribution Courses and Electives

Requirements to Minor in Environmental Science

- ES 1110 - Environmental Science: A Global Concern
- ES 3250 - Principles of Environmental Policy and Sustainability.
- NSM 1000 - The Way of Science
- Two Environmental Science electives at the 2000+ level

Suggested Course Sequence within the Environmental Sciences and Environmental Studies Majors

Each student is strongly encouraged to meet with their advisor to work out a specific course schedule.

Environmental Science

First Year

College Writing I & II
LAS 1110 and LAS 1120
Way of Science (LAS 2120)
Environmental Science: A Global Concern
Precalculus

Sophomore Year

Principles of Env. Policy and Sustainability
LAS Seminars 2110 and 2140
General Biology I & II
Calculus I
Computer Technology Course

Junior Year

LAS Seminar 3310
Analytical Methods Course
Environmental Ethics
General Chemistry I & II
Statistics
Careers in Science Seminar

Senior Year

General Physics I
Internship or Independent Study
Environmental Economics and Management
Upper Science (2000+) Elective
Senior Thesis

Environmental Studies

First Year

College Writing I & II
LAS Seminar 1110 and LAS 1120
Way of Science (LAS 2120)
Environmental Science: A Global Concern
Oral Communication or Organizational Behavior

Sophomore Year

Principles of Env. Policy and Sustainability
LAS Seminar 2110 and 2140
General Biology I
Intro to Chemistry
Statistics

Junior Year

LAS Seminar 3110
Analytical Methods Course
Environmental Ethics
Computer Technology Course
Courses in the Minor

Careers in Science Seminar

Senior Year

Internship or Independent Study
Environmental Economics and Management
ES2000 + Elective ES 2000 level course or higher
Courses in the Minor
Senior Thesis

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

ES 1110 Environmental Science: A Global Concern

This course covers a broad range of current environmental problems including population growth, global climate change, famine and food resources, global warming, and the loss of bio-diversity. 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. *Offered every semester*

ES 1120 Practicum in Environmental Science/Studies

This practicum in environmental science/ studies enables New England College students in their freshman year to have a practical hands-on experience. The practicum is tailored around the student's particular interest in the environmental field, and will focus on local or regional issues or projects. Evaluation will be based on a portfolio that documents the student's learning experience. *Variable credit (1-4) upon concurrence with faculty member.*

ES 2070 (BI 2070) New England Natural History

A field and laboratory course emphasizing the diversity of local organisms and their environments. We attempt to cover all major groups (fungi, insects, flowering plants, etc.) of both terrestrial and aquatic habitats, in terms of basic structure, relationships, identification, and adaptations. *Offered every other fall.*

ES 2110 (PH 2110) Introduction to Planetary Science

Starting with the formation of stars and solar systems this course investigates the underlying concepts and theories of planetary science. The course's objective is to understand the principle forces that drive geological, atmospheric and hydrological processes and their influence on the development of life. A structured approach develops a comparative planetology for examining planets both within and outside our solar system.

ES 2120 Meteorology

An exploration of the fundamentals of meteorology and the study of atmospheric processes that influence weather at global, continental, and local scales. Current weather elements (temperature, pressure, moisture, wind, clouds, precipitation) are used to explain the nature of weather systems (storm systems and fronts, thunderstorms, tornados and hurricanes). Weather map analysis and the basics of forecasting are examined based on current conditions throughout the semester. *Offered upon sufficient demand*

ES 2250 (CT/EG 2250) Computer-aided Drawing and Design

Combining manual and computer graphic communication media, students are encouraged to formulate ideas that are then transformed into freehand sketches, design layouts and formal computer-aided drawings in both two- and three-dimensions. Innovations in product design and building and site layout and design are encouraged throughout the course. *Offered every other Fall.*

ES 2350 (EG 2350) Surveying, Field Measurements, and Mapping

Basic principles of open and closed land transverses, field profiles, cross-sections, field inventory and topography are covered. Students learn to use and maintain survey instruments, take field notes, prepare

drawings and maps, and use field information for site design and environmental assessment applications. *Offered every other spring.*

ES 2410 (PA 2410) Environmental Ethics

Students consider intrinsic relationships of humans to their physical and biological surroundings and reflect on the issues of meaning, attitudes and value. Topics include the historical roots of the ecological crisis, conflicting views on ecological problems, ethical problems in the environment and cooperation with nature. *Offered every other spring.*

ES 2450 Environmental Research Methods

This course examines basic experimental and sampling design of environmental 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 studies based on surveys and measurements and studies that utilize experimental treatments and controls. *Prerequisite: MT 1010. Offered every other spring.*

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 fall.*

ES 2680 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 spring.*

ES 2990 Topics in Environmental Science

An introduction to current environmental topics. Topics offered in the past include: conflict between humans and nature in New England, renewable energy, environment and health, hazardous waste, environmental law, management of forests, wildlife. *May be repeated for credit with different topics.*

ES 3250 Principles of Environmental Policy and Sustainability

An examination of the role of government and private entities – corporations, businesses, and individuals – in the conservation and preservation of natural resources and the environment in the face of increasingly greater populations, escalating demand for energy and water consumption, 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. Innovative technologies, growing demand for use of renewable energy resources, minimization of excessive waste practices, and resource allocation models will be examined as effective management options for guiding decisions affecting the impact of the built environment on land, water, and air resources. Use of real-world case studies involving private businesses and government legislation or regulations will be extensive. *Prerequisite: Advanced standing or permission of instructor. 4 Credits.*

ES 3350 Introduction to Soil Science

This course examines the nature and properties (chemical, physical, and biological) of soil. The importance of soil as a resource is assessed from multiple perspectives, including: ecosystem processing, nutrient cycling, agricultural land use, and pollution control. *Prerequisites: ES 1110 or BI 1110 or CH 2510. Offered upon sufficient demand.*

ES 3410 (CH 3410) Environmental Chemistry

This course investigates in detail the chemical transformations that occur in nature's gaseous state (the atmosphere), aqueous solution (rivers and oceans) and solid state (land and soil). In addition, alternative energy sources are studied from the perspective of both their impact on the environment and their underlying chemical principles. In the laboratory, the student may choose to do an independent project or a series of experiments illustrating our impact on the environment. *Prerequisite: CH 2120. Offered upon sufficient demand.*

ES 3650 Planning Sustainable Communities

Fundamentals of individual site location and larger urban forms are described such that environment resources play the primary role in the planning and design of adaptable human settlements. Innovations in technologies that minimize the requirements for energy, waste management and land consumption are thoroughly incorporated in the analysis of land development practices. *Prerequisite: ES 1110. Offered every other spring.*

ES 3850 Geographic Information Systems

Geographic Information Systems ("GIS") investigates the science of collecting, assembling, and portraying digitized land-based information into a graphic format for analysis, interpretation, and presentation. Students collect, modify, update and/or process databases to produce maps and charts for a wide range of applications, including natural resource inventory, marketing, social and human resource management, economic and/or public policy analysis, etc. Appropriate for sophomores, juniors, and seniors. *Prerequisite: ES 1110. Offered every other fall.*

ES 3990 Advanced Topics in Environmental Science

An intensive examination of contemporary environmental issues beyond existing course offerings. Designed primarily for majors. May be repeated for credit with different topics. *Prerequisite: ES 1110 and sophomore standing*

ES 4380 Methods in Environmental Education

This course is a practical, hands-on introduction to the field of environmental education and is designed for environmental science majors and minors interested in non-formal education (nature centers, parks, museums, etc.) as well as education majors. Students work on a variety of projects which may include the design of informational displays and dioramas, the development and use of interpretive nature trails and the writing of environmental education curriculum and lesson plans. The integration of environmental education programs into "ecotourism" is also explored. *Prerequisite: ES 1110 or permission of instructor. Offered every other fall.*

ES 4480 Environmental Health/Risk Assessment

Focusing on the process of risk characterization, this class incorporates aspects of exposure assessment, toxicity assessment, hazard assessment and risk characterization. Issues of uncertainty, sensitivity and risk-based decision-making are examined from both a qualitative and quantitative perspective. *Prerequisite: CH 2110. Offered upon sufficient demand.*

ES 4550 Water and Wastewater Technology

Fundamentals of water resource planning and design, with emphasis on the operations and management of public water supply and wastewater disposal systems. Topics include transmission and distribution systems, groundwater identification and protection, land sub division and storm drainage system designs; water quality and treatment technologies. *Prerequisite: ES 1110. Offered upon sufficient demand.*

ES 4650 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 developed by other countries as well as new technologies are explored. Applications of selected technologies, such as composting, are put into practice. *Prerequisite: ES 1110. Offered every other spring.*

ES 4750 Environmental Impact Assessment

This course serves a dual purpose: to develop a problem-solving approach to environmental issues through the integration of a variety of disciplines, and to familiarize students with the complexities and importance of the process of preparing and reviewing Environmental Impact Statements. The E.I.S. process brings together people with diverse backgrounds in an effort to assess the impact of major governmental or private projects. *Prerequisite: ES 1110, BI 1110 or permission of instructor. Offered upon sufficient demand.*

ES 4810 Directed Study In Environmental Science

Course of study to be arranged between faculty and student in the field of Environmental Science. *Contract required. May be repeated for credit. Variable credit (1-4).*

ES 4830 Independent Study In Environmental Science

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

ES 4910 Environmental Science/Studies Internship

An internship program with recognized institutions, when available, may be taken by qualified students on a semester, year, or summer basis. Some appropriate institutions are local, state and federal agencies, private businesses, and conservation groups. *Contract required. Variable credit (1-15).*

NSM 1000 The Way of Science

Science is more than a collection of facts; it is a way of building models of the universe based on reliable evidence. How scientists weigh evidence will determine the extent of conflict with politics, religion, and the public in general. This course considers many topics (psychic power, evolution/creation, the birth and death of the universe, and others) in light of the scientific approach to reliable knowledge, and examines the resulting conflicts. *Offered every semester. (4cr)*

NSM 3000 Careers in Science

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

NSM 4000 Senior Science Thesis

As a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. *Offered every year. (2 credits fall and 2 credits spring)*

Environmental Sustainability

B.A. Degree in Environmental Sustainability

The Study of Environmental Sustainability

The Environmental Sustainability major provides a foundation for understanding and creating solutions for social and environmental challenges in a manner that does not limit the availability of natural resources to future generations. Sustainability professionals are required to understand relevant scientific, ethical, and business issues and have the necessary skills to not only develop and implement policy but to also successfully manage and assess progress at different scales (e. g., organizational, institutional, corporation, and government). The inter-disciplinary curriculum integrates perspectives from environmental science, the social sciences, business and the humanities. Course work is supplemented by experiential learning to gain real life exposure to sustainability challenges through an internship, practicum, independent study, or off-campus study. Students completing the environmental sustainability major are prepared for graduate school or employment by corporations, environmental nonprofits, academic institutions, municipalities and other levels of government.

Requirements to Major in Environmental Sustainability

A. Environmental Science Courses

- ES 1110 - Environmental Science: A Global Concern
- ES 3250 - Principles of Environmental Policy and Sustainability
- ES 2410 - Environmental Ethics
- ES 2550 - Environmental Economics and Management
- ES 2450 - Environmental Research Methods
- ES 2680 - Energy and the Environment
- ES 4650 - Solid Waste Management
- Select one of the following:
 - BI 1010 - Biology and Society
 - CH 1010 - Introduction to Chemistry

B. Quantitative Skills

- CT 1010 - Introduction to Excel Programming
- EC 2110 - Introductions to Macroeconomics
- EC 2120 - Introduction to Microeconomics
- MT 2310 - Statistics I

C. Electives

- Select one of the following:
 - BU/SM 3760 - Non-Profit Management
 - SW 3750 - Non-Profit Organizations
- Select two from the following:
 - BU 2420 - Organizational Behavior and Management
 - CO 3420 - The voice of Nature
 - PO 2110 - State and Local Government Politics
 - PO 2910 - Public Policy Analysis
 - PS 2050 - Social Psychology

- SO 2410/CJ 2410 - Alternative Dispute Resolution
- SO 2610/PS 2610 - Leadership and Social Change
- SO 3520 - Grass Roots Democracy

D. Experiential Learning Component

- Select one of the following options:
 - SU 4810 - Directed Study in Environmental Sustainability
 - SU 4830 - Independent Study in Environmental Sustainability
 - SU 4910 - Internship in Environmental Sustainability
 - SU 4920 - Practicum in Environmental Sustainability
 - Off-campus/study abroad experience that includes a sustainability component

E. Capstone

- SU 4100/BU 4100 - Sustainable Project Financial Modeling

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

SU 4100/BU 4100 Sustainable Project Financial Modeling

This team taught course will be case study based. Students will develop project finance models for sustainability efforts. Case studies will be used from the both the public and private sector to understand project/program finance modeling. The course includes a lab component in which students will use Excel to model case study projects to illustrate the processes of program development, implementation and management. The class provides a “real world” focus on sustainability issues to develop a level of proficiency that is needed to effectively coordinate projects

SU 4810 Directed Study in Environmental Sustainability

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

SU 4830 Independent Study in Environmental Sustainability

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

SU 4910 Internship in Environmental Sustainability

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

SU 4920 Practicum in Environmental Sustainability

The practicum is designed to provide the student with an experiential learning experience in an area within sustainability based on interest and availability. The practicum can be completed either on- or off- campus. *Variable credit.*

History

B.A. Degree in History

To Study History

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 “culture baggage.” As the search progresses, we report our findings in a clear and useful way, sharing the experience of 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 made: the quadrennial presidential campaign season begins in New Hampshire and reminds us that America was born in the towns and woods of New England.

Young historians have numerous opportunities to study abroad as part of their program at NEC. As they grow in the profession, our journeyman students often choose to ply their skills in the area of public history. Internships in historical societies, living history sites and political campaigns are just a few of the ways in which young historians gain experience and confidence.

The study of history offers the student the tangible benefits of a strenuous educational program in the types of skills required of successful citizens of the world in the coming years. The ability to find and retrieve information is only the beginning. Students trained in the discipline of history acquire also a facility with language, the ability to analyze information, synthesize it, and convey the results in a clear, effective and meaningful way. 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 the student’s life today to those who have lived before.

Requirements to Major in History

A. History Core Requirements

- HS 1000 - Continuing Enrollment in History
- HS/PO 2420 - World Geography
- HS 2980 - Introduction to Historical Methods
- HS 4940 - Directed Reading and Research
- HS 4950 - Senior Thesis

History majors must complete the core requirements and one of the following concentrations:

B. American Concentration

- HS 1130- Evolution of American Democracy
- HS 3xxx- European history course 3000+ level (four credits)
- HS 3xxx- American history courses 3000+ level (20 credits)

C. European Concentration

- HS 1110- Western Civilization to 1500
- HS 1120- Western Civilization since

- HS 3xxx- American history course 3000+ level (four credits)
- HS 3xxx European history courses 3000+ level (16 credits)

Note: HS 3990 may, with permission, be used to satisfy requirements above the 2000 level.

Note: HS 4940 Directed Reading and Research may be repeated once for credit.

D. Foreign Language Requirement

History majors must demonstrate reading proficiency in a foreign language, either through a testing process approved by the department or through two semesters' instruction (in one language) at the college level. English may be considered as a foreign language for students whose first language is not English.

E. Distribution Courses and Electives

Requirements to Minor in History (20 Credits)

- Either four credits in Western Civilization (HS 1110/1120) or four credits in American history (HS 1130)
AND
- HS 2420- World Geography
- HS 2980- Historical Methods
AND
- Eight credits in history at the 3000+ level

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

HS 1000 Continuing Enrollment in History

On a four year cycle we will read through four stages of world history: ancient, medieval, early modern and modern. In each stage, the entire history major/community will consider the “great books” of the past and their place in the evolution of our ideational world. This course is required of all history majors, every semester.

HS 1110 Western Civilization to 1500

An introduction to European history from the earliest time to 1500. Some of the themes include the development of civilizations, Antiquity, the Middle Ages, and the development of Europe during the Renaissance.

HS 1120 Western Civilization since 1500

An introduction to European history since 1500. Topics discussed will include the Reformation, Absolutism, the Scientific Revolution, the Enlightenment, the French Revolution, Industrialization, Romanticism, Nationalism, Imperialism, and global conflicts.

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 controversial election of 2000.

HS 2420 (PO 2420) World Geography

This course begins with a broad overview of certain physical aspects of geography (world landforms, climates and ecosystems) and of map and globe skills. The course then moves to an examination of the different regions of the world: the cultures, political systems, urban and rural patterns of settlement, the relationships between people and the environment and regional economic activities.

HS 2980 Introduction to Historical Methods

This course awakens the apprentice historian to the various methodologies of the historical profession. We will also explore conversations and controversies within history and the variety of theoretical interpretations of the concept of history in general. Research and writing skills will be honed and an awareness of historiography will emerge.

HS 3010 The Tudor Atlantic World (1485-1603)

The Age of Discovery begins on Bosworth Field and the Tudor monarchs presided over the century before permanent English colonies took hold in North America. This course chronicles the tumultuous careers of explorers and promoters, scholars and pirates, the men who blazed the path for the Jamestown colonists and the Pilgrims of Plymouth Plantation.

HS 3020 British North America (1603-1763)

The Anglophone world of the colonial era will be explored from the frosty forests of Nova Scotia to the sultry pirate infested Caribbean. The growth of the English colonies and their complexities are the subject of this course. Witches and settlers, merchants and slaves, all contributed to the complex social and economic structure that would eventually grow beyond the control of Great Britain. A significant field trip is included.

HS 3030 Revolutionary America (1763-1783)

A century of colonial wars left Great Britain as the world's greatest superpower. Yet it lost thirteen of its most developed colonies in a war that lasted eight years and cost millions in treasure. The origins of the conflict and the war itself are explored in depth. A significant field trip is included.

HS 3040 American Genesis: The Constitutional Epoch (1783-1789)

The successful rebellion against the mother country left thirteen independent states in a precarious situation. Economic turmoil, social instability and weakened institutions threatened peace and independence. This course explores the post war predicament and the ways that a meeting in Philadelphia ended the chaos and created the world's first constitutional republic.

HS 3050 The Early Republic (1789-1824)

"A republic, if you can keep it!" said Benjamin Franklin when asked about the form the new Constitution created. This course examines the implementation of that document and the administrations of the first five presidents. From the mythic figure of Washington to the nearly as popular James Monroe, we will explore the first decades of this new America.

HS 3060 A House Divided: The American Civil War

Economics, political balance of power and a seemingly new awareness of morality all surround the issue of slavery, but the fundamental relationship between states and the central government was at stake. This course examines the origins of Civil War in America and the course of that terrible conflict. It includes a field trip to Gettysburg and several other Civil War battlefields.

HS 3070 Topics in 19th Century American History & Culture

This course will use ideas from history, theatre, music, art and politics in order to understand various topics in the 19th century. The urbanization, the "Age of Jackson," the Cult of True Womanhood and the wellness movement are all possible considerations.

HS 3080 Topics in 20th Century American History & Culture

From the Great Depression to the counterculture of the '60s, this course will use ideas from history, theatre, music, art and politics in order to understand various topics in the 20th century.

HS 3090 Cold Wars and Hot Times: America Since 1945

From Hiroshima to the day before yesterday, this course will chart America's history through the Cold War, the space race, the Great Society, the civil rights movement, Korea to Vietnam and through the Reagan years to the very near past. We will examine the music, films and cultural expressions from the past 60 years of American life.

HS 3200 America at War Seminar

Historians have suggested that America is a country made by war. It was, after all, born in war, the American Revolution, and fought four foreign conflicts before 1850. This course will focus, each time it is offered, on a different major conflict from the birth of the republic to the present.

HS 3300 History of India

This course will survey the history of India from its earliest civilization to the present and will seek to understand the complex interaction of political, social, religious, and economic factors that contributed to the historical development of the extremely diverse region of South Asia.

HS 3400 The Crusades

This course will examine the crusading movement and the concept of holy war from the eleventh to the fifteenth century. We will analyze the various manifestations of the crusades, how they contributed to cross-cultural interaction, and how they have continued to have effects on the modern world.

HS 3410 The Renaissance

In this course, we will analyze the Renaissance in Italy and throughout Europe. Using a mix of readings, we will explore the intellectual, political and cultural developments that contributed to the development of European history during this vibrant time.

HS 3420 The Reformation

This course will focus on Reformation and Early Modern Europe. We will analyze the religious, intellectual, political, economic, and social developments during this volatile time. Using primary and secondary sources, we will investigate the interaction of historical factors that contributed to the tremendous changes that occurred in Europe during this era.

HS 3430 Tudor England

This course will explore the monarchs and legends of Tudor England from Bosworth Field to the death of Elizabeth I. From the dour and frugal Henry VII, to the glorious reign of Elizabeth the Virgin Queen we will delve deeply into the pomp and plotting of this legendary dynasty which ruled England during the Age of Discovery and the emergence of the nation state.

HS 3440 Europe in the Age of Revolutions (1789-1918)

This course will examine Europe during the "Age of Revolutions," the period from the French Revolution to World War I. In addition, we will also discuss the Industrial Revolution, The Revolutions of the mid-19th century, Imperialism and the emergence of the Middle Class.

HS 3450 Europe since World War I

Through a mix of readings, discussions and lectures this course will explore the political, social, military and cultural factors that contributed to the changes that occurred in European society during the 20th century. Topics will include the rise and fall of Communism, World War II and the Holocaust, the Cold War and the emergence of international terrorism.

HS 3460 Heresy, Magic and Witchcraft

This course will examine intellectual, religious and social developments on the fringes of accepted society. We will discuss issues of deviance, persecution, magic and science from Antiquity through the Early Modern Period. As an upper-level seminar, the class is based on intensive readings and discussion.

HS 3470 Comparative World Frontiers

This course will compare frontiers in different cities and places. Topics will include the Roman Frontier, the legacy of the American frontier, ecological changes, and cross-cultural interaction from the Ancient to the Modern World. As an upper level seminar, this course will include intensive readings and discussions.

HS 3480 Medieval England (500-1485)

Abandoned by Rome, the inhabitants of the province of Britain faced a thousand years of invasions, dynastic civil wars, and plague. Yet this course will challenge the assumption that this period could be called the "Dark Ages." From monastic chroniclers to Shakespeare we chart the story of a changing land that grew to dominate the world.

HS 3490 Seminar in Medieval History

This course will focus on particular aspects of medieval history. Possible topics, to be selected by the instructor, include the Dark Ages, the Twelfth-Century Renaissance, chivalry, medieval religion, medieval women, and war and plague in the late Middle Ages. *May be repeated for credit with different topics.*

HS 3510 Hands-on History [formerly Medieval Siegecraft]

This is a topical course in which students 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 real life. *May be repeated for credit under different topics.*

HS 3990 Topics in History

Designed to provide a wider variety of special interest topics, selected by the instructor, this course will examine a theme, area or era in history. These topics may be of immediate interest, or be determined by the availability of specific expert instructors. *May be repeated for credit under different topics.*

HS 4830 Independent Study in History

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

HS 4910 Internship in History

Internships are available to 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 semester and to fulfill academic requirements of the internship (research, written assignments, seminar attendance, etc.). *Contract required. Variable credit (1-15).*

HS 4940 Directed Reading & Research

A senior seminar designed to begin the thesis project. Topic selection, research, bibliography and outline are intended results. This course is required of all history majors, junior standing is required; the course may be repeated once for credit. *Offered every fall.*

HS 4950 Senior Thesis

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 be undertaken in the senior spring. The process begins with HS 4940, Directed Reading & Research for one or two semesters and culminates with a significant piece of written work and a public defense. *Prerequisites: Senior standing and completion of one semester of HS 4940 with a grade of B or better.*

Kinesiology

B.A. Degree in Kinesiology

The Study of Kinesiology

Kinesiology is a human service major that trains individuals to help others enhance the quality of their lives through a balance of physical activity and other areas of wellness. Professionals in the field are able to design and implement physical activity programs that are safe, effective, enjoyable and inclusive of people of varied interests and physical characteristics. The curriculum in kinesiology can be tailored to individual student needs, although in general it prepares students for careers related to physical activity 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 leaders, coaches, athletic administrators and athletic trainers 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. Students interested in physical education teacher certification should also consult the Education section of the catalog.

The following are expectations of all graduates of the Kinesiology Program:

1. Understand, evaluate and apply ethical principles (particularly an ethic of care) in sport and movement contexts.
2. Demonstrate the ability to create, lead or facilitate a variety of movement activities for a variety of participants.
3. Understand and facilitate the practice of moving with bodily or kinesthetic awareness.
4. Understand, articulate and apply mechanical principles to the instruction of safe and efficient movement and the prevention of injury.
5. Understand, articulate and apply anatomical and physiological principles to the instruction of safe and efficient movement and the prevention of injury.
6. Understand, articulate and apply the psychological principles that inform health-supportive and effective movement practices, including the “positive coaching” of sports.
7. Understand, articulate, experience and apply the basic principles of health-related fitness.
8. Understand, articulate and analyze the sociological connections between sport and various societies in the US and around the world.
9. Understand and articulate the needs of varied populations with physical and mental challenges, and evaluate and create modified programs in sport and physical activity.

Each Kinesiology Major will demonstrate the acquisition of the following skills:

1. The ability and inclination to read with an inquiring and imaginative mind.
2. The ability to speak and write in an informed, precise and assertive fashion.
3. The ability to think critically and imaginatively.
4. The ability to work collaboratively and independently.
5. The ability to lead oneself and others in a responsible, purposeful and ethical fashion.
6. The ability to practice movement instruction/leadership in an informed and reflective manner.

Requirements to Major in Kinesiology (58 Credits)

Students majoring in kinesiology must earn a C- or better in all courses required in the major. It is strongly recommended that kinesiology majors choose an advisor in the kinesiology department by the end of their first year. All kinesiology majors must complete the kinesiology core courses listed below, and then select and complete a specific concentration.

A. Kinesiology Core Courses (44-45 Credits)

- BI 1030 - Concepts of Human Anatomy and Physiology
- KI 1110 - Introduction to Kinesiology

- KI 2020 - Cardiopulmonary Resuscitation (CPR) for the Professional Rescuer (1cr)
- KI 2990 - Movement Instruction: Team Sports (2cr)
- KI 2990 - Movement Instruction: Fitness Activities (2cr)
- KI 2990 – Movement Instruction: Lifetime Activities (2cr)
- KI 2130 (PS 2230) - Psychology of Sport and Movement
- KI 2140 - Motor Behavior (2cr)
- KI 2150 – Fitness/Nutrition for Wellness
- KI 3190 Adaptive Physical Activity
- KI/SM 3120 - Sport in the Global Society
- KI 3180 - Biomechanics
- KI 4000 – Senior Seminar in Kinesiology (2cr)
- KI 4410 - Exercise Physiology
- KI 4850 - Practicum in Kinesiology (1-2cr)

B. Concentrations - All Kinesiology Majors choose one of the following concentrations:

Coaching Education Concentration (14 Credits)

- KI 2110 - Basic Care and Prevention of Injuries
- KI 3720 - Coaching Education Seminar

Choose **6** credits from the following:

- KI 1170 - Positive Coaching of Youth Sports (2cr)
- KI 3140 - Sports Nutrition (2cr)
- KI 3990 - Topics in Kinesiology (2-4cr; offered upon sufficient demand)
- KI/SM 4710 - Legal Issues in Sport and Recreation

Fitness Leadership Concentration (14 Credits)

- KI 2110 - Basic Care and Prevention of Injuries
- KI 3150 - Fitness Assessment and Programming (2cr)

Choose **8** credits from the following:

- BI 1020 - Foundations of Nutrition
- KI 1190 - Energy Exercises and Therapies (2cr)
- KI 2098 - Creative Movement Instruction: Rhythms and Gymnastics (2cr)
- KI 2120 – Stress Management
- KI 3140 - Sports Nutrition (2cr)
- KI/SM 4710 - Legal Issues in Sport and Recreation
- KI 3990 - Topics in Kinesiology (2-4cr; offered upon sufficient demand)

Physical Education Certification Concentration

***See the Education section of Catalog for additional specific courses required to seek certification in Physical Education. Physical Education course descriptions listed after Kinesiology courses.*

C. Electives - Kinesiology majors are encouraged to consult with their advisor and to select from the following electives to complement their required courses, depending on individual career goals and interests:

- BI 1020 - Foundations of Nutrition
- CO 1050 - Sport Communication
- CO 4050 - Sport Rhetoric
- KI 1190 - Energy Exercises and Therapies (2cr)
- KI/SM 1510 - Introduction to Sport and Recreation Management

- KI 1710 - Positive Coaching of Youth Sports (2cr)
- KI 2110 - Basic Care and Prevention of Injuries
- KI 2120 – Stress Management
- KI 3140 - Sports Nutrition (2cr)
- KI 3510 – World Medicine
- KI/OL 3610 - Theory of Outdoor Leadership
- KI/SM 3750 - Organization and Administration of Athletics and Recreation
- KI 3990 - Topics in Kinesiology
- KI/SM 4710 - Legal Issues in Sport and Recreation
- OL 1110 - Introduction to Outdoor Leadership

D. General Education Courses

***See the General Education section of the Catalog for specifics on the required courses.*

Requirements for the Coaching Minor (20-23 Credits)

**Kinesiology majors cannot minor in coaching.*

Minimum requirements to complete a minor in Coaching include:

- KI 2020 - Cardiopulmonary Resuscitation for the Professional Rescuer
- KI 2110 - Basic Care and Prevention of Injuries
- KI 2150 – Fitness/Nutrition for Wellness
- KI 2990 - Movement Instruction: Team Sports (2cr)
or KI 2990 Movement Instruction: Fitness Activities (2cr)
- KI 3720 - Coaching Education Seminar
- KI/SM 4710 - Legal Issues in Sport and Recreation
- Choose one of the following:
 - KI /SM 2130/PS 2230 - Psychology of Sport and Movement
 - KI/SM 3120 - Sport in the Global Society
 - KI 4850 - Practicum in Kinesiology (1-2cr) **Students select an appropriate setting specific to coaching.*

Requirements for the Wellness Minor 24 Credits)

- BI 1030 - Concepts of Human Anatomy and Physiology
or BI 2030 and BI 2040 if a student has already taken these in her/his major
- KI 3510 – World Medicine
- PS 1110 - Introduction to Psychology
- PS 4250 - Health Psychology
- Choose one elective from the following:
 - KI 2120 - Stress Management
 - KI 2150 – Fitness/Nutrition for Wellness
- Choose 4 credits from the following:
 - BI 1110 – Foundations of Nutrition
 - CO 2020 - Interpersonal Communication
 - KI 1190 – Energy Exercises and Therapies (2cr)
 - KI 3990 - Topics in Kinesiology (2-4cr)
 - PS 2210 - Human Sexuality

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

KI 1110 Introduction to Kinesiology

This foundation level course introduces the student to the various sub-disciplines and professions in kinesiology and sport science, and explores introductory content from the science, historical, philosophical, psychological, sociological, and ethical perspectives of the profession. The course will also survey the current issues and challenges, such as childhood obesity, that professionals in kinesiology and related fields address in today's society. Students will also participate in activities used to illustrate a basic knowledge of kinesiological anatomy throughout the course. Recommended to be taken in the first year by students in the major. *Offered every fall.*

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. .

KI 1190 Energy Exercises and Therapies

Exploration of the practice and theory of two different kinds of Eastern energy-based, gentle movement and energy-balancing systems as well as some training in the practice and philosophy of meditation. It includes a foundation in Eastern spiritual philosophies as they relate to yoga, meditation, well-being and everyday living, as well as brief exploration of energy anatomy and orthodox anatomy. Movement and energy-balancing forms include: Polarity Yoga, Sotai, Taoist Self-Massage, Polarity and Reiki. The theoretical component includes a discussion of Eastern movement and health traditions, energy models, and cosmologies. Movement, meditation, energy-balancing and breathing will also be used as tools for self-exploration, mindfulness and integration of the theoretical material. *(2cr)*

KI 1510 (SM 1510) Introduction to Sport and Recreation Management

This introductory-level course is designed as an overview of the theoretical disciplines and professions in sports and recreation management. It is recommended that students majoring in Sports and Recreation Management take this course during their first year. This course will orient students with the opportunities in management, administration, supervision and leadership in private, public, commercial and other settings in sports, recreation and leisure industries. This course is an elective for the Kinesiology major.

KI 2010 Community First Aid and Safety

American Red Cross procedures for basic first aid skills and cardiopulmonary resuscitation are incorporated. Topics include prevention, treatment, and recognition of injuries, as well as dealing with cardiovascular and respiratory emergencies and notifying EMS. Use of the AED will be introduced. Practical hands-on work is required in the course, as well as both a written and practical exam to earn Red Cross Certification in Basic First Aid, and adult, child and infant CPR. This course is provided as a service course to students outside of the kinesiology major. *Offered every semester or based on sufficient demand. (1cr)*

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 semester. (1cr)*

KI 2098 Creative Movement Instruction: Rhythms and Gymnastics

This skills-based course provides instruction and application in pedagogical principles related to physical movement instruction in the fundamentals of rhythms and basic gymnastics. Particular focus is placed on the planning, teaching, demonstrating and assessing of these types of movements and skill progressions appropriate in school physical education 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. *Prerequisite: KI2140 Motor Behavior or permission of instructor. Offered every other year. (2cr)*

KI 2099 Movement Instruction: Team Sports, Lifetime Activities, or Fitness Activities

These skills-based courses provide instruction and application in pedagogical principles related to physical movement instruction in a variety of settings, as well as understanding and teaching skill progressions in the specific movement activities covered in each course (team sports, lifetime activities, fitness activities). Emphasis is placed on the student's ability to lead, facilitate, teach, demonstrate, and assess varied skill techniques and skill progressions. Significant practice opportunities are provided to students in each course section. Kinesiology majors are required to complete a minimum of three Movement Instruction courses (one in each area: Team Sports, Lifetime Activities, and Fitness Activities). *Prerequisite: KI 2140 Motor Behavior or permission of instructor. Offered every year. (2cr per section)*

KI 2110 Basic Care and Prevention of Injuries

An introductory course for the prospective physical educator, coach, personal trainer, physical therapist or athletic trainer designed to provide an understanding of the role of athletic training in various sports settings. Specific domains of athletic training are discussed, 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 spring.*

KI 2120 Stress Management

This course includes an overview of the nature of stress, the roles of the mind, emotions and spirit as they relate to stress, coping strategies for dealing with stress and relaxation techniques. Topics include the physiology and psychology of stress, stress and human spirituality, behavioral and cognitive strategies for dealing with stress, and physical practices to alleviate stress. *Offered every fall.*

KI 2130 (PS/SM 2230) Psychology of Sport and Movement

This course involves knowledge and training of psychological skills to enhance sport performance and physical movement activity. General content areas examined include motivation, confidence, arousal, attention, personality, anxiety, coping, social influences, and psychobiological aspects as they affect participants in competitive and recreational sports, as well as fitness, exercise and wellness activities. *Prerequisite: Sophomore status. Offered every spring.*

KI 2140 Motor Behavior

This course provides an overview of 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. *Offered every year_(2 cr)*

KI 2150 Fitness/Nutrition for Wellness

"Fitness/Nutrition for Wellness" enables students to understand and experience movement and exercise, and nutrition within the context of overall health and wellbeing and to apply the principles of health-related fitness to their own physical activity habits. Students examine the components of health-related fitness: cardio-respiratory efficiency and power, muscular strength, muscular endurance and flexibility, and injury prevention. When these core components of physical fitness are combined with mindful and informed eating habits, one is also able to maintain a healthy and appropriate weight and body composition.

Recommendations for health-supportive physical activity, benefits of physical activity as well as strategies to become and to stay engaged with a regular movement/exercise practice are discussed. Students evaluate their own movement/exercise habits and construct their own health-supportive movement program. *Offered every year.*

KI 2750 (SM 2750) Organization and Administration of Sport and Recreation

Designed to provide the student with an overview of theoretical and practical components of administration in various sport, athletic, and recreation venues. Utilizing case studies, guest speakers and current research, the student will analyze organizations including interscholastic and intercollegiate programs, conferences and other sport organizations. Students will also participate in simulated or actual athletic operations as part of the course requirements. *Prerequisite: KI/SM1510, sophomore status. Offered every fall.*

KI 3190 Adaptive Physical Activity

This course provides an understanding of the most common mental and physical disabilities found in the general public and school systems. Special focus is on integrating individuals with disabilities into various physical activity settings, including physical education, fitness, recreation, and adaptive competitive sports. This course is a combination of classroom and practical experience with strong emphasis on the latter. *Prerequisite: KI 1110. *Physical Education majors are also required to complete ED 2170 Introduction to Special Education as a prerequisite to this course. Offered every fall.*

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 North American cultures, and in what ways that sport influences character development. We will briefly examine the history of modern sport, as well as social theories used to analyze sport. We will explore the connections and controversies surrounding youth, high school, intercollegiate, professional, and international sports, violence, politics, gender, race, religion, and media relations in sport and society. The overall goal of this course is to assist students in a cultural and social context, and to illustrate how sport and society both influence and challenge the human conditions. *(offered every fall)*

KI 3140 Nutrition for Sports and Performance

This course gives an overview of the interaction between nutrition and exercise concepts and applications. General topics include: macronutrients and micronutrients, energy systems and optimum nutrition for exercise, nutritional and pharmacological aids to performance. Students wanting a more global exploration of nutrition should also take "Foundations of Nutrition." *Prerequisites: BI 1030 or BI 2030, KI 2150, or permission of instructor. (2cr)*

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. *Prerequisites: BI 1030 or BI 2030, KI 1110, KI 2140, or permission of instructor. Offered every spring.*

KI 3180 Biomechanics

This course provides a combined theoretical and practical experience in the application of the mechanical principals 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 activity skills. The focus is on the applied science as it relates to the teaching, coaching, and training of various physical skills and activities, so students will participate in sport and movement skills for use 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 programs for varied populations. *Prerequisites: BI 1030 or BI 2030, KI 2140 or permission of instructor. Offered every spring.*

KI 3510 World Medicine

This course examines the conceptual frameworks of major healing systems from around the world, some of which are ancient and some of which are contemporary. These systems include the following: Chinese Medicine, Ayurvedic Medicine, Greek Medicine, Homeopathy, Naturopathy, and Conventional Modern Medicine. We will explore the philosophies of these systems as they relate to the body, illness, disease, health and healing. *Prerequisites: junior standing. Offered every other year.*

KI 3610 (OL/SM 3610) Theory of Outdoor Leadership

This class examines the theoretical basis of experiential education and its educational, psychological, and historical underpinnings. Emphasis is given to the development of each student's philosophy of leadership and education; the philosophies of major outdoor programs and influential leaders in the field are discussed. Successful completion of this class prepares a student to design and lead experiential educational activities. This course is an elective for Kinesiology majors. No prerequisites, but not recommended for first-year students. *Offered every year.*

KI 3720 Coaching Education Seminar

Coaching certification is a crucial issue in today's sport education arena. This course will provide a comprehensive training for students interested in coaching from the youth to college levels. The content will focus on multiple aspects of coaching including physical training, sport psychology, risk management and legal liabilities, administrative roles within coaching, teaching technical and tactical skills, and ethics related to coaching. The required materials cover coaching competencies included in national certification coaching programs, such as the "American Sport Education Program" (ASEP). *Prerequisite: Sophomore status or permission of instructor. Offered every other fall.*

KI 3990 Topics in Kinesiology

Examination of selected topics in kinesiology. *Prerequisites: Permission of instructor required. May be repeated for credit with different topic. Offered upon sufficient demand. Variable credit (2-4).*

KI 4000 – Senior Seminar in Kinesiology

This capstone course prepares students for the challenges and responsibilities of professional practice in the fields within Kinesiology. Interdisciplinary research, ethics, leadership, current controversies, challenges and trends in the fields, and exploration of career planning and skill development for transitioning from the student to the professional are the major topics included. It is recommended that majors also participate in KI4850 Practicum in Kinesiology concurrently with this seminar. *Prerequisites: Senior standing, completion of a significant amount of the core courses, or permission of instructor. Kinesiology majors only. Offered every spring. (2cr)*

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 1030 or BI 2030, KI 1110, KI 2140, KI 2150, junior status, or permission of instructor. Offered every fall.*

KI 4710 (SM 4710) Legal Issues in Sport and Recreation

This class will familiarize students with basic legal concepts and relevant legal issues pertaining to athletics, sports, physical education, and recreation activities. We 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, standards of practice, arbitration, emergency care, and products liability. Lectures, readings, court decision analysis, and discussions are used in this class. This course is recommended to students who

select the Concentration in Coaching Education, and is also required for the Minor in Coaching.
Prerequisite: Junior status. Offered every spring.

KI 4810 Directed Study in Kinesiology
Contract required. Variable credit (1-4).

KI 4830 Independent Study in Kinesiology
Contract required. Variable credit (1-4).

KI 4850 Practicum in Kinesiology
The practicum is designed to offer insight and experiential learning in a student's area of interest. Students are assigned to actively participate and assist in a specific setting, which might include coaching, recreation and intramural programs, fitness center instruction or management, event management, physical activity instruction, athletic training, or other related areas in sport, wellness, and physical activity. Students taking this course should have completed most of the core course work in kinesiology and have taken some credits in their area of concentration. Students are encouraged to work with the advisor to determine the appropriate experiential opportunity which is consistent with the student's goals and interests. *Prerequisite: Junior status or permission of instructor. May be repeated for credit with a varying site experience. (1-2cr)*

KI 4910 Internship in Kinesiology
Contract required. Variable credit (1-15).

Physical Education

****The following PE 1000-level activity courses consist of practical participation and theoretical learning in individual and team physical activities with emphasis on the enjoyment of leisure-time activities. One (1) credit is granted for each course and each of these courses meets for one-half of the semester (7 weeks). With the exception of Kinesiology majors, students may take a maximum of six (6) of these courses for credit toward graduation. Not repeatable for credit.***

PE 1610 Strength Training

This course introduces students to the development of muscular strength and endurance through a progressive resistance program. Students work to increase their strength using weights and/or other resistance devices. *(1cr)*

PE 1620 Gymnastics

An introduction to the basic skills, teaching progressions and safety issues pertaining mainly to tumbling. A basic understanding of other apparatus vaulting, bars, mini-trampoline) may also be introduced. The course will also focus on understanding the relationship between physical skill components of strength and flexibility in evaluating skill readiness, and will prepare the physical education major with teaching progressions for gymnastics taught in the public school setting. No background in gymnastics is necessary. *(1cr)*

PE 1630 Fitness for Life

This course is a practical introduction to common fitness activities that can be performed by individuals with varying levels of fitness and physical characteristics throughout their lives. Students may be involved in walking, hiking, cycling, strength development, cooperative games and other low-to-moderate intensity fitness activities. Note: Fitness for Life is intended for the relatively sedentary person who wants to learn and become more motivated in physical activity. *(1cr)*

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 typical offered. *Offered every year. (1cr)*

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. *Offered upon sufficient demand. (1cr)*

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. Also fulfills Lifetime Activities requirement. *(1cr)*

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. (1cr)*

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. This activity may also fulfill the Lifetime Activity skills category. *(1cr)*

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. *(1cr)*

PE 1710 Golf

This course will include instruction of the basic rules, techniques and skills needed to play golf at any level. The student will also learn the skill progressions and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in playing golf as a lifetime sport. No previous experience playing golf is required. *Offered every fall. (1cr)*

PE 1720 Racquet Sports

This course will include instruction of the basic rules, techniques and skills needed to play the various racquet sports (typically badminton or tennis) at any level. The student will also learn the skill progressions and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in the activity as a lifetime sport. No previous background in the sport is required. *(1cr)*

PE 1730 Cross-Country Skiing

This course will include instruction of the basic techniques and skills associated with cross-country skiing. The student will also learn the skill progressions and methodology of teaching the New England College 213 sport, and be able to identify the mental and physical benefits of participation in cross-country skiing as a lifetime sport. No previous background in cross-country skiing is required. *Offered upon sufficient demand. (1cr)*

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. *(1cr)*

PE 1750 (OL 1750) Teambuilding and Initiative Games

This course introduces students to the ideas of experiential education and "the challenge by choice" philosophy. It gives students practice in choosing, leading and playing non-competitive physical activities, as well as facilitation of both the activities themselves and reflection upon the activities. Students in this class will learn about creating metaphors to link kinesthetic learning to clients' intellectual and emotional development. *(1cr)*

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. *(1cr)*

PE 1770 Basic Massage Techniques

Students will learn the basic techniques of massage and will participate in practicing massage techniques. Some stress reduction and gentle movement may also be included in this course. *Offered upon sufficient demand. (1cr)*

PE 1780 Advanced Massage Techniques

A continuation of Basic Massage Techniques. *Offered upon sufficient demand. (1cr)*

PE 1790 Movement for Relaxation and Revitalization

A course in gentle bodywork, breathing exercises and meditation practices intended to open the vital energy pathways, tone and balance the major organs and glands and the nervous system, improve spinal alignment and flexibility, and enhance mental, emotional and spiritual clarity and balance. Movement forms practiced in the course may include yoga, sotai, qigong, and tai chi. Course may be repeated for credit with a different instructor and/or topic.

PE 1810 Volleyball

This course will include instruction of the basic rules, techniques and skills needed to play volleyball at any level. The student will also learn the skill progressions and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in volleyball as a lifetime sport. No previous volleyball skills are necessary. *(1cr)*

PE 1820 Softball

This course will include instruction of the basic rules, techniques and skills needed to play softball at any level. The student will also learn the skill progression and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in softball as a lifetime sport. *(1cr)*

PE 1830 Soccer

This course will include instruction of the basic rules, techniques and skills needed to play soccer at any level. The student will also learn the skill progression and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in soccer as a lifetime sport. No previous soccer skills are necessary. *(1cr)*

PE 1840 Basketball

This course will include instruction of the basic rules, techniques and skills needed to play basketball at any level. The student will also learn the skill progression and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in basketball as a lifetime sport. No previous basketball skills are necessary. *Offered every Spring. (1cr)*

PE 1850 Field Hockey

This course will include instruction of the basic rules, techniques and skills needed to play field hockey at any level. The student will also learn the skill progression and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in field hockey as a lifetime sport. No previous field hockey skills are necessary. *Offered upon sufficient demand. (1cr)*

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. The student will also learn the skill progression and methodology of teaching the sport, and be able to identify the mental and physical benefits of participation in lacrosse as a lifetime sport. No previous lacrosse skills are necessary. *(1cr)*

PE 1990 Topics in Movement Skills

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

Mathematics

B.A. Degree in Mathematics

B.A. Degree in Secondary Education—Mathematics (See Education Listings)

The Study of Mathematics

Mathematics provides a unique and critical lens for viewing and analyzing the world. In addition to being the international language of the sciences, mathematics facilitates the representation, evaluation and solution of problems in many fields. New England College offers a range of undergraduate courses from introductory math to pure and applied mathematics. The goals of the department are to enable students to develop critical and quantitative thinking that will lead to rational and logical decisions. The mathematics program is designed to prepare students for careers in business, education, and the sciences.

Requirements to Major in Mathematics

Grades of C- or better are needed in all courses for the mathematics major.

A. Collegium Requirements

- NSM 3000 - Careers in Science (*1cr*)
- NSM 4000 - Senior Science Thesis (*variable credit*)

B. Major Requirements

- CT 1510 - Introduction to Computer Programming
- MT 2110 - Discrete Mathematics
- MT 2310 - Statistics
- MT 2510 - Calculus I
- MT 2520 - Calculus II
- MT 3530 - Calculus III
- MT 4110 - Linear Algebra
- MT 4120 - Abstract Algebra
- MT 4540 - Differential Equations
- PH 2210 - General Physics I
- PH 2220 - General Physics II

C. Two Electives, from the Following List

- CT 3560 - Internet Programming
- MT 2610 - Geometry
- MT 3150 - History of Mathematics
- MT 3310 - Mathematical Modeling
- MT 3990 - Topics in Mathematics
- MT 4810 - Directed Study in Math
- MT 4830 - Independent Study in Math (*1-4cr*)

D. Distribution Courses and Electives

Requirements to Minor in Mathematics

- MT 2110 - Discrete Mathematics

- MT 2310 - Statistics
- MT 2510 - Calculus I
- MT 2520 - Calculus II

One elective selected from the following list:

- MT 3530 - Calculus III
- MT 4110 - Linear Algebra

One elective selected from the following list:

- MT 2610 - Geometry
- MT 3150 - History of Mathematics
- MT 3310 - Mathematical Modeling
- MT 3990 - Topics in Mathematics
- MT 4120 - Abstract Algebra
- MT 4540 - Differential Equations

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

MT 0990 Essential Mathematics

The mathematics of integers and rational numbers, decimals and percent, algebraic expressions, linear equations and geometric formulas. Students may be required to take this course on the basis of their placement test scores. This course does not satisfy the College's mathematics requirement. *Offered every fall. (2cr)*

MT 1010 Applied Mathematics

Applied Mathematics is a course focused on the applications of mathematical theories to solve real world problems. We will look at applications relating to set theory, the mathematics of finance, algebra, probability and statistics. Technology will be integrated throughout the course as a tool for problem solving and applications. Students who do not need to take a higher level Algebra course should find this an interesting way of meeting the college-wide mathematics graduation requirement. *Prerequisites: MT 0990 or adequate performance on the mathematics placement test.*

MT 1020 College Algebra

This course will focus on the application of algebra to real world problems including intermediate algebra topics such as solving linear equations and inequalities, solving quadratic equations, graphing linear, quadratic, and other polynomial functions, rational functions, factoring, and solving systems of equations. Emphasis will be on solving real world problems by incorporating graphical, symbolic, and numeric representations. It is designed primarily for students who require and/or need additional preparation for statistics and pre-calculus. *Prerequisites: MT 0990 or adequate performance on the mathematics placement test.*

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. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test.*

MT 2110 Discrete Mathematics

This course is intended to give an introduction to the area of mathematics called “discrete mathematics.” Discrete mathematics is that part of mathematics dealing with finite - but often large - sets of objects. Discrete mathematics is to be contrasted with “continuous” mathematics, for example the classical theory of calculus. Topics include: logic, relations, functions, basic set theory, countability and counting arguments, proof techniques, mathematical induction, graph theory, combinatorics, recursion, recurrence relations, and number theory. *Prerequisites: MT 2510. Offered every other year.*

MT 2121 (ED 2121) Mathematics 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.

MT 2210 (ED 2210) Curriculum and Methods of Teaching Elementary Math

This course focuses on current methods in the teaching of mathematics in the K-8 classroom. The material will focus on curriculum and integration of mathematics into the other areas in teaching K-8 children. Mathematics useful for prospective elementary school teachers, including basic arithmetical operations for whole numbers, fractions and decimals, Euclidean and other geometries and other topics will be covered. *Offered every fall.*

MT 2310 Statistics

An introductory course in statistics designed to cover the basic concepts of descriptive statistics: classification and organization of data, graphical displays, measures of central tendency, dispersion and relative position, and correlation and regression. The normal and binomial distributions and the fundamentals of probability theory used in statistical methods will be presented. Basic concepts of estimation (confidence intervals and sample size), tests of significance (z , t , chi-square, and F), multiple regression, and analysis of variance will also be introduced. Real world applications with SPSS, Excel, and/or scientific calculators will be emphasized. Recommended for second-year students. *Prerequisites: C- or better in MT 1020 or adequate performance on the mathematics placement test.*

MT 2510 Calculus I

Elementary set theory and analytic geometry, calculus of one variable covering limits, derivatives of algebraic, trigonometric, exponential, and logarithmic functions; an introduction to integration; applications include curve sketching, max-min problems, and related rates. *Prerequisites: C- or better in MT 1510 or adequate performance on the mathematics placement test. Offered every year.*

MT 2520 Calculus II

This course is a continuation of the calculus series. The course will investigate differentiation and integration of exponential, logarithmic, trigonometric, hyperbolic functions and their inverses; techniques of integration, L'Hôpital's rule, improper integrals, and infinite series. *Prerequisites: MT 2510. Offered every year.*

MT 2610 Geometry

Advanced approach to fundamental properties of Euclidean and other geometries. Topics are selected from among projective geometry, finite geometries, convexity, transformational geometry, non-Euclidean geometry, and other areas of elementary geometry within the framework of modern mathematics. Required for mathematics/education majors. *Prerequisites: MT 2110. Offered every year.*

MT 3150 History of Mathematics

Analyzes the development of various branches of mathematics (including number theory, geometry, probability, algebra, and analysis) from ancient times through calculus of 17th-century Europe. Addresses the influences of eastern and western cultures and their contributions to the development of mathematics. *Prerequisites: MT2510. Offered every year.*

MT 3310 Mathematical Modeling

An introduction to the mathematical techniques used to explore, model, and analyze phenomena in business, engineering, and the social, biological and earth sciences. Topics include probability theory, exponential growth and decay, stochastic modeling, regression and Markov models, optimization, periodic functions, rates of change, graphical analyses, and asymptotic behavior of functions. In many instances, real data drawn from the biological and earth sciences will be used to develop, implement and analyze the models. *Prerequisites: MT 2510 and CT 1510. Offered every other year.*

MT 3530 Calculus III

This course covers the topics of polar coordinates, parametric equations, vector algebra; vector functions; infinite series; divergence and curl; curves and surfaces; multiple, line, and surface integrals; Green's and Stoke's theorem, and partial derivatives. *Prerequisites: MT 2520. Offered every other year.*

MT 3990 Topics in Mathematics

Different topics in mathematics at the introductory level. Topics may include: real and complex analysis, topology, number theory, dynamical systems, numerical analysis, etc. May be repeated for credit on different topics. *Prerequisites: varies by topic. Offered upon sufficient demand.*

MT 4110 Linear Algebra

Basic concepts of linear algebra including: linear systems and matrices, determinants, eigenvalues and eigenvectors, vector spaces, subspaces, linear independence, basis, dimension, linear transformations, and diagonalization. Applications may include linear programming, the simplex method, graph theory, least squares approximations, and quadratic forms. *Prerequisites: MT 2110. Offered every other year.*

MT 4120 Abstract Algebra

Presents basic concepts and techniques of group theory: axiomatic definition of groups, important classes of groups (abelian groups, cyclic groups, additive groups of residues, and permutation groups), quotient groups, and direct products. This course also introduces basic concepts of rings, such as ideals, integral domains, polynomial rings, and factor rings, the basic concepts of fields, and the theory of extension fields. Emphasis will be placed on structural properties of groups, rings, and fields. *Prerequisites: MT 2110. Offered every other year.*

MT 4540 Differential Equations

First order differential equations, including existence and uniqueness theorems, separation of variables, and their applications, linear systems of differential equations, Laplace transforms and their use in solving linear systems. Applications include population models, ecological models, mechanical systems, forced oscillation, and resonance. Additional topics that will be covered may include dynamical systems and chaos, series, matrix, and numerical methods. *Prerequisites: MT 3530. Offered every other year.*

MT 4810 Directed Study in Mathematics

Course of study to be arranged between faculty and student in the field of mathematics. May be repeated for credit. *Variable credit (1-4), depending on contract.*

MT 4830 Independent Study in Mathematics

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

MT 4910 Internship in Mathematics

Qualified juniors or seniors apply knowledge and theories gained in class to real 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 the director of the mathematics program. *Variable credit (1-15).*

NSM 3000 Careers in Science

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

NSM 4000 Senior Science Thesis

As a two-semester capstone experience, students will develop and implement a thesis that utilizes skills and knowledge gained from their NSM major. During the fall semester students will form a faculty committee and develop a thesis proposal in a topic associated with their major. During the spring semester students will implement and report on the thesis. The thesis will emphasize application of skills such as: literature review, critical thinking, data collection and analysis, written communication, oral communication, and project management. *Offered every year. (2 credits fall and 2 credits spring)*

Modern Languages

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

French

FR 1110 Beginning French I

In this course emphasis is placed on oral practice, linguistic structure, reading and writing to develop an active command of the language. The course is designed for those who have had no exposure to the language or whose study of French has been interrupted for a significant amount of time. Students who have had more than one year of high school French are encouraged to take Beginning French II or an appropriate intermediate level course. *Offered every fall.*

FR 1120 Beginning French II

This class is a continuation of Beginning French I with emphasis on oral practice, linguistic structure, reading and writing to develop an active command of the language. *Prerequisite: FR 1110 or equivalent. Offered every spring.*

FR 2110 Intermediate French I

Students complete literary texts, review linguistic structure and explore oral and written expression of ideas. Discussion and papers will be in French. *Prerequisite: FR 1120 or equivalent. Offered upon sufficient demand.*

FR 2120 Intermediate French II

Students can expect to read complete literary texts, review linguistic structure, and explore oral and written expression of ideas. Discussion and papers are in French. *Prerequisite: FR 2110 or equivalent. Offered upon sufficient demand.*

FR 3990 Topics in French

Selected topics chosen to meet student interests and needs.

Spanish

SP 1110 Beginning Spanish I

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

SP 1120 Beginning Spanish II

This class is a continuation of Beginning Spanish I. Emphasis is on oral practice, review of basic linguistic structure, and reading and writing to develop an active command of the language. *Offered every spring.*

SP 2110 Intermediate Spanish I

Complete literary texts; review of language structure; and oral and written expression of ideas. Discussion and papers in Spanish. Open to students who have passed both semesters of Beginning Spanish or who have had three years or more of high school Spanish. *Offered upon sufficient demand.*

SP 2120 Intermediate Spanish II

This class is a continuation of Intermediate Spanish I. Students can expect to read complete literary texts; review of linguistic structure; oral and written expression of ideas. Discussion and papers in Spanish. *Offered upon sufficient demand.*

Music

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

MU 1180 Music Around the World

This musical literature course focuses on how African, Celtic, Latin American, and various European musical traditions have converged in North America and on what distinct musical traditions from North and South America, Africa and the Middle East, Asia, and Australia express about indigenous cultures.

MU 1210 Music Appreciation

Students in this course will develop a fundamental knowledge of the basic elements of music (rhythm, melody, harmony, texture and form) and learn to apply them when listening to music. Insight will be gained as to why the music of different cultures and time periods sounds unique. The student will learn to identify music and instruments from various cultures and time periods and identify cultural influences in current music found throughout the world.

MU 1710 Jazz Through Film

A study of this most American of musical forms through films and music from the 1930's to the present. This course will focus on Louis Jordan, Cab Calloway, Louis Armstrong, Billie Holliday, Count Basie, Duke Ellington, Ella Fitzgerald, Frank Sinatra, Miles Davis, Stan Getz, Thelonious Monk, and Sun Ra, and why their music is considered the height of "cool."

MU 1810 (WS 1810) American Women in Music

The subject of American women in music is a long-neglected one. All facets of women involved in music will be explored, from performers, conductors and composers to instrument makers and writers. Women's struggles to be recognized in the field of music, from Colonial times to the present, will be discussed.

MU 1910 Folk, Rock, and Reggae Music in American Society

Students will explore the social origins, evolution and significance of folk, rock and reggae music in the US. We will discuss song lyrics, readings and documentary videos in an attempt to answer such questions as: To what extent have performers and promoters been inspired by concerns for social justice vs. individual wealth and stardom? How have folk, rock or reggae moved people to question existing social arrangements and work for social change?

MU 1920 Music Around the World

This musical literature course focuses both on how African, Celtic, Latin American and various European musical traditions have converged in North America and on what distinct musical traditions from North and South America, Africa and the Middle East, Asia and Australia express about indigenous cultures.

MU 3050 Chorus

Instruction and performance in chorus. *May be repeated to an accumulated maximum of 8cr (1cr for each course).*

MU 3070 Private Instruction in Music

Private instruction in voice or instruments. *May be repeated to an accumulated maximum of 8cr (1cr for each course). Special fee.*

Outdoor Leadership

B.A. Degree in Outdoor Leadership

The Study of Outdoor Leadership

The program balances the theory of leadership and experiential learning with skills development and hands-on opportunities to lead. In doing so, this major prepares students for careers in outdoor education and to lead field trips and adventure trips within the leisure industry. The blending of experiences in science, business, sport and recreation management, and education is designed to enable students to find careers in a broad variety of fields. Some students may benefit from more science electives (i.e.: Marine Biology) while others may benefit from more business electives (i.e.: Principles of Marketing or Management Accounting). In consultation with their advisor, students might want to pursue a minor in Biology, Business, or Environmental Science.

Requirements to Major in Outdoor Leadership

A. Outdoor Leadership Core Courses

- OL 1110 – Introduction to Outdoor Leadership
- OL/PE 1750 - Team Building and Initiative Games (*1cr*)
- OL 2430 – Wilderness First Responder
- OL/SM 3610 – Theory of Outdoor Leadership
- OL 3710 – Experiential Learning from Dewey to Outward Bound
- OL 3870 – Outdoor and Adventure Operations and Management
- OL 4610 – Capstone Experience: Leading Trips & Career Exploration
- OL 4910 – Internship (*variable credit*)
or OL 4920 – Practicum (*variable credit*)
- Select four courses from the following list:
 - OL 1200 – Skills Development Topics (*May be repeated for credit in different topic areas, 1 cr*)
 - OL 1210 – Kayaking (*1cr*)
 - OL 1220 – Backpacking/Hiking (*1cr*)
 - OL 1230 – Low Ropes Course Activities (*1cr*)
 - OL 1231 – High Ropes Course Activities (*1cr*)
 - OL 1240 – Rock Climbing (*1cr*)
 - OL 1250 – Biking Trips (*1cr*)
 - OL 1260 – Orienteering (*1cr*)
 - OL 1310 – Winter Camping (*1cr*)
 - OL 1320 – X-C Skiing/Snow Shoeing (*1cr*)

B. Related Courses Required for the Major

- BI/ES 2070 - New England Natural History
- BU 3610 – Leadership
- ES 1110 – Environmental Science: A Global Concern
- SM/KI 4710 - Legal Issues in Sport and Recreation Management
- Select one course from the following list:
 - ES 3250 – Principles of Environmental Policy and Sustainability
 - ES 2410 – Environmental Ethics
 - ES 4380 – Methods of Environmental Education

C. Electives and Institutional Requirements

Requirements to Minor in Outdoor Leadership

Students interested in earning a minor in outdoor leadership will complete:

- OL 1100- Introduction to Outdoor Leadership (4cr)
- ES1110-Environmental Science: A Global Concern (4cr)
- Select two classes from following:
 - OL/SM 3610- Theory of Outdoor Leadership(4cr)
 - BU3610- Leadership (4cr)
 - OL 3710- Experiential Learning from Dewey to Outward Bound

- Select one class from the following:
 - OL 2430- Wilderness First Responder (4cr)
 - ES4380- Methods in Environmental Education
 - SM/KI 4710- Legal Issues in Sport and Recreation Management

Select 3 activity Courses (1 cr each):

- Kayaking
- Backpacking and Hiking
- Low Ropes Course Activities
- High Ropes Course Activities
- Rock Climbing
- Biking Trips
- Orienteering
- Winter Camping
- X-C Skiing/Snow Shoeing
- OL1200 Skills Development Topics Course

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

OL 1110 Introduction to Outdoor Leadership

This course introduces students to the field of outdoor leadership through the focus on philosophical and theoretical foundation of leadership and team building and through hands-on experiences. This course will discuss a variety of issues related to outdoor leadership, including group dynamics, instructional procedures, and programming through the use of natural environment.

OL 1200 Skills Development Topics

These one credit topics courses will focus on various skill development activities not normally offered. *May be repeated for credit in different topic areas. (1cr)*

OL 1210 Kayaking

This course will introduce the student to the techniques involved in flat water and white water kayaking. *(1cr)*

OL 1220 Backpacking/Hiking

This course will introduce the techniques related to hiking and backpacking, including safety, equipment selection, and no trace camping. During this course students will take a weekend trip. *(1cr)*

OL 1230 Low Ropes Course Activities

This course will demonstrate a variety of safe team building exercises using a low ropes course. This course is designed to help students identify goals associated with team building and matching those goals with appropriate activities. Students will be asked to lead others through several team building exercises. (1cr)

OL 1231 High Ropes Course Activities

This course will demonstrate a variety of safe activities associated with high ropes courses. Students will be asked to lead others through save high rope activities. Much of the course will focus on the safe implementation of these activities. This course will also review the policies and procedures associated with maintaining a high ropes course in proper working condition. (1 cr)

OL 1240 Rock Climbing

This course will introduce the student to the techniques associated with rock climbing, including equipment selection, safety, and fundamentals of rock climbing. (1cr)

OL 1250 Biking Trips

Students will learn about planning bike trips. Topics that will be explored include: safety, logistics of bike trips, destination planning, and bike repair. Students are expected to go on a weekend bike trip during this course. (1cr)

OL 1260 Orienteering

This course will teach the fundamentals of orienteering so that students will be able to use a compass and map to navigate from point to point. The course requires students to participate in an orienteering exercise and set up an orienteering challenge for others. (1cr)

OL 1310 Winter Camping

This course will introduce the concepts and techniques necessary to safely enjoy winter camping. Students will be expected to participate in a weekend winter camping experience. (1cr)

OL 1320 X-C Skiing/Snow Shoeing

This course will introduce the concepts and techniques of X-C skiing and Snow Shoeing. (1cr)

OL 1750 (PE 1750) Teambuilding and Initiative Games

This course introduces students to the ideas of experiential education and "the challenge by choice" philosophy. It gives students practice in choosing, leading and playing non-competitive physical activities, as well as facilitation of both the activities themselves and reflection upon the activities. Students in this class will learn about creating metaphors to link kinesthetic learning to clients' intellectual and emotional development. (1cr)

OL 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. The course will place emphasis on preventative steps and decision making. The format for this course will include practical simulations. (4cr)

OL 3610 (KI/SM 3610) Theory of Outdoor Leadership

This class examines the theoretical basis of experiential education and its educational, psychological, and historical underpinnings. Emphasis is given to the development of each student's philosophy of leadership and education; the philosophies of major outdoor programs and influential leaders in the field are discussed. Successful completion of this class prepares a student to design and lead experiential educational activities. No prerequisites, but not recommended for first-year students. *Prerequisite: Sophomore status*

OL 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 and Paolo Ferre, 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.

OL 3870 Outdoor and 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 access 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 leadership from the policies, procedures, and operations management perspective. *Prerequisite: OL 1110*

OL 4610 Capstone Experience: Leading Trips & Career Exploration

This course is designed with two broad objectives: Providing students with the opportunity to plan, organize, and lead trips and prepare for initial career steps. During the semester, students will have to lead at least one weekend trip and provide several other outdoor activities consistent with the student's interest. Emphasis will be placed on safety, logistics, group dynamics, and leadership activities associated with the trip/exercise. *Prerequisites: OL 3870 and Junior/Senior Status.*

OL 4910 Internship in Outdoor Leadership

Students should develop an internship with the Outdoor Leadership advisor in outdoor leadership to gain hand-on experiences. *Contract required. (Variable credit, 1-15).*

OL 4920 Practicum in Outdoor Leadership Skills

The Practicum is designed to offer insight and experiential learning in an area of the student's interest. *Prerequisite: Permission of the instructor. (Variable credit, 1-15).*

Philosophy

B.A. Degree in Philosophy

The Study of Philosophy

The discipline of philosophy is one of the most valuable courses of study an individual might seek to undertake. Understanding critical inquiry as necessary for the cultivation of human good, the discipline of philosophy involves the development of critical reflection, good reasoning, and an applied understanding of the inter-relationship between theory and practice in order to promote serious consideration of the question, "How ought we to live?" Therefore the course of study outlined for majoring in philosophy at New England College provides students with a classical philosophical foundation and historical context for the on-going exploration of social, cultural and political concerns.

In addition, the study of philosophy is arguably the best preparation for students interested in Pre-Law. Scoring the highest LSAT averages of any other humanities major, philosophy majors develop and hone the very skills that the study and practice of law requires most. These include the ability to formulate and criticize an argument, to analyze complicated problems and draw distinctions between various points of view, to read a text carefully to uncover multiple layers of meaning, to think and write clearly, and to debate rigorously. According to the official guide to U.S. law schools, "Law schools prefer students who can think, read, and write well, and who have some understanding of what shapes human experience." This is exactly the education that the study of philosophy best provides.

Because the study of philosophy can shed light on the insights, assumptions and practices of each of the social and natural sciences, literature, and the arts, it is a perfect second major for students, providing them with skills that are valuable and marketable in any career, while helping to build bridges to programs of professional study in business, law, medicine, environmental studies, and education.

Requirements to Major in Philosophy

The major in Philosophy will consist of at least 32 semester hours, or 8 four-credit courses, that would include 5 required and 3 elective courses as follows:

- PA 1910 - Critical Thinking or Symbolic Logic
- PA 2110 - Introduction to Philosophy
- PA 3050 - Ancient Philosophy
- PA 3250 - Modern Philosophy
or PA 3350 - Contemporary Philosophy
- PA 4990 - Senior Tutorial
- *Plus* 3 four-credit electives

Requirements to Minor in Philosophy

The minor in Philosophy consists of at least 20 semester hours, or 5 four-credit courses, that would include three required and two elective courses as follows:

- PA 1910 - Critical Thinking or Symbolic Logic
- PA 2110 - Introduction to Philosophy
- PA 3050 - Ancient Philosophy
- *Plus* two four-credit electives

Courses will be selected with the consultation of the student's Philosophy Department advisor.

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

PA 1910 Critical Thinking

This course serves as an introduction to logic. Elementary semantics, common fallacies in inference, the analysis of arguments, and the logic of induction and deduction are studied. The primary emphasis is on reasoning as it occurs in everyday contexts. Students will develop skills for identifying claims, premises, and conclusions, and explore ways in which logic can improve skills in reading, interpreting, analyzing issues, and essay writing. *Offered as needed.*

PA 2110 Introduction to Philosophy

An introduction to philosophical efforts to understand the reality in which we live, the possibility of knowledge and the nature of the self. Views from a selection of thinkers are considered. *Offered regularly or as needed.*

PA 2210 Philosophy of Art

This course is a comparative analysis of the major philosophical attempts to define art and distinguish it from non-art, ranging from the ancient to contemporary periods. Theories to be studied include mimesis, formalism, expression theory, and avant-garde. Philosophers covered include Plato, Aristotle, Leo Tolstoy, R.G. Collingwood, and Arthur Danto. Films such as "Max" and excursions to the NEC gallery will also be featured. Special emphasis will be placed on the controversial thesis that the age of art has come to an end. Satisfies the LAS 6 requirement. *Offered every fall.*

PA 2220 Introduction to Ethics

An introduction to some of the main ancient and modern ethical theories and problems of ethics, including the nature of morality, criteria for evaluating choices and actions, and moral issues that arise in contemporary society. *Offered as needed.*

PA 2310 (BU 2310) Business Ethics

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

PA 2320 (CJ 2320) Criminal Justice Ethics

Introduces basic ethical theories, emphasizing how ethical theory can be applied to contemporary problems in law enforcement, corrections and adjudication. Topics covered include criminal justice policy, and the ethics of law enforcement, court processes, and corrections. The course also considers issues such as police corruption and brutality, race, class and gender disparities, capital punishment, gun control, drug policy, pornography, gambling, and other current issues in criminal justice. Especially pertinent for those planning careers in criminal justice professions, but designed for all interested students.

PA 2330 Legal Ethics

This course examines ethical issues raised by the practice of law. In addition to examining rules and standards of the legal profession, students will explore issues such as lawyer-client confidentiality, advertising and solicitation, attorney fees, legal malpractice, conflicts of interest and judicial conduct. Especially pertinent for those planning careers in law, but designed for all interested students. *Offered as needed.*

PA 2410 (ES 2410) Environmental Ethics

Students consider intrinsic relationships of humans to their physical and biological surroundings and reflect on the issues of meaning, attitudes and value. Topics include the historical roots of the ecological crisis, conflicting views on ecological problems, ethical problems in the environment and cooperation with nature. *Offered every other spring.*

PA 2710 (WS 2710) Philosophy of the Irrational

In antiquity, Socrates tells us, "some of our greatest blessings come to us by way of madness." What is the relationship between the irrational and the madness of love, of creativity, or of religious ecstasy? Has madness/irrationality been associated with one sex more than the other? This course will explore the meaning of madness in the context of the development of reason in the western philosophical tradition. In addition to philosophy and women's studies, this course will be of benefit to students of psychology, education and the arts. *Offered as needed.*

PA 2750 Social and Political Philosophy

This course surveys philosophical approaches, both historical and contemporary, to the problems of political and social organization. Representative topics such as the legitimacy of government, the place of tradition in society, just economic distribution, political rights, war, and social liberty will be discussed. *Offered as needed.*

PA 2810 Philosophy of Science.

An examination of the methods and historical development of the sciences generally, as well as a treatment of philosophical issues that arise in particular sciences. What justifies the view that science is the most objective source of human knowledge? What makes a scientific theory true? To what extent does scientific knowledge depend on history, political perspective, or gender, and what influence do values have on science? Especially pertinent to science majors, but designed for all interested students. Extensive scientific background not required. Satisfies the LAS 4 requirement. *Offered as needed.*

PA 3050 Ancient Philosophy

A survey of the origins of Western philosophy in Ancient Greece, beginning with the pre-Socratics, covering Socrates, Plato, Aristotle, and the main Hellenistic schools (the Epicureans, Skeptics, and Stoics). Topics to be discussed include the origin and composition of the cosmos, the nature of divinity, the possibility and extent of human knowledge, the basis of morality, the nature of the soul and its relation to the body, the development of political theory, and the meaning of human life and excellence. *Offered regularly or as needed.*

PA 3110 Philosophy of Religion

As far back as Plato and Aristotle, philosophical questions about the nature and existence of God/the Divine and what we can know of it have been vigorously debated. Are there good reasons to believe in that which cannot be empirically known to exist? This course explores the tangled and rich history of the relationship between reason and faith. *Offered as needed.*

PA 3150 (WS 3150) Medieval Philosophy

This course presents a survey spanning the 4th to 14th centuries of philosophical and theological writings by women and men, with a critical look at their continuing influence. Questions of gender and the significance of the body in medieval thought present a unique opportunity for discovering the philosophical richness of this theme in another era and context. *Offered regularly.*

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. Writings to be selected from the work of Descartes, Spinoza, Locke, Leibniz, Berkeley, Hume, Kant, and Hegel. *Offered regularly or as needed.*

PA 3350 Contemporary Philosophy.

A critical study of the major trends in 20th and 21st century philosophy, which may include analytic philosophy, process philosophy, existentialism, hermeneutics, and deconstruction. Philosophers studied may include Wittgenstein, Bergson, Whitehead, Heidegger, Sartre, Gadamer, Merleau-Ponty, and Derrida. *Offered regularly or as needed.*

PA 3510 Existential Philosophy

An introduction to the themes and methods of the existential tradition of philosophy. The philosophical writings of the most important existentialist thinkers, including Kierkegaard, Nietzsche, Heidegger, Sartre,

de Beauvoir, and Camus will be examined. Topics to be discussed include individuality, freedom and choice, ambiguity, authentic existence, anxiety, faith, and death. *Offered as needed.*

PA 3990 Topics in Philosophy

A semester-long consideration of a philosophical issue chosen by the instructor. *Offered as needed.*

PA 4010 Moral Philosophy

Advanced study of the concepts and judgments of value, including treatment of the notions of good and bad, right and wrong, and theories of moral obligation. Classic and contemporary readings will be engaged to explore contrasting views on the proper role of rules and virtues in morality, the relation of rules to the exercise of morality, moral psychology, and the connection of morality to reason. *Offered as needed.*

PA 4110 (WS 4110) Feminist Philosophies

This course seeks to pull together the myriad of course experiences a student will have had in women's studies. Focusing on major trends in feminist theory and incorporating global perspectives, students will engage in an intensive reading of feminist philosophers, exploring both traditional and cross-cultural ideas on the nature and/or construction of sexual difference and its relationship to morality, rationality, knowledge, science, politics, etc. *Offered as needed.*

PA 4120 Philosophy of Human Rights

A survey and critical assessment of arguments in favor of the existence of human rights, arguments about the legitimate scope of such rights, and arguments about which rights ought to be included in any complete account of human rights. Specific topics will include the philosophical history of human rights discourse, cultural relativist criticisms of the universality of human rights, debates concerning the rights of cultural minorities of self-determination, and controversies concerning whether human rights should include economic and social rights. *Offered as needed.*

PA 4210 Knowledge of the Sacred

This course focuses on how belief in what William James calls "the reality of the unseen" can be used to organize and understand human experience. Particular attention will be paid to the concept of the sacred text: what it is and how it can function to bring us knowledge of the Divine. This course can be an interesting elective for non-majors, particularly students of the arts. *Offered as needed.*

PA 4510 Advanced Readings in Philosophy

Close study of philosophical theme, issue, period or major figure. *May be repeated for credit with different topics or texts.*

PA 4810 Directed Studies in Philosophy

Topic to be determined by arrangement with departmental faculty. *Contract required. May be repeated with different topics and texts. Variable credit (1-4).*

PA 4830 Independent Study in Philosophy

Topic to be determined by arrangement with departmental faculty. *Contract required. May be repeated for credit. Variable credit (1-4).*

PA 4910 Philosophy Internship

An internship related to the subjects emphasized in the philosophy curriculum. *Contract required. Variable credit (1-15).*

PA 4990 Senior Tutorial

Students engage in the in-depth analysis of a philosophical topic, text or figure, under the guidance of a philosophy faculty. Independent research and weekly one-on-one tutorial sessions culminate in preparation of a major paper and departmental oral examination.

Physics

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

PH 2110 (ES 2110) Introduction to Planetary Science

Starting with the formation of stars and solar systems this course investigates the underlying concepts and theories of planetary science. The course's objective is to understand the principle forces that drive geological, atmospheric and hydrological processes and their influence on the development of life. A structured approach develops a comparative planetology for examining planets both within and outside our solar system.

PH 2210 General Physics I

This is a basic physics course including the topics of velocity, acceleration, Newton's Laws, force, motion, work, power, energy, structure of matter, solids, liquids, the nature of waves, sound and light. The laboratory work emphasizes measurements, data gathering, sampling, graphical representation and verification of the laws of physics. *Prerequisite: MT 1510*

PH 2220 General Physics II

A continuation of PH 2210. Topics include optics, thermodynamics and quantum mechanics. *Prerequisite: PH 2210*

PH 3510 (CH 3510) Applied Physics

An introduction to the physical laws governing the processes important to biologists, chemists and environmental scientists. Topics covered included properties of non-ideal gases, the laws of thermodynamics, engine cycles, phase equilibrium and kinetics. *Prerequisite: CH 2120. Offered every other spring.*

Political Science

B.A. Degree in Political Science

The Study of Political Science

The Department of Political Science at New England College provides students with opportunities to investigate political phenomena ranging from the behavior of the individual citizen to relations among states in the international arena. The program seeks to develop awareness of the moral and ethical implications of political action as well as understanding of political institutions and processes from an empirical perspective. The study of political science emphasizes critical thinking in preparing students for roles as engaged citizens of their community, country, and the world.

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.

Requirements to Major in Political Science (120 Credits)

A. Core Courses (20 credits)

- PO 1010 - Introduction to Political Science
- PO 1110 - U.S. Politics
- PO 1510 - International Politics
- PO 2040 - Research Methods I (2cr)
- PO 3040 - Research Methods II (2cr)
- PO 4990 - Senior Thesis

B. Political Science Concentrations

American Politics/Pre-Law Concentration (32 credits)

- PO 2410 Political Economy
or EC 2110 - Macroeconomics
or EC 2120 - Microeconomics
- HS 1130 - Origins of American Democracy

24 credits from the following:

- PO 2110 - State and Local Politics
- PO 2910 - Public Policy Analysis
- PO 2980 - The New South
- PO 3110 - The Presidency and the Executive Process
- PO 3120 - Congress and the Legislative Process
- PO 3130 - Judicial Processes
- PO 3140 - Campaigns and Elections
- PO 3410 - Civil Rights and Civil Liberties
- PO 3430 - Media in Politics (2-4cr)
- PO 3990 - Topics in Political Science (2-4cr)
- PO 4310 – Constitutional Law
- PO 4810 - Directed Study in Political Science (1-4cr)
- PO 4830 – Independent Study in Politics (1-4cr)
- PO 4910 – Internship or Experiential Learning (1-4cr)

International Relations Concentration (32 Credits)

- HS 1110 - Western Civilization to 1500
or HS 1120 - Western Civilization since 1500
- PO 2410 - Political Economy
or EC 2120 – Microeconomics
or EC 2110 – Macroeconomics

24 credits from the following:

- PO 2220 - Global Issues (2-4cr)
- PO 2420 – World Geography
- PO 3450 - U.S. Foreign Policy (2-4cr)
- PO 3610 - International Organizations (2-4cr)
- PO 3850 - International Security (2-4cr)
- PO 3910 – Terrorism (2-4cr)
- PO 3990 – Topics in Political Science (2-4cr)
- PO 4100 - Regional Politics: Africa (2-4cr)
- PO 4110 - Regional Politics: Asia (2-4cr)
- PO 4120 - Regional Politics: Europe (2-4cr)
- PO 4130 - Regional Politics: Latin America (2-4cr)
- PO 4140 - Regional Politics: Middle East (2-4cr)
- PO 4510 - Comparative Politics
- PO 4810 - Directed Study in Politics (1-4cr)
- PO 4910 – Internship or Experiential Learning (1-4cr)

C. Language Requirement (8 Credits)

Each student is required to take two semesters of a second language. Requirements may be waived by equivalency exam. English may be used as a second language by students whose native language is not English.

D. Distribution Courses and Electives Requirements to Minor in Political Science

- PO 1010 - Introduction to Political Science
- PO 1110 - U.S. Politics
- PO 1510 - International Politics
- *Plus* 12 credits from either PO concentration

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

PO 1010 Introduction to Political Science

This course examines the basic concepts involved in the study of politics. The four classic areas of Political Science are stressed: International Relations, US Politics, Comparative Government, and Political Theory and Methodology. Topics include nature of the state, purpose of government, justice, and the definition and use of power.

PO 1110 U.S. Politics

Democracy in the U.S. is evaluated through analyses of the major institutions, processes, and policies of the national government. Power, inequality, political culture, social movements, the Constitution, elections, the role of the media, and the parts played by the President, the bureaucracy, the Congress, and the courts are all considered.

PO 1510 International Politics

The international political system and the forces affecting it are evaluated, with emphasis on the role of the nation-state. This course introduces the components of national power: political, economic, social, geographic, and population; and analyses of the aims, purposes, and objectives underlying the foreign policies of the states and the tools, techniques, and strategies used in the promotion of these goals in the international arena.

PO 2040 Research Methods I

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. (2cr)

PO 2110 State and Local Government and Politics

The organization, structure, and functions of state governments and of municipal, county, town, and other local governments of the United States is examined.

PO 2220 Global Issues

This course will look at the major issues facing the countries of the world today. The issues that will be discussed in detail will include globalization, development, human rights, the environment, weapons proliferation, terrorism, WMD, sweatshops and ethnic conflict. In addition, specific, current examples from every region in the world will be used to understand these issues much better.

PO 2410 Political Economy

This course will discuss the intricate relationship between politics and the economy. The major theories of political economy will be discussed first followed by a discussion of domestic governments and the role they play in the economy. Finally, there will be a discussion of the international economic system and the role states play in trade.

PO 2420 (HS 2420) World Geography

This course begins with a broad overview of certain physical aspects of geography (world landforms, climates and ecosystems) and of map and globe skills. The course then moves to an examination of the different regions of the world. Attention will be given to customs of the people, urban and rural patterns of settlement, regional economic activities, and political units. Throughout the course relationships between people and their environment will be stressed. A variety of visual aids will be used.

PO 2910 Public Policy Analysis

This course provides an analytical survey of policy formulation and implementation in the United States, together with an examination of the impact of policy upon individuals and groups in American society. Students will examine current public policy issues.

PO 2980 The New South

This course is about the history, politics, culture and economics of the New South. Growing out of the ashes of the Civil War, the New South has evolved from poverty and institutionalized White supremacy through the end of World War II to a civil rights movement which has changed the South forever.

PO 3040 Research Methods II

This course will be taken by all political science majors in the spring semester of their junior year. This course will look at advanced techniques in research as the students start to prepare for their senior thesis course, which they will take in the fall of their senior year. Emphasis will be put on choosing an appropriate topic, advanced research methods (both library and internet research), development of a thesis statement, and methodology in the field of political science. These assignments will be arranged around the students work on their senior thesis. (2cr)

PO 3110 The Presidency and the Executive Branch

A study of how we select the president; of presidential powers and limitations; the role the chief executive should play in a democracy; and of relations between the presidency and the departments and agencies of the executive branch.

PO 3120 Congress and the Legislative Process

This course examines the role Congress plays in the government of the United States. How do members of Congress get elected? What work do they do in office, and how do they organize themselves to do it? What role do political parties play? How well or how poorly does Congress represent the will of the people?

PO 3130 (CJ 3130) Judicial Processes: Courts, Law and Politics in the U.S.

This course is designed to study the judicial process as an instrument of government and public policy. The role of the judiciary in the administration of justice and the resolution of social and legal conflicts is considered. The political impact of legal cases and court decisions is emphasized. Using a traditional lecture and discussion approach, in-class debates, and analysis of legal cases, the class will explore political jurisprudence; judicial organization; the role of courts; judicial power, decision making, and interpretation; and judicial activism and restraint. State and federal courts will be studied, with focus on the decisions of the United States Supreme Court.

PO 3140 Campaigns and Elections

This course examines the election process. Students will manage a hypothetical campaign from its inception to a mock election day. The course will focus on relevant electoral issues such as candidates, the media, campaign finance, party politics, and voter turnout.

PO 3410 Civil Rights and Civil Liberties

This course provides an overview of the development, nature, and scope of constitutional protections, and the struggles to apply these protections to groups historically subject to discrimination. The course begins with an examination of the theoretical underpinnings of the American system of civil rights and liberties. This course then examines the role and significance of the Bill of Rights and other civil liberties in the U.S. and traces the efforts of groups to achieve equality.

PO 3430 Media and Politics

The purpose of this course is to examine the influence of the mass media on political discourse, particularly in how media structures, media routines, and the professional practices of journalists and politicians interact to shape political and public decision-making. Additionally, we will examine the influence of political forces and structures upon mass media institutions and discuss the nature of the political audience and public opinion. The course will extend the discussion of mass media and political discourse by examining the topics of the media and political crisis (exemplified by the Persian Gulf War of 1991) and the matter of art and politics.

PO 3450 U.S. Foreign Policy

This course provides student with an opportunity to analyze American foreign policy from the perspectives of both domestic American politics and international relations. Policy with reference to the Soviet Union, the Third World, political and military allies, nuclear and conventional weapons, international organizations and human rights are considered.

PO 3610 International Organizations

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.

PO 3850 International Security

This course examines international security in a broad context. Beginning with notions of national security and domestic sources of foreign policy, it will expand to include analysis of timely security issues such as the proliferation of weapons of mass destruction, ballistic missile defense, arms control and disarmament, arms sales, and the military industrial complex.

PO 3910 Terrorism

This course is designed to introduce students to the study of terrorism and its challenges for national security. Students will explore numerous features of the subject including, but not limited to, definitional dilemmas, the origins and evolution of terrorism, tactical and targeting innovation, the psychology and characteristics of terrorist actors, including women, case studies (e.g. Palestine, Sri Lanka, Colombia, Ireland, North America), and counter-terrorism strategies. Both international and domestic terrorist actors will be explored.

PO 3990 Topics in Political Science

Special topics in the study of international or American politics at the advanced level.

PO 4110 Regional Politics: Africa

This course will introduce the student to the basic outlines of government and politics in Africa. The course will consider such topics as colonialism, elites and nationalism, and modernization strategies. Using the comparative approach, the course will primarily focus on Central, East, West, and Southern Africa.

PO 4120 Regional Politics: Asia

This course will introduce students to the historical development of government and politics in Asia. 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 Asia will be discussed as well.

PO 4130 Regional Politics: Europe

This course provides a comparative study of the political systems of selected Western and Eastern European countries. Particular emphasis is placed on European economic and defense institutions as well as the European Union.

PO 4140 Regional Politics: Latin America

This course provides a survey of political characteristics of Latin American systems, including democratic reformism, military authoritarianism, and revolutionary socialism. The course also examines the contemporary problems of fledgling democracies as they cope with economic and debt crises.

PO 4150 Regional Politics: Middle East

A comparative analysis of political systems in the Middle East including the study of contemporary aspects of traditionalism, the political nature of transition, the instruments of political modernization, and evolution and revolution in Middle Eastern States. The course will explore the primary bases of cleavage and confluence and the principal forces that shape the policies and political dynamics of the region.

PO 4310 Constitutional Law

This course is designed to study the Constitution of the United States, including the history of the document, the incorporation of the Bill of Rights, judicial methods and theories of interpretation.

PO 4510 Comparative Politics

The disintegration of the USSR and the end of the Cold War has resulted in a flurry of political activity throughout the world. While some have spoken of the end of history and a possible clash of civilizations, others have marked the Cold War's end as the beginning of a long peace. This course examines a number of key players in the international arena with an eye to their political institutions, processes and ideologies, and culture and international ambitions.

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 4830 Independent Study in Politics

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

PO 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.*

PO 4990 Senior Thesis

This course will entail the planning and execution of a major research project demonstrating a thorough understanding and use of research techniques in political analysis, knowledge of relevant literature, sophisticated writing, and research ability under the direction of a political science faculty member. Students will form a thesis committee consisting of three faculty members and defend their research in a public forum.

Psychology

B.A. Degree in Psychology

M.S. Degree in Community Mental Health Counseling (see Graduate Studies section)

The Study of Psychology

Psychology emphasizes the fundamental importance of understanding human behavior and thought. It is a wide-ranging discipline, encompassing diverse fields of study. It is also, by its history and nature, an activist, applied discipline. Students focus on such diverse topics as human development, prejudice, aggression, abnormal psychology, health, and social interaction, not solely to acquire knowledge, but also with the intent of using this knowledge to better their community and their world.

At New England College, it is the goal of the faculty to merge practical skills with theoretical content and critical thinking abilities. One aim of the program is to prepare students for continued study at the graduate level. Another goal is to prepare students for careers in counseling and human services, business, education, community health, and political and social service. In combination with other programs of study (i.e., 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 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, 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. At New England College, the Psychology Department is part of the Knowledge, Growth and Action (KGA) Collegium.

Faculty members in psychology have a wide range of research interests, including such areas as health, human sexuality, violence, attachment theories and environmental influences on childhood learning abilities and behaviors, clinical psychology, existential, imaginal, and contemplative approaches to psychology multicultural and cross-cultural considerations, as well preparation for the rigors of community mental health. Students are encouraged to 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. Many internship opportunities are available to qualified students. 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.

Four concentrations are offered in psychology: general psychology, child development, criminal behavior, and clinical psychology.

Requirements to Major in Psychology (44 Credits)

Students must complete the Core Courses and one of the Concentrations described below. A student may not earn more than two "D" grades within the requirements of the major.

Psychology Core Courses (24 Credits)

- PS 1000 – Overcoming Prejudice & Discrimination
- PS 1110 - Introduction to Psychology
- PS 2310 - Statistics for the Social Sciences
or MT 2310 – Statistics

- PS 4000 – Professional Practices in Psychology
- PS 4220 - Research Methods
- One PS elective determined by student and PS advisor

Psychology Concentrations (20 Credits)

Students must complete one of the following concentrations:

A. General Psychology Concentration

- This concentration is designed for those students who would like to self-design a concentration in psychology. Students are encouraged to select an independent study or internship as one of the courses.
- Take five psychology (or closely related) courses of which three or more must be at the 3000 or 4000 level.

B. Child Development Concentration

- PS 2140 - Human Development I - Cross-Cultural Perspectives
- PS 2150 - Human Development II - Cross-Cultural Perspectives
- PS 3110 (CJ/SO 3110) - Juvenile Delinquency
- PS 4830 - Independent Study in Psychology (1-4cr)
or PS 4910 - Internship (1-15cr)
- SO 3210 - Children and Youth
or SW 3010 - Social Work with Children and Families

C. Criminal Behavior Concentration

- PS/SO 2050 - Social Psychology
- PS/CJ/SO 3110 - Juvenile Delinquency
- PS/CJ 3120 - Criminal Behavior and the Law
or PS/CJ 3170 - Forensic Psychology
- PS/SO 4110 - Aggression Prevention
- PS 4830 - Independent Study in Psychology (1-4cr)
or PS 4910 - Internship (1-15cr)

D. Clinical Psychology Concentration

- PS/SO 3150 - Deviance
- PS 3650 - Theories of Personality
or PS 3660 - Social Identity Development
- PS 4210 - Abnormal Psychology
- PS 4320 (SW 3510) - Fundamentals of Counseling and Therapy
- PS 4830 - Independent Study in Psychology (1-4cr)
or PS 4910 - Internship (1-15cr)

Course Descriptions

All undergraduate courses are 4 credits unless otherwise noted

PS 1000 Overcoming Prejudice and Discrimination

In overcoming Prejudice and Discrimination we will examine the forces that promote unity, theories and concepts related to prejudice and discrimination, and specific strategies to reduce conflict and promote respect and understanding among diverse populations. This course was created as a collaborative effort of faculty in criminal justice, education, kinesiology, psychology, and sociology, and has a strong applied (project-based) component.

PS 1110 Introduction to Psychology

A survey course in the fundamentals of psychology. A wide range of topics are covered such as the biological bases of behavior, learning, motivation, human development across the lifespan, emotion, cognition, intelligence, personality, social interaction, abnormal behavior, methods of therapy, and stress and adjustment. This course satisfies the KGA distribution 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. *Offered every other fall.*

PS 2130 (ED 2130) Educational Psychology

An examination of the practical implications of contemporary theories with emphasis on educational applications. Particular emphasis is placed on theories of learning, motivation, evaluation, and interpersonal relationships. An analysis of each topic is made in relation to the teaching/learning process.

PS 2140 (ED 2140) Human Development I - Cross-Cultural Perspectives

This course studies human development from conception through adolescence. It examines the impact of heredity and environmental forces on the formation of the child. The history of developmental psychology, cross-cultural child rearing practices and gender role socialization are examined. Also included are specific topics, such as modern reproductive technology and its legal/emotional implications, the changing role of fathers, the daycare dilemma, the effects of divorce on the child, family systems, culture and learning, computers and learning.

PS 2150 Human Development II - Cross-Cultural Perspectives

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, with particular emphasis on the transition from adolescence to adulthood. May be taken alone or as a sequence with Human Development I.

PS 2170 Youth at Risk

This course provides a comprehensive overview of the phenomenon of at-risk youth. We will examine the definitions of risk, factors that contribute to it, categories of risk, and treatment approaches to working with young people at risk. To help prepare students for work with this population in careers in psychology, criminal justice, human services, or education, emphasis is placed on prevention and intervention techniques and programs.

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. This course satisfies the KGA distribution requirement. *Offered every fall.*

PS 2230 (KI 2130/SM 2230) Psychology of Sport and Movement

This course explores the influence of psychological skills on sport/movement performance as well as the reciprocal influence of participation on the individual. The general areas examined include motivation, confidence, stress/arousal/anxiety, attention, personality, anxiety, coping, social influences, and psychobiological aspects. This course satisfies the KGA distribution requirement. *Prerequisites: None, but not recommended for first year students. Offered every spring*

PS 2250 Happiness: Positive Psychology

This course takes a different approach to psychology. There are three components: an examination of the scientific research reviewing the strategies, theories, and practice associated with increased happiness;

discussions with numerous individuals (religious leaders, life coaches, a director of an amusement park, a clown, etc.) whose occupations intersect with people's attempts to be happier or more content; and a personal review of what makes each of us happy and how we can, using strategies developed and discussed in the course, become happier and more supportive of those around us. *Prerequisite: Introduction to Psychology, or permission of the instructor. Offered every other fall.*

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 in conjunction with PS 4220.*

PS 2510 Introduction to Interviewing

This course is based on the psychological principles underlying the processes of interviewing, and survey research. Students examine methods of surveying, interviewing, and data analysis in the fields of human services, marketing research, and personnel management.

PS 2610 (SO 2610) Leadership and Social Change

The course is based on the belief that leadership skills can be learned and that they are essential for the successful achievement of individual and group goals in settings as diverse as social action projects and corporations. Case studies, role playing, and skills inventories inform our analysis of situations which require particular leadership styles and skills. Topics covered include: leaders and followers, communication, team dynamics, conflict resolution, ethics and morals, power and self-interest, risk-taking, goal setting, competition and cooperation, and leadership as service. *Offered every other year.*

PS 2990 Intermediate Topics in Psychology

Examination of selected topics at an intermediate level. *May be repeated for credit with different topics.*

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.

PS 3120 (CJ 3120) Criminal Behavior and the Law

The goal of this course is to identify and evaluate the psychological assumptions underlying laws and court decisions that relate to crime and aggression. Topic areas may include domestic violence, the admissibility of psychological evidence in litigation, the death penalty, the insanity defense, competency to stand trial, and civil commitment. *Prerequisite: Any 2000-level CJ or PS course.*

PS 3150 (SO 3150) Deviance

In this course, we explore processes by which people are defined and treated as deviant, and examine ways that those deemed deviant respond, individually and collectively, to stigmatization and discreditation.

PS 3160 The Exceptional Child

This course will examine the developmental path and needs of children who are "more special than most." We will examine the needs and capabilities of children on both ends of the spectrum, i.e., from developmentally delayed to gifted youngsters. Emotional, social, physical, and psychological issues will be addressed and researched. *Prerequisite: PS 2140 or ED 2110, ED 2120.*

PS 3170 (CJ 3170) Forensic Psychology

The goal of this course is to acquaint the student with the different psychological characteristics, levels of motivation, and different prognoses for criminal behavior. Homicide will be presented, not as a unitary event, but as a complex behavior, with different phenomenology, psychopathology, and dynamics. The course focuses on a number of case studies that illustrate the complex psychological issues involved in domestic violence, hate crimes, sexual homicide, and the role of mental illness in crime. In addition, the course covers the relationship of psychology to the practice of law and justice, and the role a forensic psychologist plays within the criminal justice arena. Concepts of personality assessment, expert testimony, and profiling of various offenders are discussed. *Prerequisite: Any 2000-level CJ or PS course.*

PS 3180 (ED 3180) Evaluation and Assessment

This is an intermediate level course, designed for those who are preparing for a career in education, psychology, counseling, social work, or other areas in human services. It examines the process of evaluating/assessing intellectual levels of functioning (from subnormal to gifted), possible learning disabilities, aptitude, achievement, and various aspects of personality as well as environmental effects on the individual. Issues of gender and cultural bias, the shortcomings of various assessment instruments and concerns regarding confidentiality are discussed. Legal and ethical considerations of classifications and individual program planning, including the development of IEP will be considered. *Prerequisite: PS 3110. Offered every fall.*

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, de-institutionalization, and the rights of the mentally ill are also studied. *Prerequisite: PS 1110*

PS 3650 Theories of Personality

In this course, contemporary theories of personality (as they relate to personality structure and development) and the dynamics of behavior are examined in depth. A major writing project is required. *Prerequisite: PS 1110 and one PS 2000-level course.*

PS 3660 Social Identity Development

This course examines the foundational models of social identity development including models of racial identity development, gender identity development, and models for the development of sexual orientation. The course also examines the ways in which these models may be applied within various psychological contexts such as clinical counseling. *Prerequisites: KGA 1000, PS 1110*

PS 3710 Environment and Behavior

This course examines the influence of the physical environment, both natural and built, on social and psychological behavior. Lecture, discussion and in class projects give the student both a theoretical and practical introduction to the field. Topics include: environmental perception and cognitive mapping, environmental stress, personal space and crowding, and a consideration of various types of environments including housing, schools, offices, and institutional settings. *Prerequisite: PS 1110*

PS 3910 (SO 3910) Aging and Society

This course examines a broad range of issues related to aging and to the role of elders in our society. Topics covered include: attitudes towards aging, theoretical perspectives on aging, physical and psychological issues of aging, elder services and political and social impacts of aging. Guest speakers, class projects, discussions and lectures are geared toward providing the student with both a theoretical and practical introduction to the field of aging. *Prerequisite: PS 2150*

PS 3990 Topics in Psychology

An in-depth examination of a selected topic at a fairly advanced level. May be repeated for credit with a different topic. *Prerequisite: PS 1110 or permission of instructor.*

PS 4000 Issues in Professional Practice - Psychology

This capstone course prepares students for the challenges and responsibilities of professional practice and study in the field of Psychology. Discussion of ethics in research and practice, consideration of current controversies in the fields and exploration of future trends and opportunities within the discipline are included. *Prerequisite: Junior standing; PS majors only.*

PS 4050 (SO 4050) Advanced Social Psychology

This is a seminar course providing an in-depth study of a selected aspect of social psychology. May be repeated for credit with a different topic. *Prerequisites: PS 1110, PS 2050*

PS 4110 (CJ/SO 4110) Aggression Prevention

Initially we will briefly examine theories which focus on the causes of and methods to reduce aggression and violence. We will then discuss recent trends in violence. We will travel to a number of different facilities (which usually include the Youth Development Center in Manchester, NH, State Prisons in Goffstown, Concord, and Laconia, and other similar sites). Guest speakers will discuss their own experiences with victimization, and /or with attempts to reduce violence within their agencies. *Prerequisite: PS or SO course at 2000-level*

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 or SO 1000, PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall.*

PS 4250 Health Psychology

Health psychology examines how psychological factors contribute to the prevention of illness, the treatment of illness, the recovery from illness, and the maintenance of good health. Based on the assumption that "treating only the physical body is not enough," psychologists are playing an ever-expanding role in improving health habits, increasing the effectiveness of medical care and delivery, and facilitating recovery.. *Prerequisites: PS 2000-level and PS 3000-level course. Offered every other spring.*

PS 4310 (WS 4310) Psychology of Women

This is a study of women's psychological qualities and the many ways these could be utilized to achieve a full personhood. Also examined are cultural and psychological forces impinging on the lives of both men and women. Participants research the wealth of literature in the new scholarship of women. The course is open to students of either gender. *Prerequisites: PS 1110 and two PS 2000-level courses. Offered every other year.*

PS 4320 (SW 3510) 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 3210.*

PS 4410 (SO 4410) Evaluation Research

Evaluation research involves the use of social science research methods to (1) identify and clarify social problems/needs in order to provide organizational guidelines for the design and development of appropriate social programs and public policies, and (2) assess the effectiveness and efficiency (costs vs. benefits) of these programs and policies. In this course students will learn about the basic principles and procedures of evaluation research, largely through the critical analysis of real and hypothetical case studies. In addition, students will be required to carry out a modest research project during the semester. Offered every other year. *Prerequisite: PS 1110*

PS 4810 Directed Study in Psychology

Topic to be determined by arrangement with departmental faculty. May be repeated for credit. *Contract required. (1-4cr)*

PS 4830 Independent Study in Psychology

Topic to be determined by arrangement with departmental faculty. *Contract required. (1-4cr)*

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.*

PS 4960 Research Internship in Psychology

May be elected by a serious student displaying a strong interest in the process of psychological research. Students design and carry out a research project under the supervision of a qualified approved individual (a faculty member or an off-campus researcher). Students meet once a week with a faculty sponsor to discuss the research experience. *Prerequisites: Junior or Senior status and permission of instructor.*

PS 4990 Advanced Topics in Psychology

An in-depth examination of a selected topic in psychology. May be repeated for credit with a different topic. *Prerequisites: PS 1110, MT 2310, and one PS 3000-level course.*

Sociology and Social Work

B.A. Degree in Sociology

The Study of Sociology

Sociology is perhaps the broadest of the social sciences, and has as its subject matter virtually all facets of human social experience. At New England College, the sociology major 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. The minors in Sociology and Social Work also offer students excellent preparation for careers in the human services and social change fields.

The sociology faculty is deeply committed to participatory learning and to student involvement in applied settings. Sociology majors can expect many opportunities to take classes with substantial field/travel components, to engage in community service or action projects, and to pursue internships in a wide range of nonprofit community organizations. Our department sponsors a program in New Orleans, which provides students with a unique and exciting opportunity to live, learn, and serve in that city, from one week to a full semester.

Requirements to Major in Sociology

A. Sociology Core Courses (40 credits)

- SO 1110 - Introduction to Sociology
- SO 2040 - U.S. Social Problems
- SO 3040 - Global Social Problems
- SO 3520 - Grassroots Democracy
- SO/PS 4220 - Research Methods
- SO 4950 - Sociology and Social Justice
- *Plus four electives (16cr); at least two (8cr) at the 3000 level or higher*

B. Distribution Courses and Electives

Requirements to Minor in Sociology (20 credits)

- SO 1110 - Introduction to Sociology
- SO 2040 – U.S. Social Problems
- *Plus three Sociology electives (12cr); at least one (4cr) at the 3000-level or higher*

The Social Work Minor (24 credits)

- SO 2040 - U.S. Social Problems
- SW 1110 - Introduction to Social Work
- SW 2110 - Social Work Methods
- SW/SO 3750 - Non-profit Organizations
- Choose one of the following:
 - SW/SO 3850 - Social Welfare Policy
 - SW 3510 (PS 4320) - Fundamentals of Counseling and Therapy
- SW 4910 - Field Practicum

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

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.

SO 1130 (CJ 1130) Criminology

This course examines the types, patterns, and extent of crime in US 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 US, some international comparisons will be integrated into the course.

SO 2040 U.S. Social Problems

The U.S. faces many challenging social problems, including crime, violence, unemployment, poverty, greed and discrimination. In this course, we will be studying some of these problems and their root causes and consequences. We will also examine some of the efforts/suggestions to address these problems.

SO 2050 (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, group problem-solving and decision-making, environmental effects on behavior, prejudice and discrimination, interpersonal attraction and the self.

SO 2410 (CJ 2410) Alternative Dispute Resolution

Alternative Dispute Resolution (ADR) is a term used to encompass techniques for resolving conflicts through constructive confrontations, effective persuasion, and consensus building. ADR includes arbitration, mediation, and negotiation, which are alternatives to the legal and judicial processes. The first seven weeks of the course will be focused on learning and understanding the process of successful mentoring and mediating. The second seven weeks consists of individual or team projects.

SO 2550 Sociology Through Film

In this course we will examine important social and human rights issues and controversies as they are expressed in film. Poverty, war, genocide, racism, politics, criminal justice and global slavery will be among the topics explored. Background information on the films and on the issues presented in them will be discussed in class.

SO 2610 (PO 2610) Leadership and Social Change

The course is based on the belief that leadership skills can be learned and that they are essential for the successful achievement of individual and group goals in settings as diverse as social action projects and corporations. Case studies, role playing, and skills inventories inform our analysis of situations which require particular leadership styles and skills. Topics covered include: leaders and followers, communication, team dynamics, conflict resolution, ethics and morals, power and self-interest, risk-taking, goal setting, competition and cooperation, and leadership as service. *Offered every other year.*

SO 2990 Topics in Sociology

An examination of a selected topic in sociology.

SO 3030 New Orleans Culture and Society (taught in New Orleans)

Students will learn about the history of the city, the development of its unique culture, and the way of life of its citizens. We will meet many New Orleanians, hear their stories, and learn from them. We will visit

key institutions and organizations, such as universities, museums, historical sites and social service agencies. We will also hear live local music, taste New Orleans food and, in general, take in all of the sights and sounds of America's most unique and fascinating city. Of course, we will pay particular attention to the damage done by hurricane Katrina and the significant unanswered questions regarding the future of the city, its culture and its people. Community service will be an important part of the experience.

SO 3040 Global Social Problems

This course explores a range of global issues and problems, including poverty and hunger, the HIV/AIDS crisis, global warming and other environmental challenges, and conflict and war. This course also examines the work being done or proposed to tackle these and other pressing global problems.

SO 3060 Social Inequality

The unequal distribution of wealth and power in the U.S. and in the world - its causes and consequences - will be examined in this course. This is essentially a study of political and economic power and powerlessness. Specific topics to be discussed include poverty, hunger, homelessness, welfare, class conflict, racism, and sexism.

SO 3110 (CJ/PS 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.

SO 3150 (PS 3150) Deviance

In this course, we explore processes by which people are defined and treated as deviant, and examine ways that those deemed deviant respond, individually and collectively, to stigmatization and discreditation.

SO 3210 Children and Youth

The social conditions of young people in society will be critically examined. Emphasis will be placed on issues pertaining to inequality, poverty and education and their impact on children. The scapegoating of young people (blaming them for many of society's problems) will also be discussed. Other issues such as abuse, eating disorders, and HIV/AIDS will be examined. The course will conclude with a survey of the social conditions of children worldwide.

SO 3520 Grassroots Democracy

We will explore the full range of work involved in advocating for change at the grassroots level (letter writing, phone calls, fundraising, base-building, lobbying, picketing, civil disobedience....), the obstacles that we face, the victories—for democracy and social justice—that have been won, the consequences of the defeats we have suffered, and the victories we need in the future. Of course, we hope you, our students, will see not only the importance of such work, but also can envision your OWN place in that work. Fieldtrips to grassroots organizations will be an integral part of this course. In addition, all students will be shadowing a grassroots activist for a day, as well as working for a time in a community-based organization or in a social movement for social change.

SO 3850 (SW 3850) Social Welfare Policy

This course will assist students in an understanding of the philosophies, policies and programs, which guide the social welfare system of the United States. Students will be presented with an overview of the history of social welfare, analysis of current social policies and discussion of the roles that social workers play in the development and implementation of social policy.

SO 3910 (PS 3910) Aging and Society

This course examines a broad range of issues related to aging and to the role of elders in our society. Topics covered include: attitudes towards aging, theoretical perspectives on aging, physical and psychological issues of aging, elder services and political and social impacts of aging. Guest speakers, class projects,

discussions and lectures are geared toward providing the student with both a theoretical and practical introduction to the field of aging. *Prerequisite: PS 2150*

SO 3990 Intermediate Topics in Sociology

The study of a selected topic in sociology at an intermediate level.

SO 4050 (PS 4050) Advanced Social Psychology

This is a seminar course providing an in-depth study of a selected aspect of social psychology. May be repeated for credit with a different topic. *Prerequisites: PS 1110, PS 2050*

SO 4110 (CJ/PS 4110) Aggression Prevention

Initially we will briefly examine theories which focus on the causes and methods to reduce aggression and violence. We will then discuss recent trends in violence. We will travel to a number of different facilities (which usually include the Youth Development Center in Manchester, NH State Prisons in Goffstown, Concord, and Laconia, and other similar sites). Guest speakers will discuss their own experiences with victimization, and/or with attempts to reduce violence within their agencies.

SO 4220 (PS 4220) Research Methods

This seminar course involves an examination of the various research strategies used by sociologists 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 1000 and one PS or SO 3000-level course. Offered every fall.*

SO 4410 (PS 4410) Evaluation Research

Evaluation research involves the use of social science research methods to (1) identify and clarify social problems/needs in order to provide organizational guidelines for the design and development of appropriate social programs and public policies, and (2) assess the effectiveness and efficiency (costs vs. benefits) of these programs and policies. In this course students will learn about the basic principles and procedures of evaluation research, largely through the critical analysis of real and hypothetical case studies. In addition, students will be required to carry out a modest research project during the semester. Offered every other year. *Prerequisite: PS 1110*

SO 4810 Directed Study in Sociology

Topic to be determined by arrangement with departmental faculty. *Contract required. May be repeated for credit. Variable credit (1-4).*

SO 4830 Independent Study in Sociology

Topic to be determined by arrangement with departmental faculty. *Contract required. May be repeated for credit. Variable credit (1-4).*

SO 4910 Internship in Sociology

The internship consists of participation in an ongoing social action, community service, research, or development project in the United States or in a foreign country. Students have the opportunity to apply skills and concepts learned throughout their studies, and experience firsthand some of the issues, challenges, and satisfactions involved in development work. Interns maintain contact with a faculty advisor during the internship, as well as an on-site supervisor knowledgeable in local language and culture. Interns submit a substantial final report at the conclusion of the internship. Students are urged to develop appropriate language and/or research skills in anticipation of the internship. *Contract required. Variable credit (1-15).*

SO 4950 Sociology and Social Justice

The commitments, theories, and actions of sociologists in the past and present have been an integral part of the global search for a more just social order, including democracy, egalitarianism, and peace. In this capstone seminar, we will examine the most relevant contributions of sociology in the past and the promise it holds for our future. We will specifically discuss the roles each of us can play in the ongoing efforts to build better communities and a better world.

Social Work

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.

SW 2110 Social Work Methods

This course is the foundation for the study of the methods employed by social workers to assist individuals, communities, and society at large. Students will learn the values, theoretical perspectives, and skills utilized in the practice of social work on the micro level (individuals, groups, organizations) and macro level (communities and society).

SW 3510 (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.

SW 3750 Non-Profit Organizations

This course will provide students with a basic knowledge of what it means to work in a non-profit organization. Topics will include program development, issue advocacy, fundraising, grant writing, public relations, teamwork, staff development, program evaluation and inter-agency collaboration vs. competition. Guest speakers, hands on projects and case studies will all contribute to the learning process.

SW 3850 (SO 3850) Social Welfare Policy

This course will assist students in an understanding of the philosophies, policies and programs, which guide the social welfare system of the United States. Students will be presented with an overview of the history of social welfare, analysis of current social policies and discussion of the roles that social workers play in the development and implementation of social policy.

SW 4910 Field Practicum

This course is an opportunity to receive practical experience in a social work setting. Students will be required to complete 50 hours of fieldwork during the semester, and participate in a weekly seminar.

Sport and Recreation Management

B.A. Degree in Sport and Recreation Management

The Study of Sport and Recreation Management

This major prepares students for careers in managing organizations in the sport, recreation, and leisure industries. The blending of business and kinesiology courses is designed to enable students to work in a broad array of management positions with career flexibility.

Requirements to Major in Sport and Recreation Management

A. Sport and Recreation Management Core Courses

- AC/BU 2220 - Management Accounting
- BU 2510 - Principles of Marketing
- KI 2010 - Standard First Aid & Cardiopulmonary Resuscitation (*1cr*)
- SM/KI 1510 - Introduction to Sport and Recreation Management
- SM/KI 2750 - Organization and Administration of Sport and Recreation
- SM/KI 3120 - Sport and the Global Society
- SM/BU 3540 - Sports Marketing
- SM/BU 3710 - Recreation Facilities Management
- SM 3720 - Event Management (*2cr*)
- SM 3730 - Sports Finance
- SM/KI 4710 - Legal Issues in Sport and Recreation Management
- SM 4950 - Seminar in Sport and Recreation Management
- Choose one of the following:
 - SM 4910- Internship in SRM (*variable credit*)
 - SM 4920 - Practicum in Sport and Recreation Management (*variable credit*)

B. Electives

In consultation with your advisor, choose 2 of the following courses (8 credits):

- KI 2150 - Fitness/Nutrition for Wellness
- KI 3190 - Adaptive Physical Activity
- KI 3720 - Coaching Education Seminar
- SM 2130 (KI 2130/PS 2230) - Psychology of Sport and Movement
- SM 3550 - Sport and Adventure Tourism
- SM/KI/OL 3610 - Theory of Outdoor Leadership
- SM/BU 3760 - Non-Profit Management
- SM 3990 - Topics in Sport & Recreation Management (*may be repeated*)

C. Electives and Institutional Requirements

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

SM 1510 (KI 1510) Introduction to Sport and Recreation Management

This introductory-level course is designed as an overview of the theoretical disciplines and professions in sports and recreation management. It is recommended that students majoring in Sports and Recreation Management take this course during their first year. This course will orient students with the opportunities

in management, administration, supervision, and leadership in private, public, commercial, and other settings in sports, recreation, and leisure industries.

SM 2130 (KI 2130/ PS 2230) Psychology of Sport and Movement

This course involves knowledge and training of psychological skills to enhance sport performance and physical movement activity. General content areas examined include motivation, confidence, arousal, attention, personality, anxiety, coping, social influences, and psychobiological aspects as they affect participants in competitive and recreational sports, as well as fitness, exercise and wellness activities.

SM 2750 (KI 2750) Organization and Administration of Sport and Recreation

Designed to provide the student with an overview of theoretical and practical components of administration in various sport and athletic venues. Utilizing case studies, guest speakers, and current research, the student will analyze organizations including interscholastic and intercollegiate programs, conferences, and other sport organizations. *Prerequisite: SM 1510 or KI 1110*

SM 3120 (KI 3120/ LAS 3110) Sport and 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 North American cultures, and in what ways that sport influences character development. We will briefly examine the history of modern sport, as well as social theories used to analyze sport. We will explore the connections and controversies surrounding youth, high school, intercollegiate, professional, and international sports, violence, politics, gender, race, religion, and media relations in sport and society. The overall goal of this course is to assist students in a cultural and social context, and to illustrate how sport and society both influence and challenge the human conditions. *Prerequisite: sophomore status*

SM 3540 (BU 3540) Sports Marketing

This course will examine the role of marketing in sports and recreation. We will focus on the structure of the sports industry and tactical use of a sport's marketing mix. We will examine this industry from a range of perspectives: large multi-sport corporations to small recreation programs. We will also discuss the different needs of for profit and not for profit entities. Additionally, the course will focus on event marketing: the planning, budgeting, and implementation of events. *Prerequisite: BU 2510*

SM 3550 Sport and Adventure Tourism

This course introduces the student to one segment of sport and recreation that accounts for more than a billion dollars annually in the sports industry. 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 ecotourism and the environment, as well as a historical review of sport tourism. *Prerequisite: SM/KI 1510 or permission of instructor.*

SM 3610 (KI/OL 3610) Theory of Outdoor Leadership

This class examines the theoretical basis of experiential education and its educational, psychological, and historical underpinnings. Emphasis is given to the development of each student's philosophy of leadership and education; the philosophies of major outdoor programs and influential leaders in the field are discussed. Successful completion of this class prepares a student to design and lead experiential educational activities. *Prerequisite: sophomore status*

SM 3710 (BU 3710) Recreation Facilities Management

This course is designed to prepare students to plan and manage sport and recreation facilities. We will study and discuss client needs and the theories involved in planning, constructing, and managing facilities. Consideration is given to the Americans with Disabilities Act (ADA) guidelines. Using a traditional lecture and discussion classroom approach, as well as analysis of case studies, students should have a foundation and knowledge in the planning and management of facilities. Several field trips to both commercial and educational recreation facilities occur throughout the semester. The course will culminate with group projects presented to the class, which will reflect a foundation and expanse of knowledge in this field. *Prerequisites: BU 2220, BU 2510, SM 1510*

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. Students will review contemporary practices in the industry as well as the history of marketing events. Event types for study will include sporting events, concerts, trade shows, conventions, festivals, and exhibits. They will be reviewed from the initial idea, to the development of a plan, to the execution and evaluation of the activity. In addition, fund raising for event activities and events specifically designed for fund raising activities will be discussed.

Prerequisite: BU 2510. (2cr)

SM 3730 Sports Finance

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, not for 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 nonprofit sport programs. *Prerequisite: BU 2220*

SM 3760 (BU 3760) Non -Profit Management

Non -Profit Organizations deliver much of our recreational activities, programs and opportunities. These organizations have their own management challenges. This course will focus on issues specific to non-profits, including board relations, managing volunteers, fundraising, and the rules governing non-profit status. *Prerequisite: sophomore status*

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. The course may be repeated for credit for different topics. *Variable credit depending on topic.*

SM 4710 (KI 4710) Legal Issues in Sport and Recreation Management

This class will familiarize students with basic legal concepts and relevant legal issues pertaining to athletics, sports, physical education, and recreation activities. We 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, standards of practice, arbitration, emergency care, and product liability. *Prerequisite: junior status*

SM 4810 Directed Study in Sport and Recreation Management

Course of study to be arranged between faculty and student in the field of Sport and Recreation Management. *Contract required. May be repeated for credit. Variable credit.*

SM 4830 Independent Study in Sport and Recreation Management

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

SM 4910 Internship

Minimum GPA of 2.5 or above and at least 60 credits earned. *Contract required. Variable credit (1-15).*

SM 4920 Practicum in Sport and Recreation Management

The practicum is designed to provide the student with an experiential learning experience in an area within sport/recreation management based on interest and availability. The practicum can be completed either on- or off- campus. *Variable credit.*

SM 4950 Seminar in Sport and Recreation Management

This course serves as the capstone course of the major. Students will integrate the knowledge and skills from courses in the major and allied courses in order to solve problems that a sport manager is likely to encounter. The course will be case and project based. *Prerequisites: SM 2750, SM 3540, SM 3730*

Theatre

B.A. Degree in Theatre

The Study of Theatre

The major in theatre is designed to provide students with a solid foundation in the craft and art of theatre through both theoretical and practical principles. The philosophy of the Theatre Department stresses the relationship between a liberal arts education and possible career paths in the theatre or further studies in graduate programs. The fall and spring Mainstage Theatre productions are linked to the College's curriculum, providing a learning laboratory in which students have the opportunity to explore educational themes while producing high caliber theatre performances.

Requirements to Major in Theatre

A. Theatre Core Courses

- TH 1110 – From Page to Stage (2cr)
- TH 1211 - Acting Fundamentals for Majors (2cr)
- TH 1310 - Seminar in Technical Theatre: Scenery (2cr)
- [TH 1320 - Seminar in Technical Theatre: Stage Lighting](#) (2cr)
- TH 1330 - Seminar in Technical Theatre: Costumes (2cr)
- TH 2220 - Directing I
- TH 2230 - Movement for the Performer
- TH 2410 - History of Theatre I
- TH 2420 - History of Theatre II
- TH 2510 - Play Analysis
- TH 3320 - The Design Process (2cr)
- TH 3510 - Dramatic Theory
- TH/EN 3950 - Shakespeare

B. Six credits from the following :

- TH 3210 - Character Development
- TH 3230 - Directing II
- TH 4210 - Advanced Acting (2 or 4cr)
- TH 3410 – Dramaturgy
- TH 3520 - Dramatic Criticism
- TH 3610 - Seminar in Playwriting I
- TH 4320 – Seminar in Lighting Design (2 cr)
- TH 4340 – Seminar in Costume Design (2 cr)
- TH 4360 – Seminar in Scenery Design (2cr)

C. Distribution Courses and Electives

Requirements to Minor in Theatre

- TH 1110 – From Page to Stage (2cr)
- TH 1211 - Acting Fundamentals for Majors (2cr)
- TH 2510 - Play Analysis
- Choose two of the following:
 - TH 1310 - Seminar in Technical Theatre: Scenery (2cr)
 - TH 1320 - Seminar in Technical Theatre: Stage Lighting (2cr)
 - TH 1330 - Seminar in Technical Theatre: Costumes (2cr)

- Choose one of the following:
 - TH 2220 - Directing I
 - TH 2230 - Movement for the Performer
- Choose one of the following:
 - TH 2410 - History of Theatre I
 - TH 2420 - History of Theatre II
 - TH/EN 3950 – Shakespeare
- Four credits from the following:
 - TH 3210 – Character Development
 - TH 3320 – The Design Process (2cr)
 - TH 3230 – Directing II
 - TH 3410 – Dramaturgy
 - TH 3510 - Dramatic Theory
 - TH 3520 - Dramatic Criticism
 - TH 3610 - Seminar in Playwriting I
 - TH 4320 – Seminar in Lighting Design (2cr)
 - TH 4340 – Seminar in Costume Design (2cr)
 - TH 4360 – Seminar in Scenery Design (2cr)

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

TH 1110 From Page to Stage

Designed to provide students with a basic understanding of the process of theatrical production from conception to execution and evaluation, this course focuses on an actual mainstage production. Students follow the step-by-step process that directors, designers and actors utilize in order to bring the playwright's words to life on the stage.

TH 1210 Acting Fundamentals

An introduction to the use and development of the fundamental tools of the actor through lectures, discussions, critical analysis, and practice, with an emphasis on acting exercises, improvisation, monologues and scene study.

TH 1211 Acting Fundamentals – For Majors

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. (2cr)

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.. (2cr)*

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. (2cr)*

TH 1330 Seminar in Technical Theatre: Costumes

A concentrated course on the planning, methodology, and construction of costumes for the theatre. Specific areas of study will include hand, machine and serger sewing techniques, pattern use, fabric identification

and fabric modification. Practical application through crew work on departmental productions is stressed and required. *Offered during the first seven weeks of every fall. (2cr)*

TH 1340 Seminar in Technical Theatre: Stage Makeup

A concentrated course in the principles and practices of stage makeup. Specific areas of study will include analysis and design, types of makeup, corrective makeup, and character makeup. *Offered during the second seven weeks of every fall. (2cr)*

TH 1350 Seminar in Technical Theatre: Properties

A concentrated seven week course on the planning, methodology and construction of stage properties for the theatre. Specific areas of study will include textual analysis, design and fundamental techniques of property construction. *Offered upon sufficient demand. (2cr)*

TH 2010 Theatre Lab

Members of this class will become involved in a mainstage or student-directed production in a significant acting, directing or technical role. Prerequisites: None. Permission of instructor required. This course requires an average of three (1 credit) to twelve (4 credits) hours per week of production participation. *May be repeated for credit. Offered every semester. Variable credit (1-4).*

TH 2220 Directing I

An introduction to the study and practice of directing plays which includes the director's analysis of the play, collaborative rehearsal techniques, and staging of exercises and scenes. *Prerequisites: TH 1210, TH 1211, or permission of instructor. Offered every spring.*

TH 2230 Movement for the Performer

A theatrically-oriented dance course for the performer. This course explores alternative movement forms through the use of music, masks, properties and furniture. Students participate in exercises and develop presentations in an effort to experience varying and innovative techniques through which the performer can communicate. *Offered every fall.*

TH 2410 History of Theatre I

An investigation of the development of drama, the physical theatre, and the modes of production from the ancient Greek period to the 18th century. *Offered every fall.*

TH 2420 History of Theatre II

An investigation of the development of drama, the physical theatre, and the modes of production from the 19th century to the 21st century. *Offered every spring.*

TH 2510 Play Analysis

An in-depth examination of both horizontal and vertical approaches to script analysis utilizing plays representative of a variety of genres (comedy, tragedy, melodrama, farce, etc). A horizontal approach studies the play as movement along the separate paths of plot and character, while a vertical approach envisions the progression of the play through units of time and as these units relate to one another. *Offered every spring.*

TH 3210 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 every other fall.*

TH 3230 Directing II

A study and hands-on approach to the creative process of directing and staging plays with emphasis on script analysis, stage composition and blocking, character development director/actor relationship, and

organizational procedures from rehearsal to presentation. *Prerequisites: TH 2220. Offered upon sufficient demand.*

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 every other fall. (4cr)*

TH 3410 Dramaturgy

What is a dramaturg? A writer? Editor? Literary Manager? Artistic Director? Students will learn that the dramaturg can serve each or all of these functions. Among the areas students will explore are pre-production and rehearsal work on issues of design, direction, and performance; contextual research; as well as program and study guide notes. *Offered upon sufficient demand.*

TH 3510 Dramatic Theory

A survey of major traditional and modern dramatic genres, forms and conceptions of the theatre from the ancient Greeks to the present. Emphasis is placed upon examining essays and documents of dramatic theorists and critics, philosophers, psychologists and social theorists and their effects upon playwrights of their times. *Offered every fall.*

TH 3520 Dramatic Criticism

By researching and reviewing the work of established dramatic critic's students discover their voice as critics. Students will view live performances on and off campus, video and film, learning to substantiate subjective opinion with objective reason. Each production is followed up with in-class discussions and written critiques submitted by the student culminating in a personal portfolio. *Offered upon sufficient demand.*

TH 3530 Hamlet in Performance

Focusing upon such aspects as acting, direction, and design this course will explore William Shakespeare's *Hamlet* through its performance. Students will view and analyze no fewer than eight different film versions of *Hamlet*, featuring such stage and screen actors as Laurence Olivier (1948), Nicol Williamson (1969), Richard Burton (1964), Derek Jacobi (1980), Kenneth Branagh (1996), Mel Gibson (1990), Kevin Kline (1990), Campbell Scott (2000), Ethan Hawke (2000), and Adrian Lester (2001) as well as some notable film adaptations of the play, such as *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard and *The Lion King*. *Offered upon sufficient demand.*

TH 3610 Seminar in Playwriting I

An introduction to playwriting, where students explore the fundamentals of character, action, conflict and structure through writing exercises. Students continuously revise their work, hear it aloud, and critique the work of their peers. Though the work consists primarily of writing, students also analyze the dramatic structure of both new and classic plays. *Prerequisites: Permission of Instructor required. Offered every fall.*

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.*

TH 3990 Topics in Theatre

A changing selection of courses designed to offer a variety of subjects in theatre. This course may be repeated for credit for different topics. Topics to be determined by the theatre faculty. *Prerequisites: Permission of Instructor required. Offered upon sufficient demand. (2-4cr)*

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 other spring. May be repeated for credit with different topics. (2-4cr)*

TH 4320 Seminar in Lighting Design

A concentrated seven-week course in the principles of lighting design. Emphasis will be placed upon the conventions and practice of stage lighting graphics. Through the creation of light plots and other related paperwork, students will learn to communicate a lighting design using the standard American approach established by the USITT. *Prerequisites: TH 1320, TH 3320. Offered upon sufficient demand. (2cr)*

TH 4330 Production Management

Covers the duties of production assistants, assistant stage managers and production stage managers. These duties include the development and maintenance of a detailed prompt script, assistance in coordination of production elements (i.e. properties, costumes, etc.), assisting running crews through strike, and in the case of the production stage manager, supervising and "calling" the production as directed and prepared. This course undertakes a practical approach in which the student will participate in a mainstage and/or student-directed production. *Prerequisites: Permission of Instructor required. May be repeated for credit up to four times.*

TH 4340 Seminar in Costume Design

A concentrated seven-week course in the principles and practices of costume design. While some time is spent on research and visualization, the main focus is upon developing rendering and presentational skills. *Prerequisites: TH 1330, TH 3320. Offered upon sufficient demand. (2cr)*

TH 4360 Seminar in Scenery Design

A concentrated seven-week course in the principles and practices of scenic design for the theatre. Emphasis will be placed upon the development of presentational skills through the creation of floor plans, designer's elevations, and models. *Prerequisites: TH 1310, TH 3320. Offered upon sufficient demand. (2cr)*

TH 4610 Seminar in Playwriting II

An advanced exploration of playwriting. Students will write, read, and revise their work as well as read established plays. Students are also encouraged to explore screenwriting and adapting other literary works. Besides one-act plays, students are expected to finish a full-length play for presentation through a staged reading. *Prerequisites: TH 3610. Offered upon sufficient demand.*

TH 4810 Directed Study in Theatre

Course of study to be arranged between faculty and student in the field of Theatre. *Prerequisites and Notes: Permission of Instructor required. Contract required. May be repeated for credit. (1-4cr)*

TH 4830 Independent Study in Theatre

This course involves study in an area of theatre done independently by a student under supervision of a faculty sponsor. *Prerequisites and Notes: Permission of Instructor required. Contract required. (1-4 cr)*

TH 4910 Internship in Theatre

The student serves as a theatre intern with an appropriate theatre company. Potential interns must meet the college wide internship requirements and must be approved by the theatre faculty. *Prerequisites: Permission of instructor and contract required. (1-15cr)*

Wellness

The Study of Wellness

"Wellness" is an interdisciplinary minor within the Knowledge, Growth and Action Collegium combining physical, mental, emotional, social and spiritual aspects of health and well-being. Students in this program take courses in the three disciplines of psychology, biology and kinesiology and learn to work with the whole person in order to restore or maintain balance and vitality in a person's system.

Students in Wellness:

- Appreciate the importance of self-responsibility in maintaining or building wellness;
- Understand and apply the basic principles of health and wellness to their lives;
- Develop and articulate their own views about various disciplinary perspectives relating to health and wellness;
- Have a working knowledge of the major organ systems of the body, their structure and function, their functional relation to each other, and the anatomical and physiological elements critical to maintaining health;
- Participate in self-awareness exercises in order to evaluate their own health habits and attitudes and determine a plan to build and maintain optimum health on all levels: physical, emotional, mental, and spiritual;
- Know and are able to apply the working terminology and theories of integrative medicine;
- Critically examine from multiple perspectives issues and research in health and wellness;
- Develop a comprehensive theory of health and healing;
- Develop a familiarity with the important issues in the field of Wellness.

Wellness is a unique and innovative minor preparing students for the holistic and integrative trends that are and will characterize health care in the twenty-first century. It can be combined with any major, especially if a student is interested in cultivating greater health and wellness, and it is particularly well-suited for students in other health-oriented majors who want to broaden their perspectives on health. The minor is also a nurturing and supportive program that invites gentle growth and self-discovery. Students wishing to major in integrative health studies may do so by submitting an individually designed major. See your advisor for details.

Requirements for the Wellness Minor (16 Credits)

- BI 1030 - Concepts of Human Anatomy and Physiology
or BI 2030 and BI 2040 if a student has already taken these in her/his major
- KI 3510 – World Medicine
- PS 1110 - Introduction to Psychology
- PS 4250 - Health Psychology
- Choose one elective from the following:
 - KI 2120 - Stress Management
 - KI 2150 – Fitness/Nutrition for Wellness
- Choose 4 credits from the following:
 - BI 1110 – Foundations of Nutrition
 - CO 2020 - Interpersonal Communication
 - KI 1190 – Energy Exercises and Therapies (2cr)
 - KI 3990 - Topics in Kinesiology (2-4cr)
 - PS 2210 - Human Sexuality

Women's Studies

New England College offers a Minor as well as the opportunity for an Individually Designed Major in Women's Studies.

The Study of Women's Studies

Women's 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 studies offers students an opportunity to learn how women and men of various racial, ethnic, economic and sexual identities are affected by the of 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. Women's Studies makes an ideal minor or double major engaging students in vital questions of theory and practice.

Requirements for an Individually Designed Major in Women's Studies

Interested students may develop a course of study built around the Women's 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 Studies Coordinator to design the major. The completed proposal will be presented to the Academic Standards Committee for their approval before mid-term of the first semester of the junior year. First year students are not eligible to submit IDM's.

Requirements to Minor in Women's Studies (20 credits)

Requirements to Minor in Women's Studies (20 credits)

- WS 1010 Perspectives in Women's Studies (4 credits)
- One course from each of the following 3 categories: (12 credits)
 - Representations of Women
 - Theoretical Perspectives
 - History and Social Change
- One Upper Level women's Studies Elective (4 credits)

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:

A. Representations of Women

- WS 2070 (EN2070) Comparative Mythology
- WS 1110 (PS1110) Gender Differences in Children's Literature
- WS 1170 (EN1170) Women and Poetry
- WS 2220 (AR2220) Women in Art
- WS 3280 (CO3280) Gender and Power in the Media
- WS 3990 (EN3990) Major Writers: Atwood, Duras, Lessing
-

B. Theoretical Perspectives

- WS 2710 (PA2710) Philosophy of the Irrational
- WS 2810 (PA2810) Philosophy of Science
- WS 3150 (PA3150) Medieval Philosophy
- WS 4310 (PS4310) Psychology of Women
- WS 4319 (PA4319) Feminist Philosophies

C. History and/or Social Change

- WS 1050 - Women and Power
- WS 1410 - American Women's History
- WS 3150 - Medieval Philosophy (*with approval*)
- 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.*)

Relevant Topics Courses in Women's Studies can count toward fulfilling requirements within these three categories. Courses not currently cross-listed with Women's Studies may count toward the minor when women's studies students engage in a strong feminist/gender analysis of course content inherently linked to the discipline of women's studies. For example, a course on 'Sociology of the Family' could count if approved by the Women's Studies Coordinator in consultation with the course instructor.

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

WS 1010 Perspectives in Women's Studies

Women's studies exists as a formal academic discipline that has reshaped the very foundations of knowledge and has continued to guide our movement as a society in the direction of social reform. This course will introduce students to some of the issues and challenges raised by examining our cultural awareness of "sex" as a locus of meaning and a system of oppression. How important is biology in the determination of gender and sex roles? What are some of the social movements that have arisen in response/reaction to the study women? How do cultures and time periods vary in their views on women and the construction of gender? *Offered every year or as needed*

WS 1050 Women and Power

Is the oppression of women a human rights issue? How have culturally determined ideas about women made it difficult for us to understand women's rights as human rights? How has the idea of women as "property" inhibited our understanding of crimes against women? Looking at some of our most basic and often cherished ideas of ourselves as women and men this course will examine social sexual relations cross-culturally in order to determine what factors can contribute to a culture of violence against women and children. Using the lens of "power," we will examine the social and political status of women in different cultural contexts in an attempt to understand the controversy that often surrounds the movement for defining and securing women's rights. Can satisfy the LAS I requirement. *Offered as needed.*

WS 1110 Gender Differences in Children's Literature

This course examines the impact children's literature has had on the individual student. Through the reading of classic tales, Black, Indian, Arabic, and Chinese stories and research, students will compare and analyze their own values and attitudes and the relation they have to their own culture. *Offered as needed.*

WS 1170 Women and Poetry

Using Simone de Beauvoir's discourse in *The Second Sex* on the link between women's anatomy and creative weakness and examining the poetry of various contemporary women poets, we will discuss the emergence of a revisionist language that transcends traditional metaphors of physicality and, consequently, reinterprets women's creativity and power as poets. The critical question of how we define/redefine the concept of "woman poet" informs this course. *Offered as needed.*

WS 1410 Modern American Women's History 1890-Present

This course is designed to structure and organize the past century of American Women's History. 1890-1920 spans the time when women literally and figuratively left behind the 19th century, striding into the Progressive Era, working either for or against the vast movement of that time: suffrage. Post-suffrage America saw the growth of women intellectuals, physicians, civil rights activists, settlement house leaders, writers, labor organizers, writers and "just plain folks" who were coping with life. Finally, we will look back to the years of our mothers and grandmothers, at the revival of feminism, anti-feminism, soccer-moms and the roots of our lives and how women of history have influenced them. *Offered as needed.*

WS 1810 (MU 1810) American Women in Music

The subject of American women in music is a long-neglected one. All facets of women involved in music will be explored, from performers, conductors and composers to instrument makers and writers. Women's struggles to be recognized in the field of music, from Colonial times to the present, will be discussed. *Offered as needed.*

WS 2070 (EN 2070) Comparative Mythology

Studies in comparative mythology that present and examine in depth the importance of creation myths, destruction myths, rebirth myths, and hero myths from several different cultures. This course helps students decipher works by identifying archetypes in often-obscure myth references in art works and literary texts. This course satisfies the ALT distribution requirement. *Offered every fall.*

WS 2220 (AR 2220) Women in Art

The place of women in the history of Western art as producers of major works and as the subject of the work of other artists, primarily male artists, remains controversial. This course will explore issues relating to the conditions under which women have worked as artists from the Middle Ages to the present as well as the ways that art and art history have shaped or have been shaped by society's attitudes toward women. Professors also attempt to identify the aesthetics and ideology that have determined women's relationships to the visual arts and will seek to learn how ideas about creative activity and artistic representation relate to notions about femininity.

WS 2710 (PA 2710) Philosophy of the Irrational

In antiquity, Socrates tells us that, "some of our greatest blessings come to us by way of madness." What is the relationship between the irrational and the madness of love? creativity? religious ecstasy? Has madness/irrationality always been associated with one sex more than the other? This class will explore the meaning of madness and the genderization of reason/rationality and emotion/irrationality in the context of the development of reason in the western philosophical tradition. In addition to philosophy and women's studies, this course will be of benefit to students of psychology, education and the arts. *Offered as needed.*

WS 3150 (PA 3150) Medieval Philosophy

This course presents a survey, spanning the 4th to 14th centuries, of philosophical and theological writings by women and men, with a critical look at their continuing influence. Questions of gender and the significance of the body in medieval thought present a unique opportunity for discovering the philosophical richness of this theme in another era and context. *Offered every other year.*

WS 3280 (CO 3280) Gender and Power in Media

This course examines media representations of gender and sexuality and how they intersect with various power structures, including family, work, religion, and race. Construction and discipline of "normative" or "deviant" identities also is discussed. *Offered as needed.*

WS 3960 (EN 3960) Major Writers: Lessing, Duras, and Atwood

This course examines the similarities of these three female writers. What ties them together? What are their differences? Do they speak/write the same emotional truth? Is there a common thread to their otherwise distinctive literary styles and life experiences? Does the statement "Women in exile" make any sense? How about the concept of "Otherness"? Do they perform a different form of writing? What would that be? How do these writers qualify as major figures in contemporary literature? What are their contributions to the culture of the 20th Century and their influence in the 21st century? These are but a few of the questions the course will be tackling while reading several of the texts by these authors. Offered every other year, this

course covers the Major Writers requirement for all three majors in the English Department. Prerequisite: a minimum of one lower level literature course.

WS 3990 Topics in Women's Studies

Courses provided under this rubric will explore aspects of women's studies not covered in regularly scheduled courses. *Offered as needed.*

WS 4110 (PA 4110) Feminist Philosophies

This course seeks to pull together the myriad of course experiences a student will have had in women's studies. Focusing on major trends in feminist theory and incorporating global perspectives, students will engage in an intensive reading of feminist philosophers, exploring both traditional and cross-cultural ideas on the nature and/or construction of sexual difference and its relationship to morality, rationality, knowledge, science, politics, etc. *Offered as needed.*

WS 4310 (PS 4310) Psychology of Women

This is a study of women's psychological qualities and the many ways these could be utilized to achieve a full personhood. Also examined are cultural and psychological forces impinging on the lives of both men and women. Participants research the wealth of literature in the new scholarship of women. In addition to psychology this course would be of benefit to students of education, history and political science. The course is open to students of either gender. *Offered as needed.*

WS 4810 Directed Study

Course of study to be arranged between faculty and student in the field of women's studies. *Contract required. May be repeated for credit. (1-4cr)*

WS 4830 Independent Study

Advanced, independent study of a specific topic. Course of study to be arranged with a faculty member. *Contract required. (1-4cr)*

Writing

The Study of Writing

The writing program is the core of the first-year experience at New England College. Writing courses are based in teaching of critical and analytical thinking through a process-oriented curriculum based on a hierarchy of learning. Students learn techniques for discovery and synthesis applicable to course materials across disciplines. Writing courses serve as the ongoing hands-on opportunity for students to develop as writers and thinkers through workshop and revision, peer review and presentation.

NEC students who have successfully completed the two-semester writing course sequence are prepared to effectively synthesize information, draw conclusions, evaluate a wide variety of written and visual texts, and formulate convincing arguments based on academic research.

First-year Writing Courses/Sequence:

- WR 1010 - Writing in the Liberal Arts and Sciences I
- WR 1020 - Writing in the Liberal Arts and Sciences II

The Professional Writing Minor

The Writing Department's 23-credit Professional Writing minor is designed as an excellent complement to any major in any field by providing students with concentrated and advanced instruction in professional writing. The main focus of the minor is to provide students with a full range of rhetorical situations they will encounter in their lives and careers. Their meaningful participation in these rhetorical situations will help students develop personal and professional writing skills and greater rhetorical sensitivity that will aid in their development as responsible citizens, as professionals, and as writers. The Professional Writing minor further develops students' skills in writing, critical reading, and analytical thinking—precisely the skills needed for advancement in nearly any career. Students in the minor complete a range of courses in writing in order to meet future career goals, and/or meet their professional needs and personal talents as a writer. Throughout course work in the minor students also develop a comprehensive Professional Writing Portfolio. All students conclude the Professional Writing minor by completing a Professional Writing Practicum that contains a service learning component where students use their skills in writing to work for or assist an NEC, local, or broader community organization, as well students also complete a Professional Writing Portfolio Capstone.

Graduation Requirements

An academic minor may be awarded only upon completion of a baccalaureate degree at New England College. This minor requires a minimum of 23 credits with a minimum 3.0 grade point average in these courses. At least 50 percent of the credits for the minor must be earned at New England College.

Admission Requirements

The Professional Writing minor is open to any student admitted to New England College and pursuing a baccalaureate degree. In order to qualify for admittance into the Professional Writing minor students must receive final grades of at least a C in Writing 1010 and Writing 1020 (or obtain written permission from the Writing Department). Each student must also submit and have accepted by the Writing Department a formal essay application in which the student expresses his/her reasons for wanting to minor in Professional Writing and any personal experiences that have led the student to this decision.

Requirements for Minor in Professional Writing

Students complete the following courses:

- EN 2020 - Language and Grammar
- PA 1919 - Critical Thinking
or PA 2990 - Introduction to Symbolic Logic
- WR 1910 - Introduction to Professional Writing (2cr)
- WR 2810 - Art of the Essay
- WR 2910 - Writing and Editing (2cr)
- WR 4910 - Practicum in Professional Writing (2cr)
- WR 4920 - Professional Writing Portfolio Capstone (1cr)

Students complete one of the following courses:

- CO 2120 - Journalism I
- CO 3120 - Journalism II: Feature Writing
- CT/CO 3140 - Desktop Publishing
- CT 3730 - Writing for Multimedia
- WR 3910 - Topics in Professional Writing

Portfolio Requirement: Students who are accepted into the Professional Writing minor will be assigned a faculty mentor who will assist the student in the initial processes of preparing a Professional Writing Portfolio. Students will then continue to develop the portfolio throughout their course of study within the minor. As a capstone experience, students will complete the minor by taking WR 4920: Professional Writing Portfolio Capstone. Within this course students will work closely with a faculty member polishing and refining their Professional Writing Portfolio. At the end of the course the portfolio must be submitted and accepted by the Writing Department.

Course Descriptions

***All undergraduate courses are 4 credits unless otherwise noted*

WR 1010 Writing in the Liberal Arts and Sciences I

Writing in the Liberal Arts and Sciences I is the first Writing course in the hierarchal Writing sequence. *Writing in the Liberal Arts and Sciences I* is a learner-centered, process-based, portfolio course that requires substantial composition, revision, and discussion time inside and outside of class. The course also has a workshop component that requires students to devote substantial time to reading and thoughtfully critiquing other students' work. Essential to this course is the course's commitment to a process-oriented curriculum that teaches and demonstrates learning strategies applicable to courses across the disciplines. The course also provides constant evaluation and assessment throughout the semester, both in class through individual faculty/student conferences, and in written responses to student work. By utilizing texts, themes and assignments which will continually support, define, and complement the General Education theme, as well as working to make connections with the Liberal Arts and Science Seminars, this is the first course in a full-year sequence of writing courses that introduces and shapes the first-year experience for students at New England College.

WR 1020 Writing in the Liberal Arts and Sciences II

Writing in the Liberal Arts and Sciences II is the second Writing course in the hierarchal Writing sequence. The primary goal of the course is to build upon what students have learned in the first required Writing course in the hierarchal model. To this end *Writing in the Liberal Arts and Sciences II* teaches academic research as a tool for critical thinking that provides the basis for well-developed arguments and research papers. This course requires substantial research, synthesis of information, strong analytical abilities, and application of information through many rhetorical forms. Students are asked to research and discuss a

variety of social issues through the use of selected readings which include essays, non-fiction, novels, and substantial use of available library resources.

WR 1910 Introduction to Professional Writing

Situation-based writing assignments and related readings introduce students to the principles of writing in a range of professional genres and presents options that they may pursue in future course work and careers. Areas covered could include feature writing, editing, proposal writing, writing for the Web, and technical writing. The course serves as an Introduction to the Professional Writing minor and introduces students to the rhetorical principles and theoretical concepts they will need as a professional writer. Lastly, students will begin their Professional Writing Portfolio. *Prerequisites: WR 1010 and WR 1020. (2cr)*

WR 2810 Art of the Essay

This course joins the ongoing discussion about what constitutes an essay by reading and writing three of its dominant forms: literary journalism, the personal essay, and the lyric essay. Class discussions of major essayists will focus on how they choose to tell their true stories and how their choices are suited to their subject matter, including travel, memory, and nature. Students will also research and write original examples of these forms and critique each other's essays in class.

WR 2910 Writing and Editing

Students work on strategies for producing more effective writing. In this course the practices of standard American English including review of grammar, punctuation, and usage rules are covered. Students work on strategies for producing more effective writing and learn the expectations for professional editing in the workplace and in publications. Through the development of specialized projects and through practicing relevant editing and revision techniques, students apply professional writing skills, standards, ethics, and methods in the composition of original writings. *Prerequisites: WR 1010 and WR 1020. (2cr)*

WR 3210 (CJ 3220) Murder, Mayhem, and Madness

This course will look at issues facing the incarcerated in America. Students will discuss issues such as violence in prison, overcrowding, women's issues, the death penalty, and medical and mental health issues. Students will study the works of imprisoned writers as well as scholarly materials that provide a window into the world of the life behind bars. Students will write fiction in the voices of those on the inside, both prisoners and correctional officers.

WR 3910 Topics in Professional Writing

In this course, students intensively study selected topics in professional writing. Topics vary from semester to semester, but all topics will be chosen to enhance the range of offerings students may choose from to meet their fundamental studies in professional writing. *Prerequisites: WR 1010 and WR 1020.*

WR 4910 Practicum in Professional Writing

This course provides students with an opportunity to apply writing theory to a work environment and to gain practical experience of writing on the job. Students will gain practical experience in Professional Writing under the supervision of a qualified professional and a member of the Writing faculty. Through working in the areas of publishing, multi-media, public relations, and/or advertising, either on campus or off-campus, students will apply what they have learned to the professional workplace. *Prerequisites: WR 1010 and WR 1020 and Junior or Senior status. (2cr)*

WR 4920: Professional Writing Portfolio Capstone

This course provides students with the opportunity to work closely with a faculty member in further developing the Professional Writing Portfolio. Emphasis is placed on preparation of and enhancement of the portfolio to meet professional standards, and the specific guidelines of the portfolio. The student will gain an understanding of portfolio presentation choices based on his/her specific area of study. Students will be closely supervised throughout this course and make final judgments regarding course work to be included in their portfolio. Lastly, students will complete and submit their Professional Writing Portfolio for evaluation by the Writing Department. *Prerequisites: WR 1010 and WR 1020 and Junior or Senior status. (1cr)*

The School of Graduate and Professional Studies

Telephone: 603.428.2252

Commitment

The purpose of the New England College School of Graduate and Professional Studies is to remove obstacles to educational advancement and open new pathways leading to professional development and personal enrichment.

Goal

To be New England's leader in flexible, tailored on-site graduate programs offered throughout the region and through alternative media.

About the Programs

New England College offers the following programs:

- Master of Fine Arts in Creative Writing (Poetry);
- Master of Arts in International Relations;
- Master of Arts in Professional Writing;
- Master of Arts in Public Policy;
- Master of Education; Master of Education: School Principal; CAGS: School Superintendent;
- Master of Science in Accounting;
- Master of Science in Criminal Justice Leadership;
- Master of Science in Higher Education Administration;
- Master of Science in Human Services;
- Master of Science in Management with concentrations in Health Care Administration, Banking and Finance, Strategic Leadership, Marketing Management, Nonprofit Management, Project Management, Operations Management, and Real Estate Management;
- Master of Science in Mental Health Counseling;
- Master of Science in Sports and Recreation Management, with a concentration in Coaching.

The programs are designed and taught for professionals who seek to apply what they have learned to their current work or to advance within their chosen field, or for students who have recently completed their undergraduate degrees.

New England College's School for Graduate and Professional Studies also offers a Bachelor of Science degree completion program in Healthcare Administration, designed for professionals who are currently employed in the healthcare profession and seek to advance in their career by completing a Bachelor of Science degree.

The Graduate and Professional Studies community is made up of students and faculty supportive of the reflective and interactive forum that characterizes New England College. Graduate courses are offered in Henniker, New Hampshire, as well as other locations throughout New Hampshire and Maine.

Accreditation

New England College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC).

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 web site.

All graduate programs require a minimum undergraduate grade point average of 3.0 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, and 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 into one of the master's degree programs, the following information is required:

- Completed application form accompanied by a \$35 application fee, payable to New England College. The application form is available at www.nec.edu.
- Two letters of recommendation, either professional or academic, attesting to the student's ability and potential.
- For graduate degree programs, 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.
 - For the Bachelor of Science in Healthcare Administration degree program, transcripts must be sent to the Graduate and Professional Studies Admissions Office from the high school that conferred the applicant's diploma, as well as the higher education institution(s) from which the applicant completed courses for which the applicant seeks credit toward the New England College degree.
 - 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 program, a typewritten manuscript of 10 pages of recent poetry is required, as well as a brief autobiographical essay that cites the applicant's literary influences, includes a self-assessment of writing in terms of strengths and weaknesses, critically evaluates the applicant's work, and clearly describes the personal goals associated with the MFA program.
- For the Master of Science in Accounting, candidates need to complete pre-requisite undergraduate-level courses in Quantitative Methods, Financial Accounting, and Management Accounting before the start of the Master's program,
- For the Master of Science in Management, Master of Science in Mental Health Counseling, Master of Science in Human Services, Master of Arts in Public Policy, Master of Education programs, Master of Science in Criminal Justice Leadership, Master of Arts in Professional Writing, Master of Arts in International Relations, Master of Science in Higher Education Administration, Master of Science in Sports and Recreation Management, and Master of Science in Accounting, a current resume, and a personal statement describing the student's professional goals are required. 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.
- For Master of Science in Sports and Recreation Management with the Concentration in Coaching, candidates need to have coaching experience or to carry out an internship in coaching as part of

their program. The Program Director must approve in writing the admission of candidates with no current or recent coaching experience.

Send all application materials to:

*New England College
The School of Graduate and Professional Studies Admissions
15 Main Street
Henniker, New Hampshire 03242*

Transfer of Credits

For graduate degree programs, up to six credits will be awarded for graduate courses taken at other regionally accredited institutions of higher education. The completed course must have a grade of “B” or better, and must be analogous to the NEC graduate course requirement for which credit is requested.

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. 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.

Bachelor of Science in Healthcare Administration (BSHCA) Applicants

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 or the equivalent credits from a regionally accredited institution. Credits from institutions accredited by other U.S. Department of Education approved agencies will be evaluated on a case-by-case basis.

Students in the BSHCA degree completion program may receive credit for up to six courses taken while enrolled in other degree programs of New England College, subject to the restrictions on grades received and establishment of course equivalency, as described in this section.

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 12-credit limit noted above.

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 General Education courses.

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.

All transfer credits are tentative until substantiated by official transcripts or documents provided by the original educational institution.

A student must have at least 30 New England College credits graded C or better on his or her academic record to be eligible for graduation honors.

International Equivalency Policies for Bachelor of Science in Healthcare Administration Applicants

- British General Certificate of Education (G.C.E.) “A” level laboratory science courses will 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.

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 web site.

All payments and or questions regarding student bills should be addressed to:

New England College
Student Financial Services
15 Main Street
Henniker, NH 03242-3500
Telephone: 603.428.2226
FAX: 603.428.2266
sfs_gps@nec.edu

Financial Aid

Entering students should apply for financial assistance when applying for admission. Aid offers are made only after a student is accepted for admission and the Office of Student Financial Services has received all required forms. Students who are U.S. citizens or resident aliens may apply for financial aid by submitting a Free Application for Federal Student Assistance (FAFSA). The processing of financial aid applications and awards is a complex and lengthy procedure; therefore, applicants are encouraged to apply at least two months prior to the anticipated enrollment date.

NEC also offers graduate assistantships for qualified graduate students. These positions offer students unparalleled leadership opportunities in the NEC community. The positions are competitive, and are based on prior academic record and practical experience. Assistantships are compensated through a scholarship credited to current tuition. Current assistantships include opportunities in Undergraduate Admissions, The Center for Civic Engagement, Project Pericles, International Programs, Information Technology, NEC Athletics (hockey, lacrosse, and soccer), and the NEC Office of Public Information.

In general, most financial aid programs available to graduate students are those offered through the Federal government, such as the Federal Stafford Loan (see Financial Aid section in the Undergraduate Catalog for a full description of this program as it relates to graduate students and BSHCA students). There are no automatic renewals of financial assistance and all returning students receive updated application materials. A student must reapply for financial aid each academic year.

Financial aid awards are credited directly to student accounts upon registration each semester. All required forms must have been received and verified by this time Stafford Loan checks require the student's signature prior to being credited or disbursed. If a student's account with the College is paid in full, the student may receive a cash disbursement to cover other educational costs such as books and supplies.

Refund Procedure: If a student officially withdraws during a term, a portion of any refund calculated under the College's withdrawal policy will be returned to federal, state, and College programs. Details of this prorated policy are available from Student Financial Services. For complete information and application forms, contact

New England College
Student Financial Services
15 Main Street
Henniker, NH 03242-3500
Telephone: 603.428.2226
FAX: 603.428.2266
sfs_gps@nec.edu

Graduate and Professional Degree Programs – Graduation Requirements

All students must file an “Intent to Graduate” form with the School for Graduate and Professional Studies no later than six months prior to the intended graduation date. Fulfillment of graduation requirements is the student’s responsibility. Students must complete all academic requirements to be granted permission to participate in Commencement.

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.

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 for MFA only)	none
NR	Below passing	none
AU	Audit	none
ADI*	Administrative Incomplete	none
W	Withdrawal	none

WD	Withdrew from school	none
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* see following for description

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 Vice President of Academic Affairs 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, 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. Barring incompetence or error on the part of instructors, grades submitted become a part of the student's permanent record. Under ordinary circumstances, no one else within the College has the right, or competence, to change an instructor's grades.

Students who believe that they have been graded wrongly must immediately bring this to the attention of their instructors. Should disagreement ensue, students are best served by seeking counsel from the director of their respective degree programs. If necessary, appeals can be made to the Dean of the School of Graduate and Professional Studies within 30 days of receipt of the grade. As a last resort, disagreements may be appealed to the Vice President of Academic Affairs.

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.

Graduate 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 are asked to meet with the director of their respective degree programs, and in some cases with the Dean of the School for Graduate and Professional Studies or the Vice President of Academic Affairs.

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 student will be informed of his/her probation status through a letter from the Dean of the School of Graduate and Professional Studies. 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 Dean 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.

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.

Appeals

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

The Graduate Council, or its designee(s), will hear each appeal, and the student may appear to present *the student's* views. The student may be accompanied, if *the student* chooses, by an advocate from within the College community. The Graduate Council may confirm or change the student's academic status with such conditions as it deems appropriate. The Dean of the School of Graduate and Professional Studies will provide the student with written statements of the actions taken by the Graduate Council in regard to the student's appeal. Adverse decisions by the Graduate Council may be appealed, on procedural grounds only, to the Vice President of Academic Affairs. The Vice President will review the matter and make a final determination.

Notification

Students placed on probation, suspended, or dismissed shall be notified in writing by the Dean of the School of Graduate and Professional Studies, in consultation with the director of the program.

Financial Aid and Satisfactory Academic Progress

All graduate students who receive financial assistance must maintain a minimum G.P.A. as established by the student's specific program.

In the event that a student fails to meet these standards as established by New England College, the student will be placed on financial aid probation. A student in this category may receive financial aid during one probationary semester, providing he or she meets academic conditions required to maintain eligibility.

When a student fails to meet the academic conditions of financial aid probation, he or she is considered to be making “unsatisfactory progress” and is placed on financial aid suspension during which all financial aid is terminated. A student will be reconsidered for financial aid only when enough credits have been completed to make up any credits short of satisfactory progress and/or the student has met any other conditions associated with the suspension.

Accessing Transcripts and Grades

Final grades and unofficial transcripts are available to students through the college's MYNEC web services. Students are entitled to examine and make copies of any graded examinations and papers not handed back in class. Official transcript requests must be submitted in writing to the Registrar's Office.

Academic Standards

A student is expected to be the author of all course work (including quizzes, tests, papers, laboratory work, art projects, etc.) he/she submits, whether for a grade or not. By seeking credit or recognition for work that is not his/her own, a student engages in an act of academic dishonesty that is a serious offense in a college community. There are two kinds of academic dishonesty: cheating and plagiarism.

Cheating includes giving or receiving assistance on an examination, quiz or assignment in a way not specifically

permitted by the instructor. Plagiarism includes the use of another's scholarship, words, ideas, or artistic product without proper citation or acknowledgment. In all written work, the standard guide for citation or acknowledgment will be *The Publication Manual of the American Psychological Association*.

Penalties for Academic Dishonesty

A student who cheats or plagiarizes 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 cheating or plagiarism must be reported to the Dean of the School for Graduate and Professional Studies and the student will be subject to expulsion. Appeals of the Dean's decision may be made within 7 days to the Vice President of Academic Affairs, who will make the final decision.

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 cheating or plagiarism 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 that the student has cheated or plagiarized, assign the student a failing grade for the work and/or the course, and report the matter to the program director and the Dean. Instances of cheating or plagiarism must be reported to the Dean of the School of Graduate and Professional Studies, who shall inform the student and the Vice President of Academic Affairs of any resulting action.

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 (in person and with a witness or advocate from within the College community, if the student wishes) and with the faculty member, and will try to reach a decision acceptable to both. If this is not possible, the Program Director shall refer the case to the Graduate Council.
- The Graduate 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 accepts the Council's recommendation and changes the failing grade, the Council will direct the Dean of the School of Graduate and Professional Studies to destroy all record of the accusation. 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 further consideration. If after final disposition the accusation is reversed, all records pertaining thereto will be destroyed.
- Decisions of the Graduate Council or the Dean of the School of Graduate and Professional Studies that are adverse to the student may be appealed in writing on procedural grounds only, to the Vice President of Academic Affairs, whose decision shall be final.

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 Sundays) without penalty.

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. 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). For this purpose, Sunday is considered the first day of the applicable week.

Before the first day of the 1st week of class: 100%
As of the first day of the 1st week of class: 80%
As of the first day of the 2nd week of class: 50%
As of the first day of the 3rd week 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.

For on-line only programs, students will receive a full refund up until 5pm EST on Friday of the 1st week of class; after such time, no refund will be issued.

Audited Courses

Students wishing to audit a course may do so by completing an appropriate form obtained from 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.

Incomplete Grades

To request an Incomplete ("I"), the student must first approach his/her professor. If the professor 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.

Student Policies and Procedures

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. 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. 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 two years. Students whose absence exceeds this limitation may be required to file for formal readmission to the College, in which case they would reenter under the major and graduation requirements in effect at the time of their readmission. Students who withdraw during a semester may be required to apply for readmission before returning the following semester.

Master of Fine Arts in Creative Writing (Poetry)

Telephone: 603.428.2252

Program Overview

The New England College low residency Master of Fine Arts in Poetry Program joins a rigorous curriculum with a peripatetic style. Conversations among faculty and students on literary and craft topics are as integral to the program's pedagogy as the classroom teaching itself. More than just a graduate course of study, this program strives to teach its students how to become better poets by providing a transformative experience in the study of poetry. Twice a year, students from around the country gather on the campus of New England College in Henniker, New Hampshire, to form a close-knit, non-competitive community that fosters collegiality, guidance, and a practical way to meet graduate requirements for an MFA degree while carrying on vocational and familial responsibilities.

The New England College MFA Program offers not only a viable alternative to other wholly residential MFA programs, but important new curricular components as well, such as courses in performance and spoken word, memorization and recitation, translation, and new media writing.

By combining short-term residencies with semester long regimens of faculty-student correspondence (once every four weeks), the program is designed to help students develop strong poetic and critical skills, as well as to take bold risks in their writing.

The faculty student ratio is never more than five-to-one, allowing each student to study closely with his or her mentor. During the correspondence semesters, students engage in rigorous craft discussions with faculty members who are both accomplished writers and proven teachers. The MFA faculty are among the foremost poets writing today. Each faculty member is also selected in recognition for his or her teaching mastery. Due to our low faculty-student ratio, all students in the program will have an opportunity to work with each core faculty at some point during their course of study in the program.

Academic Semesters

The Master of Fine Arts in Poetry is a four-semester program (64 credits) with a final fifth residency for manuscript and thesis preparation. Twice a year, in early January and late June, students attend a ten-day on-campus residency followed by a correspondence semester.

Residencies at New England College

Students gather every six months on the New England College campus to study intensively with the faculty in an atmosphere of collaboration and focused work. During the two residencies in January and June, writers participate in a rigorous schedule of workshops, craft lectures, one-on-one conferences, readings and informal discussion. Residencies offer opportunities for faculty and students to meet at length in individual settings, as well as in workshops. While the semester long tutorials provide concentrated individualized study with a mentor off campus, the residential curriculum concentrates on manuscript critiques, craft lectures, writing workshops and poetry readings. During the residencies students meet with their assigned faculty mentors to design their study plans for the following correspondence semester.

Correspondence Semester

The semester-long correspondences during the academic year adhere closely to the individual study plans that faculty advisers and students have collaborated on during the previous residency. In addition to their creative work each semester, students are expected to read up to twenty books of poetry and criticism, write eight critical papers, and memorize one poem each packet period. (Students recite all four of their memorized poems during the residency.) Every three weeks faculty respond to student packets with extensive comments and suggestions.

Study plans establish both curricular content and deadlines each semester, providing a clearly designed individualized course of study and contract between each student and faculty mentor. A total of four packets are exchanged each semester--every three weeks--with responses from faculty occurring no later than one week after receiving the packets. Students commit to at least 24 hours of work each week in

preparing their packets, which consist of a two to three page cover letter, four to five new poems and two critical papers. Students are assigned a different faculty mentor each semester.

Graduation Requirements

A forty to fifty page final manuscript of poems, a twenty page critical thesis, sixteen memorized poems, and four residency and reading journals represent the fruition of each student's course of study. Fifth residency students take part in a senior symposium, give a reading and participate in four senior workshops during their final fifth residency. A New England College MFA indicates that a student has acquired the necessary mastery of his or her literary genre, developed a sharp critical acumen, accrued a broad comprehension of literature, and gained valuable teaching experience.

Admission

Admission into the New England College MFA is based on a combination of criteria including a manuscript of ten poems, a personal essay, and references. A bachelor's degree or substantial undergraduate work is required. It is expected that candidates already have a considerable body of creative work and literary background to indicate a capacity for mastery in the field. In addition to this, candidates must possess a mature and proven ability to function independently and harmoniously within the program's non-competitive atmosphere. Students may choose to enter the MFA program during the January or June residencies. All applications are reviewed on a rolling admission basis for each residency, although we ask applicants to send in their materials as soon as possible.

Course Information

For graduate studies at the New England College, the MFA Program in Poetry is assessed on a per-credit basis. Students need to complete a total of 64 credits over four semesters. There are no charges for the final fifth residency in which students present their final manuscript, give a lecture, participate in a senior panel and give an extended reading. Room and board for the residency components of each semester is will be charged separately to the tuition rate.

Requirements for the Master of Fine Arts: Poetry

Semester 1

- EN 5110 - Poetry Workshop I Residency (3cr)
- EN 5210 - Craft, Poetics, and Theory I Residency (3cr)
- EN 5310 - Tutorial on Poetry I Correspondence (9cr)
- EN 7120 - Residency and Reading Journals, Recitations I (1cr)

Residency Journals

Students are required to write on five residency events (lectures, readings, symposiums, forums, panel discussions) of their choice. These journals should be at least ten pages long.

Recitations

Students are required to recite four different poems (12 lines or longer) at each residency.

Semester 2

EN 5120	Poetry Workshop II	Residency	3 credits
EN 5220	Craft, Poetics, and Theory II	Residency	3 credits
EN 5320	Tutorial on Poetry II	Correspondence	9 credits
EN 7120	Residency and reading Journals, Recitations		1 credit

Semester 3

EN 6110	Poetry Workshop III	Residency	3 credits
EN 6210	Craft, Poetics, and Theory III	Residency	3 credits
EN 6310	Tutorial on Poetry III*	Correspondence	9 credits
EN 7120	Residency and reading Journals, Recitations		1 credit

In addition to writing three to six new poems or significant revisions in each of the four assigned packets, the student writes a critical essay (at least 15 pages in length) on an aesthetic or craft topic of his or her choice.

Semester 4

EN 6120 - Poetry Workshop IV Residency (3cr)

EN 6410 - Craft, Poetics, and Theory IV Residency (3cr)

EN 6420 - Final Manuscript Tutorial Correspondence (9cr)

EN 7120 - Residency and reading Journals, Recitations (1cr)

Students turn in the finished copy of their manuscript (at least 40 pages of original poems). While this final manuscript may contain the foundation of a full length book of poems, it should be viewed primarily as a compilation of the student's best work at the conclusion of his or her career in the NEC MFA program.

Also during the fourth correspondence semester, seniors undertake a critical project (five to seven pages, or longer) that may include a manuscript introduction, a first person comparative study, a book review, etc.

Semester 5

Final Residency - Students do not earn any credits during their fifth residency, they give a senior reading, take part in four senior workshops and participate in a senior panel in which they discuss an aesthetic or craft topic of their choice.

Courses for the Master of Fine Arts in Poetry

EN 5110 Poetry Workshop Residency

Poetry workshops are comprised of small practical classes (a ratio of 1 to 5) that focus on close, critical reading of students' poems. Led by faculty members, these classes meet seven times during the residency session, allowing students the flexibility of two successive workshops with the same faculty member and classmates two out of the seven workshops, and an alternating mix during the rest.

EN 5210 Craft, Poetics, and Theory Residency

These lectures and presentations focus on such subjects of craft and poetic theory as received forms, free verse, tone, lineation, voice, structure, figurative language, imagery, poetic economy, duende, intentionality, poetic devices, etc.

EN 5310 Tutorial on Poetry Correspondence

In addition to exchanging four packets of poems (3-5 poems in each packet) with his or her assigned faculty member for close reading and criticism, each student is also required to complete two craft/critical papers (two to three pages in length) on single poems from books of poetry designated in their correspondence study plans. These short papers are designed to address aesthetic and craft issues (i.e. voice, tone, form, strategy, imagery, etc.) that are relevant to each student's own writing. Students are also required to read four to five books of poetry and/or criticism during each four week packet period. The correspondence semester is comprised of four packet periods. (9cr)

EN 7120 Residency and Reading Journals, Recitations

Each semester students are expected to keep a reading journal in which they respond to poems or lines of poems from each book of poetry they read. These responses may be either critical or personal or both. Each response should be more than just an initial reaction to the text, but a thoughtful expression that contains a succinct idea. The program director will assess these journals at the start of each new residency. (1 credit reading journals) Note: Residency Journals - Students are required to write on five residency events (lectures, readings, symposiums, forums, panel discussions) of their choice. These journals should be at least ten pages long.

Master of Arts in International Relations

Telephone: 603.428.2252

Program Overview

The field of International Relations continues to develop rapidly in response to dramatic global changes. The 40-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.

Program 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.

Core Requirements for the Master of Arts in International Relations (20 credits)

*Course numbers to be assigned in Fall 2009

Seminar in International Politics
International Political Economy
International Relations Theory
Research Methods
Master's Thesis

Elective Courses (20 credits)

Students are required to take 20 credits from the courses listed below. Elective courses are contingent on enrollment. All courses are 4-credits.

History of US Foreign Policy since WW II
International Organizations
International Security
Terrorism
Comparative Politics
International Development
Women and Development
International Law
Collective Security and Peacekeeping
Global Change and US Foreign Policy
Nationalism and Ethnic Conflict
Topics in International Studies

NEC Undergraduate Student Option

Undergraduate students at NEC who are seniors with a 3.0 GPA or better, may enroll in MAIR courses with written authorization from the program director. These students will be eligible to take up to 2 graduate courses per term in their senior year. If they apply and are admitted to the MAIR, these courses will count towards their Master's program requirements. Under these conditions, an NEC senior will be able to complete the Master's program in one year after completing their undergraduate degree.

Program Specifics

Students will take two courses per term, for seven week terms. Courses meet in the evening in Henniker.

Courses for the Master of Arts in International Relations

Seminar in International Politics

This course will provide an overview to the study of international relations and serve as a preparatory class for the other classes in the Master's Program. This course will provide students with the basic knowledge in the field of international relations that will help them succeed in more advanced courses. Topics in this course will include foreign policy making, international security, terrorism, international organizations, environmental issues and/or human security.

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.

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.

Research Methods

This course will be taken by all Master's candidates. The course will look at advanced techniques in research as the students start to prepare for their capstone experience. Emphasis will be put on choosing an appropriate topic, advanced research methods, development of a thesis statement, and methodology in the field of International Relations.

Master's Thesis

This course will be the culminating experience in the Master's Program. Students will be required to write a significant research paper based on the skills they learned in the research methods class. Students will also be required to defend their research project in a public defense at the end of the semester.

Elective Courses

The History of U.S. Foreign Policy Since World War II

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.

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 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.

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.

Comparative Politics

The disintegration of the USSR and the end of the Cold War has resulted in a flurry of political activity throughout the world. While some have spoken of the end of history and a possible clash of civilizations, others have marked the Cold War's end as the beginning of a long peace. This course examines a number of key players in the international arena with an eye to their political institutions, processes and ideologies, and culture and international ambitions and their relationship to the post Cold War world.

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.

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.

Nationalism and Ethnic Conflict

In this seminar, we will examine the theoretical aspects of ethnicity, inter-ethnic conflict, and inter-ethnic conflict management. This will include a discussion of the role the “nation” and nationalism play in the international system today. In addition, we will familiarize ourselves with the rapidly growing empirical literature on the subject, of both the traditional (case study-based) and newer (systematic) variety.

Topics in International Studies

This course will include specific topics related to the study of international relations. These topics will be determined by the instructor.

Master of Arts in Professional Writing

Telephone: 603.428.2252

Program Overview

The MA in Professional Writing is an online program for aspiring writers and editors. This 36-credit program enhances writing and publication skills, enables students to develop a comprehensive portfolio of work, and prepares students to write in both new and traditional media.

About the curriculum

Program coursework integrates the theoretical foundations of rhetoric, communication and professional practice with continuous skill development. Each course asks students to apply their knowledge of skills and writing and editing to cutting-edge communication challenges. Students also gain an understanding of the various jobs in the field.

Required Courses for the Master of Arts in Professional Writing

PW 5000 - Professional Writing and Rhetoric
PW 5010 - Research Methods
PW 5020 - Editing in the Professions
PW 5400 - Writing for the Media and Public Relations
PW 5500 - The New Media
PW 5600 - Business and Technical Communication
PW 6000 - Internship in Professional Writing
PW 6010 - Portfolio in Professional Writing
PW 7100 - Thesis in Professional Writing

Courses for the Master of Arts in Professional Writing

PW 5000: Professional Writing and Rhetoric: This foundational course is designed to introduce students to the historical and rhetorical background of professional writing. Students will explore professional writing's emergence as a distinct field of scholarship that is firmly grounded in a rhetorically-centered approach to understanding communication. Students will study the theories, history, and concepts of professional writing in relation to professional writing practices and situations.

PW 5010: Research Methods: This course introduces students to the theory, methods and ethics of conducting research in professional writing contexts. Students learn to conduct and evaluate research that may include user-centered design, rhetorical and discourse analysis, historical methods, ethnography, and document and usability testing. The course will conclude with an individual research project that results in the creation of professional writing documents for a specific intended audience.

PW 5020: Editing in the Professions: The course is designed to introduce students to the concepts and methods of editing professional quality documents. Students will be exposed to the writing and editing standards and etiquette found in a variety of disciplines, including writing and editing for business, industry, and the government. Comprehensive editing processes will be developed and students will gain the skills needed to work in copy editing.

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 are covered and specific writing tasks such as writing for television, print, and radio are covered. Specific writing assignments may include articles, press releases, speeches, and writing for public relation campaigns and media conferences writing for media conferences.

PW 5500: The New Media: This course will introduce students to critical concepts and practical skills related to writing for those new medias that have developed out of the use of digital computers, such as writing for the internet (online publications, blogs, email, chat, social networks, text messaging, etc.) and computer games. Image manipulation, software developments, desktop publishing tools, and instructional design concepts will also be covered in relation to actual professional writing tasks and opportunities.

PW 5600: Business and Technical Communication: The course is designed to cover the purposes and styles of business and technical writing and to offer students a variety of focused writing exercises structured around scenarios or actual work situations. Within the course students will learn how to write a wide assortment of business and technical documents ethically such as letters, memorandums, reports, memos, proposals, resumes, questionnaires, brochures, technical reports, presentations, and/or manuals and technical documents that require technical explanations.

PW 6000: Internship in Professional Writing: Within this course students are required to complete an internship in Professional Writing. Internships will allow students to earn credit and gain practical experience by applying learned program objectives in a professional setting. Internships may be completed at a variety of companies, non-profit organizations, as well as at New England College. Students will consult their faculty advisor when setting up their internship, and will write and submit a formal Internship proposal to their faculty advisor, and the Director of Professional Writing the semester before the Internship is scheduled to begin.

PW 6010: Portfolio in Professional Writing: All students must complete a portfolio of professional quality as part of the requirements for the Professional Writing Program. Portfolios will include the best, revised, and most-finished original work students have completed while in the Professional Writing Program (which may include revised work initially completed as part of the internship or other coursework). Student portfolios should include writing from an assortment of genres and should demonstrate versatility as well as depth. Portfolios must be approved by committee, and faculty advisors will work closely with students in order to help them conceptualize, arrange, and realize their portfolio. This portfolio will be submitted to the faculty advisors before midterm for advisor feedback and then submitted again at the end of the semester to the committee for final evaluation.

PW 7100: Thesis in Professional Writing: All students completing the Professional Writing Thesis are required to research and write a thesis in which they discuss their work as professional writers in relation to the theoretical and rhetorical foundations of Professional Writing. The Professional Writing Thesis may center upon a specific rhetorical issue, or may be self-reflective in relation to the student's Professional Writing Portfolio. But regardless of focus (which should be determined in consultation with their faculty advisor), the thesis must demonstrate the student's ability to carry out independent research, reflect upon that research, and articulate new knowledge in the area of Professional Writing. The thesis must be approved by committee, and faculty advisors will work closely with students in order to help them conceptualize, and revise the thesis. The thesis will be submitted to the faculty advisors before midterm for advisor feedback and then submitted again at the end of the semester to the committee for final evaluation.

Master of Arts in Public Policy (MAPP)

Telephone: 603.428.2252

Program Overview

The NEC Master of Arts of Public Policy program prepares students for future opportunities in government, non-profit organizations, or the political process itself. 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 in political process. Students will gain analytical and advocacy skills and will be prepared for advancing in the public, private, and non-profit sectors.

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.

Requirements for Master of Arts in Public Policy: Campaigns and Elections concentration

PO 6010 - Media Relations*
PO 6030 - Economic Analysis
PO 6110 - Ethics in Government
PO 6200 - Campaigns and Elections
PO 6220 - Governmental Policy Makers
PO 6260 - Policy in the Age of Terrorism*
PO 6300 - Class, Poverty, and Race in America
PO 6500 - Origins of American Democracy
PO 6550 - America and the World
PO 7050 - Environmental Politics and Policy
PO 7100 - Masters Capstone Project

**Not required in online-only MAPP.*

Requirements for Master of Arts in Public Policy: Strategic Administration concentration*

MG 5110 - Organizational Management and Leadership
MG 6110 - Managing Projects
MG 5410 - Organizational Communication, Negotiations & Conflict Resolution
PO 6020 - Policy Analysis & Implementation
PO 6220 - Governmental Policy Makers I
PO 6230 - Governmental Policy Makers II
PO 6500 - Origins of American Democracy
PO 6300 - Class, Poverty, and Race in America
PO 6030 - Economic Analysis
PO 6110 - Ethics in Government
PO 7100 - Masters Capstone Project

**Not offered in the online-only MAPP.*

Courses for the Master of Arts in Public Policy

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.

MG 6110 Managing Projects

This course will define terminology, describe the stages of the project life cycle, and introduce the various techniques available and principles underlying managing new programs and projects. Topics include: the management of human resources and team building, planning and control, scope management, time and cost management, quality and risk management, and technical tools including GANTT and PERT charting.

MG 5410 Organizational Communication, Negotiations & Conflict Resolution

This course will focus on strategies and tactics revolving around successful negotiation and mediation to improve individual and organizational effectiveness. Topics include: preparing for a negotiation, understanding individual preferences, identifying ethical and cross-cultural issues that might arise, and when and what kind of outside resources may be necessary. Students will examine the daily negotiations required in managing employees and working well with colleagues and teams.

PO 6010 Media Relations

This course will examine the interplay between the press and public policy. It will help students understand the history of how we got here, what works and what doesn't work with media relationships as well as examine some of the recent high profile controversies involving the media. Along with these high profile controversies the course will consider the more subtle shifts changing the framework of what makes news in this complicated age including media conglomeration, globalization, and the impact of new media venues primarily on the Internet. (4cr)

PO 6020 Policy Analysis & Implementation

This course covers the analytical basis of how public policy decisions are analyzed, including planning, forecasting, cost-benefit analysis, political analysis, and impact assessment on individuals and groups. Case studies of policy formulation and implementation in the United States regarding current public policy issues will be discussed and analyzed.

PO 6030 Economic Analysis

This course is an analysis of economic phenomena (prices, taxation, market values) from the perspectives of economic institutions (government, markets) and the decisions that they make. Topics covered will include the role of government and markets in advancing the public good, effects, and limitations of government economic policies, and analyzing the effects of economic decisions on the institution and the public. (4cr)

PO 6110 Ethics in Government

This course will examine the moral issues relating to governing and being governed. Topics include the philosophical nature and limits of representative government, ethical issues in formulating public policy, civil liberties issues, and corruption in government. Selected case studies will be utilized to develop understanding and skills dealing with ethical dilemmas in public service, particularly with regard to the role of ethics in leadership. (4cr)

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. (4cr)

PO 6220/6230 Governmental Policy Makers I and II

The United States Congress both constitutionally and pragmatically, plays an indispensable role in the formulation of Public Policy. This course will examine the way in which this complex institution fulfills its essential role. Among the issues the course will deal with are the role of committees, lobbyists, the executive branch, constituency groups, and the media, and the way these groups help shape policy in local, regional, and federal government. This course will also explore current issues and trends in local and regional government. It will use a spectrum of issues to give students an understanding of the purpose of mixed levels of government, the relationship between governing elites and the people from whom their authority is theoretically derived, the differences between the theory of government operation and its practice, and the utility and organization of government from the executive to the local level. This course will also examine the growing role of the Executive Branch, not only in implementing the policies enacted by Congress, but in setting the policy agenda for the nation. Institutional tensions between the Executive and Legislative branches will be studied and the wartime powers of the Presidency will be considered. The Judiciary will be studied in light of recent challenges to its independence and differing conceptions of the activism versus conservatism of the bench. The evolution of the confirmation process will also be studied.

PO 6260 Policy in the Age of Terrorism

There can be little doubt that terrorism will continue to be the principal challenge facing the United States for many years to come, with immense policy implications for everything from budget deficits, to foreign policy, to immigration, to civil liberties. This course will examine past and current approaches to combating terrorism; likely future directions, and the way in which this issue dominates and influences decision making on a host of other issues.

PO 6300 Class, Poverty, and Race in America

A study of the persistent issues of class, poverty and race in America and how they compromise the pursuit of the American dream of equality and opportunity. The “War on Poverty,” The Civil Rights movement, welfare reform and educational inequalities will be examined.

PO 6500 Origins of American Democracy

This course will investigate the intellectual and practical beginnings of democracy in America. It will analyze the bedrock documents that guide our government and examine the history of electoral politics in the U.S.

PO 6550 America and the World

More than at any time in our history, policy decisions made by the United States cast an enormous shadow around the world. This course will look at the impact and perception of American policy abroad. Among the topics examined will be unilateralism versus multilateralism, American attitudes toward the U.N., the recent loss of American prestige and power abroad, soft power vs. hard power, and rising challenges to U.S. power.

PO 7050 Environmental Politics and Policy

Are we facing an unprecedented environmental crisis or are environmental problems exaggerated? Has political discourse helped to shape sound environmental policies in the public interest or mainly served as an arena for a battle of special interests? What has been the role of environmental organizations and other institutions in environmental politics? What environmental issues are most likely to receive more attention in political debate and how might this debate unfold? This course will examine these and other issues.

PO 7100 Masters Capstone Project

This is designed as a thesis or project with an execution using ideas and theories learned in the program.

Graduate Education Programs
Master of Education
Master of Education: School Principal
CAGS: School Superintendent

Telephone: 603.428.2252

Program Overview

The Master of Education program is designed to develop teacher leadership in such ways that will further learning, increase student success, and continuously improve schools. In keeping with the newly adopted NH State Standards for Professional Development, the Master of Education program at New England College will be a rigorous, data-driven, site-based, classroom-imbedded program, tightly linked to improvement in student achievement.

The program consists of 36 or 37 credits taken over a two-year period, and will be offered to teachers who have already achieved certification and individuals seeking initial or additional certification. Classes will be held in area schools or in the College's Center for Educational Innovation. Students will also meet asynchronously with faculty through the Blackboard course management system, and will maintain a professional portfolio utilizing the Personal Learning Planner (PLP). 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 an educational conference to be held at New England College.

A variety of areas of concentration are offered in this program: Literacy and Language Arts/Special Education/Curriculum and Instruction /Principal/Superintendent. Teachers may also design an individualized major with the approval of the Associate Dean of M.Ed. Program.

The New England College Master of Education with Principal Certification and Certificate of Advanced Graduate Study (CAGS) programs provide a specialized degree for career professionals who want to advance and engage in more senior leadership activities and responsibilities in K-12 education. 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 that hold such a degree.

Core Requirements for the Master of Education

ED 5130 -The Psychology of Learning Communities
ED 6110 - Dynamics of Curriculum and Instruction
ED 6180 - Methods of Evaluation and Assessment: Using Data Meaningfully
ED 6410 - Dynamics of Education Reform/Systems Change
ED 6510 - Fundamentals of Educational Inquiry: Action Research and Seminar
ED 6950 - Portfolio I: Seminar
ED 6960 - Portfolio II: Seminar
ED 5260 - Research Practicum

Literacy/Language Arts Concentration Courses

ED 5181 - Advanced Methods and Curriculum of Teaching Literature and Writing for Children and Youth
ED 5187 - Advanced Methods and Curriculum of Teaching Reading in the content Area
ED 6156 - Methods and Curriculum of Teaching Writing across the content Area

Special Education Concentration Courses

ED 6280 - Differentiated Instruction and Assessment: Inclusion for all Learners
ED 5270 - Special Education Procedures and Practicum II
ED 6151 - Advanced Diagnostic and Remedial Reading

Curriculum and Instruction Concentration Courses

ED 6280 - Differentiated Instruction and Assessment: Inclusion for all Learners
ED 6114 - Dynamics of Integrated Curriculum and Instruction
ED 6115 - Methods and Curriculum of Inquiry Based Learning

School Principal/Superintendent

Core Courses

ED 5130 - Psychology of Learning Communities
ED 5260 - Research Practicum
ED 6510 - Fundamentals of Educational Inquiry: Action Research and Seminar
ED 6950 - Portfolio Seminar Or ED 6951 Leadership Portfolio I
ED 6960 - Portfolio II Or ED 6961 Leadership Portfolio II
ED 7001 - School Finance and Policy
ED 7003 - Educational Leadership and Critical Issues
ED 7005 - Education Technology Leadership

Requirements for the Master of Education: School Principal

ED 6410 - The Dynamics of Educational Reform and Systems Change
ED 7000 - School Leadership
ED 7002 - Supervision of Curriculum and Instruction
ED 7004 – School Law
ED 7200 – Internship: Principal

Note: Students in the Superintendent program are expected to have taken ED 7002 Supervision of Curriculum and Instruction and ED 7004 School Law in their previous coursework. Any participant in the Superintendent program who has not previously taken the equivalent of those courses will be required to do so as part of the superintendent program.

Requirements for the CAGS: School Superintendent

ED 6411 - The Art of Leadership, Educational Reform and Systems Change
ED 6508 - Quantitative Research
ED 7006 - Labor Relations
ED 7007 - Data Management
ED 7008 - Achieving Educational Equity
ED 7010 - Facilities Management
ED 7500 – Internship: Superintendent

Requirements for the Teacher Conversion Program

New England College also offers a post-baccalaureate conversion program to prepare individuals for New Hampshire State Teacher Certification in elementary education, secondary education (biology, English, mathematics, and social studies) physical education K-12, theatre education K-12 and general special education K-12. The program is designed specifically for people who have completed a bachelor's degree from a regionally accredited college or university and seek additional courses and student teaching to fulfill state certification requirements.

Requirements for various areas of certification can be located in the Undergraduate, Education section of this catalogue. It is important to note, however, that, due to the No Child Left Behind law, all students must have a content major outside of education. Those seeking certification in secondary education already have this built into their program. While certification and meeting highly qualified status are different, elementary education certification candidates will be required to pass Praxis II, as well as meet the new certification requirements that the State is currently developing, but has not yet released. If you have questions about certification and being identified as highly qualified, 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 Office of Graduate Studies, 603-428-2252, or the Associate Dean of Education, 603-428-2215, for more information.

Core requirements for the Conversion Program

ED 5110 - Teachers as Leaders
ED 5111 - Multicultural Education
ED 5130 - Psychology of Learning Communities
ED 5160 - Technology in Education
ED 5170 - Introduction to Special Education
ED 5182 Standardized Assessment and Evaluation OR ED 6180 Methods of Evaluation and Assessment: Using Data Meaningfully
ED 5184 - Classroom Assessment OR ED 6180 Methods of Evaluation and Assessment: Using Data Meaningfully
ED 5186 - Methods of Teaching Reading in the Content Area 5 -12
ED 5265 - Educational Law
ED 5270 - Special Education Procedures and Practicum II
ED 6280 - Differentiation of Instruction and Assessment: Inclusion for all Learners

ED 6870 - Elementary Student Teaching and Seminar; or ED 6880 Special Education K-12 Student Teaching and Seminar; or ED 6890 Secondary Student Teaching and Seminar; or ED 6900 Physical Education K-12 Student Teaching and Seminar; or ED 6901 Theatre Student Teaching and Seminar

Elementary Education Concentrations Courses

ED 5121 - Math Content for Elementary Teachers
ED 5132 - Methods and Curriculum of Teaching Elementary Integrated Language Arts
ED 5135 - Methods and Curriculum of Teaching Elementary Social Studies
ED 5145 - Methods and Curriculum of Teaching Elementary Science
ED 5155 - Methods and Curriculum of Teaching Elementary Creative Expression
ED 5158 - Methods and Curriculum of Teaching Elementary Reading
ED 5180 - Methods and Curriculum of Teaching Elementary Literature and Writing
ED 5210 - Methods and Curriculum of Teaching Elementary Math
ED 6110 - Dynamics of Curriculum and Instructional Design
ED 6111 - Elementary Methods Practicum III
ED 6150 - Diagnostic and Remedial Reading
***State General Education courses also required*

Secondary Education Concentration Courses

Secondary Education English

ED 6150 - Diagnostic and Remedial Reading
ED 6154 - Methods and Curriculum of Teaching Secondary Writing
ED 6152 - Methods and Curriculum of Teaching Secondary Literature
ED 6110 - Dynamics of Curriculum and Instructional Design
ED 6169 - Secondary English Methods Practicum III
**Plus required English courses*
***State General Education courses also required*

Secondary Education Social Studies

ED 6166 - Curriculum and Methods of Teaching Secondary Social Studies
ED 6110 - Dynamics of Curriculum and Instructional Design
ED 6169 - Secondary Methods Practicum III
**Plus required social studies courses*
***State General Education courses also required*

Secondary Education Biology

ED 6165 - Methods and Curriculum of Teaching Secondary Biology
ED 6110 - Dynamics of Curriculum and Instructional Design
ED 6169 - Secondary Methods Practicum III
ED 6860 - Laboratory Methods in Science Practicum IV
**Plus required biology/science courses*
***State General Education courses also required*

Secondary Education Math

ED 6167 - Methods and Curriculum of Teaching Secondary Math
ED 6169 - Secondary Methods Practicum III
ED 6110 - Dynamics of Curriculum and Instructional Design
**Plus required Math courses*
***State General Education courses also required*

Theatre Education K-12

ED 6160 - Methods and Curriculum of Teaching Theatre K - 12
ED 6110 - Dynamics of Curriculum and Instructional Design
ED 6171 - Theatre K-12 Methods Practicum III
**Plus required theatre courses*
***State General Education courses also required*

K-12 Physical Education

ED 6161 - Methods and Curriculum of Teaching Physical Education K-12
ED 6110 - Dynamics of Curriculum and Instructional Design
ED 6163 - Physical Education Methods Practicum III
**Plus required Physical Education/Kinesiology courses*
***State General Education courses also required*

General Special Education

**Must be certified in Elementary Education or one of the four core areas of Secondary Education*
ED 5170 - Introduction to Special Education
ED 5182 - Standardized Assessment and Evaluation OR ED 6180 Methods of Evaluation and Assessment:
Using Data Meaningfully
ED 5184 - Classroom Assessment OR ED 6180 Methods of Evaluation and Assessment: Using Data
Meaningfully
ED 5270 - Special Education Procedures and Practicum II

ED 6280 - Differentiation of Instruction and Assessment: Inclusion for all Learners

ED 6150 - Diagnostic and Remedial Reading

ED 5265 - Educational Law

ED 5186 - Methods of Teaching Reading in the Content Area 5-12

ED 6880 - Special Education K-12 Student Teaching and Seminar

***State General Education courses also required*

Courses for the Master of Education, Master of Education: School Principal/Superintendent (CAGS), and Teacher Conversion

ED 5110 Teachers as Leaders

This course will provide a broad view of the teaching profession and how teachers can be leaders and change agents in schools. First, students will become familiar with the qualities of effective teachers as identified by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching*. They will then be asked to review various teaching standards and identify those they wish to develop. Then, using service-learning as a pedagogy, students will identify a need in a school, research that need, develop a program to meet that need, implement the program, and assess their effectiveness as leaders and change agents. Students will be required to become familiar with the policies and procedures that have sustained and those that might be used or need to be changed to eliminate the need. They will meet with administrative leaders to understand why this need is in evidence, what has been done about it here and elsewhere, and identify possible ways change the circumstances that have made the need evident. As part of this course, students will be required to work in a school setting for a minimum of 30 hours over the course of the semester.

ED 5111 Multicultural Education

This course explores of the relationships between education and culture. Through special presentations, discussions, videotapes, case studies, and readings, students will examine the theme of education in context of global cultures. Comparisons will be drawn between educational systems in various parts of the world and the United States. A second focus will be in intercultural relations in the school setting, especially in the increasingly multi-cultural U.S.; culture's effect on learning styles, culture shock, and adjustment, strategies for facilitating cross-cultural communication and for equalizing opportunities for all cultures and learning styles.

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.

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.

ED 5132 Methods and Curriculum of Teaching Elementary Integrated Language Arts

This course is designed to provide background and theory in the nature of the reading process, including contemporary theories of reading and current research. Topics include literacy development, the integration of reading, writing, speaking, listening, viewing and representing, assessment, support of readers and writers in the content areas K-8, and the evaluation of reading materials. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 5135 Methods and Curriculum of Teaching Elementary Social Studies

This course focuses on current methods in the teaching of social studies in the K-8 classroom. The material

will focus on curriculum and integration of social studies into the other areas in teaching elementary children. Those seeking certification must take this course concurrently with ED 6110 Dynamics of Curriculum and Instruction. Students must be accepted into the teacher education program or hold a valid certification prior to registering for this course. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 5145 Methods and Curriculum of Teaching Elementary Science

This course addresses core content knowledge in the areas of biology, chemistry, Earth, environmental and physical science as well as current methodology for teaching this content in the K-8 classroom. Hands-on learning strategies to promote inquiry, research, questioning and literacy within the context of the science curriculum will be emphasized. *Prerequisite: Grade of C or better in ED 2110.*

ED 5155 Methods and Curriculum of Teaching Elementary Creative Expression

This course focuses on current methods in the teaching of creative arts, including music, art, crafts, creative dramatics, and movement in the K-8 classroom. The material will focus on curriculum and integration of creative arts into the other areas of in teaching K-8 children. Those seeking certification must take this course concurrently with ED 6110 Dynamics of Curriculum and Instruction. Students must be accepted into the teacher education program or hold a valid certification prior to registering for this course. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 5158 Methods and Curriculum of Teaching Elementary Reading

This focuses on the latest research for the teaching of reading to elementary students. Students will become familiar with the latest curricula and techniques to teach reading to elementary students. Students will work in the areas of phonics, language acquisition, comprehension, fluency, and vocabulary development. This course will also review the connection among reading, speaking, and writing in the development of elementary students. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 5160 Technology in Education

This course provides students with theory and practice in integrating technology in the classroom. Students will become familiar with computer software for use in the content areas. In addition, the ISTE standards will be reviewed and students will become familiar with how to use them in the instruction of students. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 5170 Introduction to Special Education

The primary goal of this course is to increase the pre-service teacher's awareness of and sensitivity to individuals with special needs. In addition, individuals enrolled in this course will (a) examine the characteristics of various exceptionalities and how they are identified, become familiar with the pre-referral, referral, and identification process, (c) become familiar with resources available to support learners, (d) become familiar with related service personnel and their roles, (e) understand the role of a paraprofessional, (f) develop an understanding of how to effectively work as a team member with general education teachers and other members of the special education team, and (g) understand laws surrounding special education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 5180 Methods and Curriculum of Teaching Literature and Writing for Children and Youth

This course will focus on writing and literature for children and youth. Students will become actively involved in writing as a process and reading for enjoyment. Students will become acquainted with current fiction and nonfiction published for children from preschool through grade 12, focusing on the integration of reading and writing, and the impact of thematic planning as a part of a student's literature development. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED*

5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.

ED 5181 Advanced Methods and Curriculum of Teaching Literature and Writing for Children and Youth

This course will focus on writing and literature for children and youth. Students will become actively involved in writing as a process and reading for enjoyment. Students will become acquainted with current fiction and nonfiction published for children from pre-school through 8th grade, focusing on the integration of reading and writing, and the impact of thematic planning as a part of a student's literacy development. This course will focus on writing and literature for children and youth. Students will become actively involved in writing as a process and reading for enjoyment. Students will become acquainted with current fiction and nonfiction published for children from preschool through grade 12, focusing on the integration of reading and writing, and the impact of thematic planning as a part of a student's literature development.

ED 5182 Standardized Assessment and Evaluation

This course is designed to provide educators with an in-depth understanding of the process of evaluating/assessing intellectual levels of functioning, aptitude, achievement, and behavior. Students will become familiar with various terminology, such as validity and reliability, associated with evaluation and assessment and the roles various related service providers perform in assessment and evaluation. They will also develop the skills that will enable them to (a) determine what test to use for what purpose, (b) use a test manual, (c) conduct an assessment, (d) read and understand test reports from a variety of related service providers, (e) write a test report and (f) determine eligibility for coding. Emphasis will be placed on the tests used to identify students with learning disabilities. *Prerequisite for Teacher Education majors: Introduction to Special education.*

ED 5184 Classroom Assessment

This course will focus on a variety of assessment procedures and techniques for assessing students in their class work. Students will develop an understanding of the processes of diagnostic, formative, and summative in their assessment plans for the classrooms. Students will develop skills in developing authentic and performance based assessments using a variety of intelligences and learning styles. Students will learn to use a variety of assessments to align their curriculum goals directly to student learning. *Prerequisite for Teacher Education majors: Introduction to Special education.*

ED 5186 Methods of Teaching Reading in the Content Area 5-12

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in 5-12 classrooms how to access their textbooks and other written material. This course will address issues such as fluency, vocabulary development in content areas, understanding how to read a text, strategies for studying and organizing material from a text, and strategies for retaining information. *Prerequisite: Grade of B or better in ED 5110.*

ED 5187 Advanced Methods and Curriculum of Teaching Reading in the content Area

This course focuses on the literacy skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in classrooms how to access, comprehend, and apply knowledge from their textbooks and other written material. This course will address issues such as fluency, vocabulary development in content areas, understanding how to read and respond to a text, strategies for studying and organizing material from a text, and strategies for organizing, retaining and responding to information.

ED 5210 Methods and Curriculum of Teaching Elementary Math

This course focuses on current methods in the teaching of mathematics in the K-8 classroom. The material will focus on curriculum and integration of mathematics into the other areas in teaching K-8 children. Mathematics useful for prospective elementary school teachers, including basic arithmetical operations for whole numbers, fractions and decimals, Euclidean and other geometries and other topics will be covered. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate*

ED 5265 Educational Law

This course reviews the laws that are relevant to public schools. Students will work with case studies of issues important to schools: freedom of speech, safe schools, due process, special education, search and seizure, discipline, right to know, privacy, grading policies, and many other school related law issues. Students will become familiar with the state of New Hampshire legal system as it relates to public schools and work with the most important RSA's for the profession. *Prerequisite: Grade of C or better in ED 2110.*

ED 5260 Research Practicum

The Research Practicum is designed to help the Master in Education candidate develop and conduct elements of his/her action research thesis. As a bridge between the Psychology of Learning Communities and Fundamentals of Educational Inquiry: Action Research courses, students who enroll in the Research Practicum work a faculty member who is versed in action research. This individual will guide and support the student as he/she develops the research methodology and data collection tools for use in his/her study, help the student with obtaining approval through the Human Subjects Research Board, and guide the student in identification of appropriate data collection tools. Upon completion of this course and the competencies associated with it the student will be ready to enroll in the Fundamentals of Educational Inquiry: Action Research, ED 6510. *Prerequisite: ED 5130.*

ED 5270 Special Education Procedures and Practicum II

This course is designed to provide educators with an in-depth understanding of the different approaches taken by different schools regarding the pre-referral, referral, identification, and IEP/IFSP/Transition Plan process. Students will become familiar with (a) the role of the case manager, (b) who is a qualified examiner, (c) who constitutes the team and the various roles each assumes, (d) how to develop an IEP/IFSP/Transition Plan, or 504, (e) various placements options, and (f) due process. As a result of this course, students will develop skills that will (a) help them to create IEPs/IFSPs/Transition Plans that meet the needs students with a variety of exceptionalities including health impairments and with an emphasis on learning disabilities, (b) enable them to maintain accurate records, (c) help them to collaborate with parents and other team members, and (d) enable them to run effective team meetings. Students will also continue work with standardized assessments for students with special education needs.

Students in this course will also do practicum work in their schools. Students will spend approximately 30 hours in their schools to relate their learning in the class to the real world of special education in public schools. *Prerequisite: Grade of C or better in ED 5110, ED 5170, and ED 5182 and 5184.*

ED 5990 Topics in Education

This course offers an intensive examination of some aspects of education. The content is based upon current interests and needs of students and faculty. A student may repeat this course for credit on different topics.

ED 6110 Dynamics of Curriculum and Instructional Design

This course will explore theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, physical education K-12, Theatre K-12, and Special Education K-12. The impact of national, state, and local standards for student learning will be explored as it relates to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. *Note: If the student is not already certified he/she must take this course concurrently with ED 6111, 6163 6171, or 6169.*

ED 6111 Elementary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in an elementary school setting. The College supervisor will make a minimum of three observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program

and complete all required courses except student teaching. *Note: If the student is not already certified he/she must take this course concurrently with ED 6110.*

ED 6114 Dynamics of Integrated Curriculum and Instruction

This course will focus on the development of integrated units of instruction. Using the Understanding by Design format participants will learn to integrate curriculum that addresses state frameworks or district standards in multiple curriculum areas. The final product for this course will be an integrated unit that uses Essential Questions to help students achieve specific curriculum goals in at least two curricula areas.

ED 6115 Methods and Curriculum of Inquiry Based Learning

This course will focus on the methodology of Inquiry Based Learning especially as it pertains to the creation of integrated or thematic units. Students will take their classroom curricula and use the tenets of inquiry to develop instructional units. In the process of this class participants will create at least one thematic unit integrating multiple curricula, either in a parallel or team-taught fashion. Participants will learn to teach their students to use the critical thinking necessary to develop hypotheses and activities to test their hypotheses in relation to the specific curriculum goals of their classes.

ED 6120 Alternative IV or V Seminar

This course is designed for candidates who are completing an alternative teacher certification plan. Seminar participants review their prior learning experiences, explore their academic and professional goals, research certification standards, broaden their understanding of curriculum frameworks within the area they are teaching, and design an individualized professional development plan. Learners have the opportunity to develop a network of colleagues and professional contacts. Through a series of discussions, learners identify, analyze, and describe the knowledge they have gained and how it relates to certification standards. Each candidate is responsible for preparing a written portfolio that documents and demonstrates the learning that is appropriate to his/her own endorsement.

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. *Prerequisites: Grade of B or better in ED 5110.*

ED 6151 Advanced Diagnostic and Remedial Reading

Diagnosis and instruction reflects the responsibility of teachers in assisting all students in making continuous progress as readers; the course explores reading challenges, talents and disabilities. This course will focus on helping teachers understand how reading problems occur, how to carry out diagnostic procedures in the classroom that determine students' strengths and needs, how to implement prescriptive instruction, and how to maintain and supervise an ongoing instructional and evaluation program. This class is geared to help teachers develop, implement, and assess reading processes in their regular classes.

ED 6152 Methods and Curriculum of Teaching Secondary Literature

This course is designed to study the foundations of curriculum design and development of secondary school Literature. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Literature curriculum fits into the interdisciplinary model for education.

Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.

ED 6154 Methods and Curriculum of Teaching Secondary Writing

This course is designed to study the foundations of curriculum design and development of secondary school Writing. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Writing curriculum fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or*

permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.

ED 6156 Methods and Curriculum of Teaching Writing across the content Area

This course focuses on the writing skills necessary for students to be successful in their content area courses. Participants will develop skills based on the latest research to teach students in classrooms how to access, comprehend, and organize information from their textbooks and other written material in order to respond to classroom prompts. This course will address issues such as technical writing, creative writing, and curriculum related writing. Students in this class will learn to teach their students how to read and respond in writing to a variety of genre and academic disciplines.

ED 6160 Methods and Curriculum of Teaching Theatre K-12

This course is designed to study the foundations of curriculum design and development for theatre education, grades K-12. Special consideration is given to curriculum changes as they relate to national theatre education standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how theatre education fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 6161 Methods and Curriculum of Teaching Physical Education K-12

This course is designed to study the foundations of curriculum design and development for physical education, grades K-12. Special consideration is given to curriculum changes as they relate to national physical education standards, outcomes and goals. This course will include analysis of current school curricular programs, as well as investigate how physical education fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 6163 Physical Education K-12 Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a physical education setting. The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110.*

ED 6165 Methods and Curriculum of Teaching Secondary Biology

This course is designed to study the foundations of curriculum design and development of secondary school Biology. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Biology curriculum fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 6166 Methods and Curriculum of Teaching Secondary Social Studies

This course is designed to study the foundations of curriculum design and development of secondary school Social Studies. Special consideration is given to curriculum changes as they relate to national and state standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the Social Studies curriculum fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 6167 Methods and Curriculum of Teaching Secondary Mathematics

This course is designed to study the foundations of curriculum design and development of secondary school Mathematics. Special consideration is given to curriculum changes as they relate to national and state

standards, outcomes, and goals. This course will include analysis of current school curricular programs, as well as investigate how the mathematics curriculum fits into the interdisciplinary model for education. *Prerequisite for teacher certification majors grade of B or better in ED 5110, taken concurrently with ED 5110, or permission of the Director of Teacher Education or hold a valid NH State Teaching Certificate.*

ED 6169 Secondary Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a secondary school setting in their area of certification biology, English, mathematics or social studies). The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110.*

ED 6171 Theatre K-12 Methods Practicum III

Students enrolled in this course will be required to spend a minimum of 12 hours per week in a theatre education setting. The College supervisor will make a minimum of 3 observations and hold two triad meetings (one mid-semester and one at the end of the semester) in addition to the observations. Practicum experiences are arranged by the Director of Teacher Education in one of our partner schools. *Prerequisites: Must hold valid NH State Teacher Certification license or be accepted into the Teacher Education program and complete all required courses except student teaching. Note: If the student is not already certified he/she must take this course concurrently with ED 6110.*

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. *Prerequisite for teacher certification majors grade of B or better in ED 5110 and ED 5170, taken concurrently with ED 5110 and 5170, or permission of Director of Teacher Education.*

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. *Prerequisite: Must hold valid NH Teaching Certificate or permission of the Director of the Master of 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.

ED 6411 The Art of Leadership, Educational Reform and Systems Change

Multiple leadership models will be examined and critiqued. Participants will conduct an extensive review of recent research on these models and in the field of educational reform. Participants will apply their understanding of various leadership and systems change models in order to plan and design a complex

systemic reform initiative. A public presentation of the systems change initiative will be required.
Prerequisite: Must hold valid NH Teaching Certificate or permission of the Director of the Master of Education.

ED 6508 Quantitative Research Design

Participants in this course will review and learn to use statistical analyses in the formulation and implementation of their final CAGS research project. Students will learn to use quantitative research techniques, tools, and analyses processes in order to generate and report valid and reliable data in an organized fashion. The final product for this course will be the Proposal and IRB Request Form for the student's final CAGS project.

ED 6510 Fundamentals of Educational Inquiry: Action Research

Students will design and implement a comprehensive action research process in the context of a public school. Research methods and evaluation of results will be key features of this process. Public presentations of results to an audience of concerned educators as well as web-based distribution of their work will be essential features of this capstone experience. *Prerequisite: Must have completed ED 5260, have IRB proposal approved, and permission of Director of the Master of Education. Offered every semester*

ED 6810 Directed Study in Education

The course of study for this class will be arranged between faculty and student in the field of Education.
Contract required. May be repeated for credit. Variable credit (1-6 cr.).

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 cr.).*

ED 6860 Laboratory Methods in Science Practicum IV

This course helps the student learn to set up and implement lab science classes in safe and effective ways. Students will learn the rules and procedures to conduct and supervise lab activities in the secondary school.

ED 6870 Elementary Student Teaching and Seminar

Each elementary education certification candidate is involved in a full-time field experience in an elementary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education.*

ED 6880 Special Education K-12 Student Teaching and Seminar

Each student seeking general special education certification is involved in a full-time field experience with a special educator. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education. (12cr or 6cr when taken with ED 6870 or 6890)*

ED 6890 Secondary Student Teaching and Seminar

Each secondary education certification candidate is involved in a full-time field experience in a secondary school. Planning with the cooperating teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the college supervisor. Seminars with the college supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education.*

ED 6900 Physical Education K-12 Student Teaching and Seminar

Teacher certification in physical education includes kindergarten through senior high school, therefore students must have experience at all levels prior to student teaching or the candidate will be required to divide the student teaching experience into two ten week segments, one at the elementary level and one at the secondary level. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all physical education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education.*

ED 6901 Theatre Education K-12 Student Teaching and Seminar

Teacher certification in theatre education includes kindergarten through senior high school, therefore students must have experience at all levels prior to student teaching or the candidate will be required to divide the student teaching experience into two ten week segments, one at the elementary level and one at the secondary level. The student teacher is supervised by a member of the college faculty. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, development of teaching aids, use of audiovisual aids, teachers' meetings, in-service opportunities, extracurricular activities and, supervision of playground activities. Regular conferences with the classroom teacher and with a member of the college faculty are an important part of this experience. Conferences with all theatre education student teachers are held at the college at least three (3) times each semester. Student teachers follow the calendars of the schools to which they are assigned. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisite: Completion of all the certification requirements with grades of B or better, a cumulative GPA of 3.0, acceptance into the Teacher Certification program, and permission of Director of Teacher Education.*

ED 6920 Field Experience Educational Studies

This course offers an opportunity for students to experience an educational environment on an extended basis (*Variable credit*).

ED 6950 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. They will develop a Working Portfolio that they will complete in Portfolio II where they will create their Professional Presentation Portfolio. *Prerequisite: Must hold valid NH Teaching Certificate, be a candidate for the Masters of Education, or permission of the Director of the Master of Education.*

ED 6951 Leadership Portfolio I

This course will involve the preparation of an individualized leadership portfolio. Participants will become

familiar with the competency standards associated with becoming a superintendent and INTASC standards. They will develop a Working Portfolio that they will complete in Leadership Portfolio Seminar II where they will create their Professional Leadership Portfolio. *Prerequisite: Must hold valid NH Teaching Certificate, be a candidate for the Masters of Education or CAGS, or permission of the Director of the Master of Education.*

ED 6960 Portfolio II

This course will involve finalizing an individualized teaching portfolio. Students will finalize their Professional Presentation Portfolio, which can be used (1) as evidence of meeting the teacher certification standards required for their desired area(s) of certification and the INTASC standards and (2) in the job search. *Prerequisite: ED 6950.*

ED 6961 Leadership Portfolio Seminar II

This course will involve finalizing an individualized leadership portfolio. Participants will finalize their Professional Leadership Portfolio, which can be used (1) as evidence of meeting the superintendent certification standards and the INTASC standards and (2) in the job search. *Prerequisite: ED 6951.*

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. *Prerequisite: Must hold valid NH Teaching Certificate*

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.

ED 7002 Supervision of Curriculum and Instruction

This course will explore theoretical and conceptual foundations of curriculum development and instructional design. The impact of national, state, and local standards for student learning will be explored as they relate to the curriculum development process. Participants will evaluate a curriculum that is being used and become familiar with how to do a NECAP analysis. Students will assess the professional development needs of a school in relation to student learning results as they relate to curriculum goals. Students will develop a professional development action plan in light of the National Staff Development Council's standards. *Prerequisite: Must hold valid NH Teaching Certificate.*

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. *Prerequisite: Must hold valid NH Teaching Certificate.*

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. ED7004 is a study of the relevant legal principles that impact school governance and legal issues related to children. In ED7004, 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.

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.

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.

ED 7007 Data Management

This course provides participants with the knowledge base to manage district-wide data. A variety of systems will be explored and evaluated. Participants will develop technology systems to manage assessment, grading, attendance, budget, communication, etc.

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 important of inequities, and to assess progress in improving students' learning results, learning opportunities, and learning climate. Participants will also develop an understanding of important dimensions of educational equity and an appreciation of the factors of diversity (e.g., gender, socio-economics, race, language, culture) and proven strategies and resources for addressing them. The goal is for the participants to understand and be able to develop a community of learners that has a positive impact on achievement.

ED 7010 Facilities Management

Participants will become familiar with population projection processes, adapting current and new facilities to meet various needs, maintaining and improving existing facilities, and meeting or upgrading facilities in light of various local, state, federal codes. Participants will also become familiar with need identification, facility development, and managing the budget and warrant article process.

ED 7200 Internship: Principal

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 560 hours under the supervision of an experienced, NH State certified principal.

Prerequisites: Must complete all required courses for principal licensure with a grade of B or better.

ED 7500 Internship: Superintendent

Students enrolled in this internship will work under the supervision of a NH State certified superintendent for a minimum of 1200 hours (a full year). *Prerequisites: Must complete all required courses for superintendent licensure with a grade of B or better.*

Master of Science in Accounting (“4+1”)

Program Overview

This rigorous program has been designed for students whose goal is successful completion of the CPA exam.

This graduate program is open to all majors. Students interested in the “4+1” M.S. Accounting program must complete undergraduate prerequisites prior to admission to the “4+1” program.

Students accepted into the “4+1” Program may begin taking graduate-level requirements for the M.S. in Accounting during their senior undergraduate year.

A unique feature of New England College’s accounting program is the required summative course which reviews all components of the program and provides opportunities to practice and prepare for the CPA examination. This course is a team-taught course, bringing in area specialists to address specific content areas.

This seminar-style program, based at our Henniker campus, allows students to learn content by participating in a dynamic learning environment.

Undergraduate Prerequisites for Admission to the “4+1” Accounting Program

AC/BU 2210 Financial Accounting
AC/BU 2220 Management Accounting
AC 3210 Financial Reporting I
AC 3220 Financial Reporting II
BU 2110 Quantitative Methods or MT 2310 Statistics
BU 3310 Business Finance

Undergraduate Courses Recommended for Preparation for the CPA Exam

An accounting degree does not ensure that one will pass the CPA exam; however, for those wishing to improve the probability of successfully completing the CPA exam, the Accounting Faculty of New England College strongly recommends that students gain competency in the following areas:

AC 3230 Cost Accounting
AC 3290 Federal Taxation
BU 3920 Business Law
EC 2110 Macroeconomics
EC 2120 Microeconomics

Masters Program Curriculum

Students enrolled in the “4 + 1” graduate program may take some of these requirements in the senior year. Students should work with the advisor to develop an appropriate schedule.

AC 5250 Financial Statement Analysis
AC 5260 Ethical Issues in Accounting
AC 5310 Accounting Information Systems
AC 5560 Corporate Taxation
AC 5620 Government and Non-Profit Reporting
AC 5630 International Accounting
AC 5640 Auditing and Attestation
AC 5730 Accounting for Mergers and Acquisitions
AC 5810 Contemporary Issues in Accounting
AC 5900 Review and Preview (2 Credits)

Courses for the Master of Science in Accounting (4 + 1)

AC 5250 Financial Statement Analysis

This course describes the accounting principles used in compiling financial statements and the qualitative characteristics of data appearing on financial statements. After a thorough overview of financial statements, major tools and techniques are explained, including horizontal and vertical statements, common-size statements, ratio analysis, liquidity and activity ratios, profitability ratios, capital structure and profitability ratios, market test ratios, and cash flow ratios. The significance of interim financial statements and segment reporting is explored, as are analysis of annual reports and management discussion and analysis (MDA).

AC 5260 Ethical Issues in Accounting

This course examines the ethical frameworks guiding decision making. This course will focus on the professional responsibilities and conduct with respect to clients, to colleagues, and to the field. The course will discuss how ethical issues are seen in and shape accounting standards.

AC 5310 Accounting Information Systems

This course examines the interaction among traditional accounting functions and Information Technology. The various responsibilities associated with the IT will be discussed as well as the risks associated with these functions and appropriate segregation of functional areas. Additionally, students will understand the impact of hardware and software alternatives as these choices relate to an organization's accounting system.

AC 5560 Corporate Taxation

This course focuses on the taxation of the various types of entities other than proprietorships: corporations, Subchapter S corporations, limited liability corporations, partnerships, and limited liability partnerships. Emphasis will be placed on business strategy and tax considerations. The course will include a discussion of a variety of topics, such as the alternative minimum tax, dividends received deduction, shareholder basis, and the reconciliation of book income to taxable income.

AC 5620 Government and Non-Profit Reporting

This course covers the environment of government/non-profit accounting and financial Analysis, budgeting control, revenues, and expenditures, accounting for capital projects, related account groups, and endowment management to include investments, accounting for business type and trustee activities, issues of reporting, disclosure, and non-profit organizations.

AC 5630 International Accounting

Under the current business environment all businesses, directly or indirectly, compete in the global marketplace. Understanding international issues, 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 issues and practices posed by the global environment through introduction and examination of accounting issues unique to international business activities. Course topics will encompass presentation and probe of issues faced by international firms around the world in areas of auditing, external financial reporting and standards, ethical, social, legal, cultural, control, taxes, foreign exchange, and accounting systems.

AC 5640 Auditing and Attestation

This course introduces the student to the audit process, with emphasis on the perspective of management in a CPA firm, but with consideration to internal processes. Topics include implementing control procedures and assessments using both the compliance and management methods. Audit planning, staffing and training are considered. Special topics include enterprise risk management and auditing non-profit and public organizations.

AC 5730 Accounting for Mergers and Acquisitions

This course focuses attention on all key stages of the M&A lifecycle including conception, planning, the first 100 days post merger/acquisition, due diligence of intellectual property (IP), and ongoing evaluation and improvement.

AC 5810 Contemporary Issues in Accounting

This course will address a contemporary topic in accounting. Focus will be placed on understanding the implications for tax professionals, corporate accountants, and those engaged compliance and audit capacities.

AC 5900 Review and Preview (2 credits)

This two credit course, taught by various members of the department, is designed to review elements all elements of the program, focusing specifically one auditing and attestation, financial accounting and reporting, regulation and taxation, ethical and professional standards, and fundamental business concepts.
(2 Credits)

Master of Science in Accounting

Telephone: 603.428.2252

Program Overview

New England College's Online Master of Science in Accounting (MSA) is a 40-credit-hour program designed to help you expand your breadth and depth of knowledge in taxation, financial reporting, cost accounting, auditing, mergers and acquisitions. As a result, you will be prepared for careers in auditing and risk management, corporate accounting, management consulting, banking and financial services, governmental and nonprofit organizations, and taxation practices.

Based on the functional, personal and broad business competencies identified by the American Institute of Certified Public Accountants, the MSA program satisfies the 150-hour requirement for the CPA examination in most states. It also helps you prepare for other professional certification programs such as Certified Management Accountant (CMA), Certified Fraud Examiner (CFE), Certified Internal Auditor (CIA) or Certified Data Processing Auditor (CDPA).

Prerequisite Courses and Core Requirements for the Master of Science in Accounting

You may be required to take prerequisite courses depending on your undergraduate course of study.

- Prerequisite Courses (Undergraduate):
 - BU 2110 - Quantitative Methods
 - BU 2210 - Financial Accounting
 - BU 2220 - Management Accounting

- Core Courses: You must complete ten core courses of four credits each to graduate from the MSA program.
 - AC 5260 - Financial Statement Analysis
 - AC 5620 - Government and Non-Profit Reporting
 - AC 5640 - Auditing and Assurance
 - AC 5230 - Financial Reporting
 - AC 5240 - Cost Accounting
 - AC 5550 - Federal Taxation
 - MG 6430 - Accounting Ethics
 - AC 5730 - Accounting for Mergers and Acquisition
 - MG 5640 - Business Finance
 - MG 5660 - Business Law

Courses for the Master of Science in Accounting

Required Undergraduate Courses (or the equivalent):

BU 2110 Quantitative Methods

This introductory course in quantitative analysis focuses on applications in service, manufacturing, and not-for-profit organizations. Topics include basic descriptive statistics, expected value, sampling, inference, regression analysis, forecasting, scheduling, linear programming and project management. Prerequisite: MT 1010 or adequate score on MPT.

BU 2210 Financial Accounting

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

BU 2220 Management Accounting

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

Graduate Course Descriptions:**AC 5260 Financial Statement Analysis**

This course describes the accounting principles used in compiling financial statements and the qualitative characteristics of data appearing on financial statements. After a thorough overview of financial statements, major tools and techniques are explained, including horizontal and vertical statements, common-size statements, ratio analysis, liquidity and activity ratios, profitability ratios, capital structure and profitability ratios, market test ratios, and cash flow ratios. The significance of interim financial statements and segment reporting is explored, as are analysis of annual reports and management discussion and analysis (MDA).

AC 5620 Government and Non-Profit Reporting

This course covers the environment of government/non-profit accounting and financial Analysis, budgeting control, revenues, and expenditures, accounting for capital projects, related account groups, and endowment management to include investments, accounting for business type and trustee activities, issues of reporting, disclosure, and non-profit organizations.

AC 5640 Auditing and Assurance

This course introduces the student to the audit process, with emphasis on the perspective of management in a CPA firm, but with consideration to internal processes. Topics include implementing control procedures and assessments using both the compliance and management methods. Audit planning, staffing and training are considered. Special topics include enterprise risk management and auditing non-profit and public organizations.

AC 5230 Financial Reporting

This course provides a comprehensive view of financial statements, including balance sheets, income statements, ratio analysis, and cash flow statements. Some discussion of reporting of financial activities such as bonds and corporate debt will be covered, all with consideration of generally accepted accounting practices.

AC 5240 Cost Accounting

A study of the concepts, procedures and tools associated with reporting financial data on performance to an organization's decision-makers. Emphasis is on the tools associated with planning, directing, and controlling an organization's activities, all with the goal of performance improvement. Topics include activity based costing, earned value management, and budgeting activities.

AC 5550 Federal Taxation

This course explores corporate and personal income tax laws and their effect on private, public, and non-profit organizations. Emphasis on business strategy and tax considerations.

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.

MG 6430 Accounting Ethics

This applied ethics course focuses on the ethical obligations of accountants based on ethical mandates in the business environment. Topics include ethics from the perspective of accounting and auditing, taxation, and consultation; a review of the content and function of the AICPA Code of Ethics; consideration of the

environment in which ethical practices are judged; and expectations of accountants with respect to corporate responsibility. Students will have opportunities to consider notable cases and examine how accountants exercise leadership within their organization with respect to ethical behavior.

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.

MG 5640 Business Finance

Introduction to tools of financial analysis and problems of financial management, including cash, profitability, and capital budgeting. Various sources of corporate funds are considered, including short-, intermediate-, and long-term arrangements.

Master of Science in Criminal Justice Leadership

Telephone: 603.428.2252

Program Overview

The NEC online Master of Science in Criminal Justice Leadership (MSCJL) program was developed by public and private sector leaders in the field of criminal justice, respected academic mentors, and program development experts with a commitment to excellence in their respective disciplines. Its focus is to provide a specialized degree for criminal justice professionals on a career track to leadership positions, who want to advance their career and engage in more senior management activities and responsibilities oriented toward shaping the future of their organizations and the criminal justice system. The MSCJL degree is awarded upon successful completion of 9 courses comprising 36 credits. Students take one course during each 7-week term, enabling most students to finish the MSCJL program in less than two years. The curriculum will challenge students to identify limitations and mindsets that inhibit strategic thinking; develop a framework for creating strategic options; and discern leadership behaviors that contribute to managing change and uncertainty in your organization, and in the complex environment of the criminal justice system.

This program will provide you with knowledge and skills that will help you in:

- Evaluating the position of your organization within the criminal justice system;
- Considering the dynamics of the criminal justice environment;
- Identifying both opportunities and threats in the environment;
- Analyzing how change occurs in the system, and assessing your organizations capacity to meet the challenge of changing conditions;
- Identifying strategies for supporting stakeholders in the criminal justice system; and
- Promoting your own leadership transformation.

The program consists of:

- Core courses: provide essential knowledge and pave the way for more complex learning.
- Concentration courses: provide the opportunity to delve further into the students specific area of interest, allowing students to expand their scope of learning.
- Capstone Project: enables students to use the skills learned within the program, in a practical problem-solving situation.

Requirements for the Master of Science in Criminal Justice

AC 5250 - Managerial Accounting and Finance for Leadership

CJ 5110 - Criminal Justice Leadership and Management

CJ 5250 - Criminal Justice Critical Issues

CJ 5420 - Community Theory and the Criminal Justice System

CJ 6110 - Criminal Justice Research

CJ 6410 - Professional and Organizational Ethics

CJ 6810 - Criminal Justice Policy and Program Evaluation

CJ 6980 - Master's Capstone Project

MG 5410 - Organizational Communication, Negotiations & Conflict Resolution

Courses for the Master of Science in Criminal Justice Leadership

AC 5250 Managerial Accounting and Finance for Leadership

This course equips students to more effectively and ethically lead and influence in situations where financial issues play a key role, with particular attention to public fiscal management. This course serves as an introduction to the concepts and principles of financial management and managerial accounting,

focusing on the development and use of budgets for planning and control, demonstrating accountability, and establishing priorities within an organization. Students will explore the tools and techniques available to maximize the use of scarce resources, and the implications of public funding and cost accounting for programs and initiatives within the organization.

CJ 5110 Criminal Justice Leadership and Management

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them in analyzing the behavior of leaders, colleagues, and subordinates in the criminal justice system. Through a variety of readings, cases, and exercises, students will examine effective leadership models. Topics include the evolution of leadership; the roles of strategy and vision in 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.

CJ 5250 Criminal Justice Critical Issues

This course explores the foundational issues of the role of criminal justice in society; the impact of philosophies of “justice” on providing leadership within the criminal justice system; the human, technical, and structural dimensions of justice administration; and critical issues facing criminal justice organizations today. In this course, students 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.

CJ 5420 Community Theory and the Criminal Justice System

This course examines the role of criminal justice organizations as components of their communities, from the perspective of political, social, and economic networks. Topics such as the intersection of the criminal justice system with systems that attend to health, youth and families, and national security are examined. The impact of criminal victimization and attributes of communities that foster crime are examined in detail, along with alternative scenarios and strategies for promoting positive change at the community level. International perspectives on policing and the administration of justice are included.

CJ 6110 Criminal Justice Research

This course develops the student’s ability to conduct meaningful research and to analyze and use the results of research to contribute to the health of the organization and the system. Focus is on the methods of collecting, analyzing, and disseminating criminal justice research. The course is designed to prepare students to understand how research supports decision-making, and methods for designing research that yields valid and relevant information. Students will analyze the translation of research findings to policy, and how to access information resources to support research.

CJ 6410 Professional and Organizational Ethics

This course explores and analyzes the relationships among stakeholders in the criminal justice system, and the expectations of ethical decision-making and behaviors among leaders within the organization and the system. Students will consider the moral implications and social effects of the administration of criminal justice in a free society, and the tension that exists between achieving desirable outcomes and 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 in criminal justice policy and practice; and how leaders in the field of criminal justice can maintain accountability in an atmosphere of conflicting stakeholder interests.

CJ 6810 Criminal Justice Policy and Program Evaluation

This course addresses the relationship between the establishment of policy and its implementation in programs within criminal justice organizations. Methods for evaluating programs and using the results to further inform policy development and maintain public accountability are reviewed and discussed. Well known criminal justice program evaluation studies will be critiqued and students will design evaluation

research projects.

CJ 6980 Master's Capstone Project

The culminating project for the Master of Science in Criminal Justice Leadership will be the completion of a master's thesis or project. This will be either a major research paper or a client-based project that explores, in-depth, a public policy topic selected by the student, with guidance from their advisor. The purpose of the capstone is to provide students with the opportunity to research and analyze a public policy issue and to demonstrate their graduate level mastery of the subjects they have studied, as well as the skills they have acquired during their two-year course of study. The capstone project will give students the chance to focus on a subject of particular interest to them and pursue it in a rigorous and thorough manner. Whether their interests run to international affairs, the political process, the environment, the media, healthcare policy, the nonprofit sector, the criminal justice system, or some other area, they can use their thesis or project to immerse themselves in exploring their topic. Students are eligible to enroll in the capstone course upon completion of 32 credits.

MG 5410 Organizational Communication, Negotiations & Conflict Resolution

This course explores the psychological contract, as it takes any of the many forms possible among individuals and groups, from the perspective of exercising leadership in the management of these relationships. Students study group formation and development, as well as the intricacies of coaching, mentoring, and conflict resolution. The impact of organizational behavior on leadership effectiveness is explored. Organizational communication, including formal and informal communication, is analyzed to determine the relationship between communication and organizational satisfaction and effectiveness. Topics include preparing for a negotiation, understanding individual preferences, identifying ethical and cross-cultural issues, and determining when and how to utilize available outside resources. Students assess the importance of coaching and open communication when inspiring individuals to overcome barriers to peak performance.

Master of Science in Higher Education Administration

Telephone: 603.428.2252

Program Overview

This program is designed for students seeking a comprehensive understanding of the theory and practice of higher education administration. Coursework will cover functional areas and issues critical to effective management in college and university settings, including: legal issues, organizational leadership, finance and budgeting, and enrollment and retention. Case studies, applied research, and a capstone project enable students to apply learning immediately to higher education practice and professional development.

Courses for the Master of Science in Higher Education Administration *Core Courses

(Course numbers to be assigned in Fall 2009)

The American College Student*

Contemporary Issues in Higher Education (online)

Diversity in Higher Education

Educational Research and Assessment (online)

Enrollment and Retention (online)

Financial Management in Higher Education* (online)

Legal Issues in Higher Education* (online)

Managing People in Colleges and Universities (online)

Organization and Administration*

Student Affairs Administration

Special Topics (TBA)

Capstone*

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 and related non-profits. Graduates pursue careers in academic advising, admissions, fundraising, career placement, financial aid, student affairs and related fields. Courses that are not online meet at the Henniker campus.

Courses for the Master of Science in Higher Education Administration

The American College Student

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 and address the impact of higher education on student learning and development.

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.

Diversity in Higher Education

This class explores how educators and administrators build inclusive communities within institutions of higher education and in outreach to the broader society. Students will analyze how policies and practices shape the experience of educational environment with respect to diversity. The development of competencies needed to address and assist diverse populations of students, employees, and other constituents is a focus of the course.

Educational Research and Assessment

Leaders in higher education must be both good consumers of research and evidence-based decision makers. This course provides an overview of selected strategies of inquiry used in investigating problems of practice in higher education. Students will develop skills in critical reading of scholarly work and institutional research, development of learning outcomes, and data interpretation. The class will examine how research, assessment, and evaluation are applied to strategic planning and program improvement.

Enrollment and Retention

The management of college enrollments begins before students apply and extends through the completion of their degree programs. This course will investigate theories and practice of comprehensive enrollment management in higher education, including topics such as enrollment planning, strategic decision making in admission and financial aid, and initiatives to promote access and retention.

Financial Management in Higher Education

This course provides an introduction to budgeting and finance in public and private institutions of higher education. Topics include: interpretation financial statements, diversification of sources of revenue, including auxiliary enterprises and fundraising; cost analysis; and budgeting and control procedures. Simulation exercises will be used to illustrate principles and develop budgeting skills.

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 (e.g., 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.

Managing People in Colleges and Universities

This course examines the management of human resources in colleges, universities and other post secondary institutions. It includes the topics such as: supervision, training, professional development, and evaluation; selection, termination, and retention; negotiation, grievance management, and conflict resolution; tenure and collective bargaining; and compensation and equity. Student projects will focus on leadership skills such as conflict resolution, negotiation, multicultural competency, and team building.

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 rather than specific departments or functions. Theories of organizational leadership, culture, and change will be applied to case studies and individual and group projects.

Student Affairs Administration

The field of student affairs encompasses a wide range of services and co-curricular programs, including work in advising, athletics, residence life, leadership development, wellness, judicial affairs, service learning, and student activities. This course is concerned with the evolution and current practice of student affairs in higher education, cultural and organizational contexts of student affairs work, and ethical and professional practice in the field. The course will examine how various functional areas and campus environments operate and contribute to learning, personal development, and other elements of institutional missions.

Special Topics

From time to time, the College will have the opportunity to offer in-depth courses on issues or best practices in higher education. These courses will be offered with sufficient enrollment.

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 which 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.

Master of Science in Mental Health Counseling

Master of Science in Human Services

Telephone: 603.428.2252

Program Overview

The 60-credit M.S. degree in Mental Health Counseling is a licensure-tract degree and must comply with the curriculum requirements mandated by the State of New Hampshire. Completion of the degree requires two years of continuous study and the completion of a 600 hour internship. The degree qualifies an NEC graduate to apply for candidacy as a Licensed Mental Health Counselor (LMHC) 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.

Although the 36-credit M.S. in Human Services is not designed to meet licensure requirements for counseling professions, graduates of this program are prepared for leadership positions in social services, education, behavioral health management, counseling-related fields and health care. This program is designed for learners within the counseling, psychology, or related human services fields who wish to pursue careers in private or public human services or counseling settings. Core courses provide knowledge in the discipline, while electives provide an examination of contemporary issues that allow the student to focus on counseling services populations and/or areas of interest in mental health counseling and management.

Master of Science in Mental Health Counseling Program Outcomes

As a result of participating in this program, students will

- Understand core concepts of human development, abnormal psychology, 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.
- Develop competency in understanding and applying counseling theory and general practice.
- Develop and demonstrate clinical counseling skills by completing a supervised clinical internship of at min. 600 hrs.
- Develop and demonstrate professional clinical and administrative documentation skills necessary for a competent mental health clinician in contemporary practice.
- Demonstrate leadership, organizational and clinical skills by completing a final clinical case project and presentation. Understand and explore the importance of providers' personal history, values and beliefs, and the influence they have upon their practice as a mental health clinician.

Master of Science in Human Services Program Outcomes

As a result of participating in this program, students will

- Understand core concepts of human development, abnormal psychology, and emotional and behavioral functioning.
- Identify contemporary issues in the human services field and their impact on clients, consumers, organizations, and human service providers.
- Attain the necessary skills to communicate in an effective and professional manner.
- Understand historical and contemporary ethical concepts and theories within the field of human

- services.
- Understand and explore the influence of personal history and values on the role as a human service provider.
- Demonstrate problem-solving, critical and analytic skills utilized within human services and apply organizational and leadership skills through the completion and presentation of a final project.

Requirements for the Master of Science in Mental Health Counseling

All courses are 3 credits unless noted. Courses marked with * must be taken prior to clinical internship beginning, unless the Director provides permission.

Term 1

PS 5210 - Abnormal Psychology *
PS 5510 - Theories of Counseling *

Term 2

PS 5140 - Human Growth and Development
PS 5520 - Counseling and Psychological Skills *
PS 6180 - Program Planning and Evaluation

Term 3

PS 7010 - Family Systems Therapy *
PS 6910 - Crisis Intervention *

Term 4

PS 5530 - Group Therapy *
PS 5910 - Legal and Ethical Aspects of Human Service Management *

Term 5

PS 6190 - Multicultural Issues
PS 6960 - Internship 1 (5cr)

Term 6

PS 6350 - Career Development
PS 6970 - Internship 2 (5cr)

Term 7

PS 5920 - Testing and Assessment
PS 6980 - Internship 3 (5cr)

Term 8

PS 6220 - Research Methods (4cr)
PS 6850 - Mental Health Management
Students must also take two additional elective weekend seminars (1cr)

Master of Science in Human Services (36 credit) Degree Requirements

PS 5510 - Theories of Counseling
PS 5140 - Human Growth and Development
PS 5210 - Abnormal Psychology
PS 5910 - Legal and Ethical Aspects of Human Service Management
PS 5920 - Testing and Assessment
PS 6180 - Program Planning & Evaluation (2 weekends)
PS 6190 - Multicultural Issues (elective weekend seminar)
PS 6350 - Career Development
PS 6850 - Mental Health Management (2 weekends)
PS 6910 - Crisis Intervention (2 weekends)

PS 7010 – Family Systems Therapy
Capstone Course (4cr)

Courses for the Master of Science in Mental Health Counseling and the Master of Science in Human Services

PS 5000 Orientation Seminar

This seminar is designed to orient new community mental health counseling students to the field of mental health and the requirements and expectations of licensed mental health practitioners in New Hampshire and New England. Students will also spend time designing their course of study at New England College with the guidance of the Program Director. (0cr)

PS 5140 Human Growth and Development

Building on a conceptual foundation of Piaget and Erickson, this course focuses on the application of contemporary thinking in the field. It considers human development from adolescence through late adulthood. Topics to be covered include heredity, environmental factors, and cognitive, emotional, physical, and psychosocial aspects of the developmental process. Current research will be examined and its applicability to treatment will be discussed.

PS 5210 Abnormal Psychology

Based on the DSM-IV, this course is designed to provide an in-depth examination of the etiology, diagnosis, and treatment methods associated with psychopathology. Students will gain an understanding of the social implications of psychiatric diagnosis, recovery, and stigma commonly associated with mental illness. The clinical application of these principles will be explored through case studies, role-play, and class discussions.

PS 5510 Theories of Counseling

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 outcome-based interventions. Students will learn to establish and maintain the therapeutic frame, rapport, assess needs, and develop treatment plans through role play, case presentations and discussion.

PS 5520 Counseling and Psychological Skills

This course is a continuation of Theories of Counseling. Student will develop the skills to effectively 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.

PS 5530 Group Therapy

Students will develop a thorough understanding of the theory and method of group therapy. The student will learn to think and intervene systemically in order to facilitate effective positive change in the individual through group dynamics. The ethical and professional issues inherent in this modality will be discussed.

PS 5910 Legal and Ethical Aspects of Human Service Management

This course will help students explore the relationship between the law, and the framework of ethics, and human service 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 human service.

PS 5920 Testing and Assessment

Designed as a practical introduction to psychological testing and assessment, this course covers the basics in psychological assessment including statistical concepts used in testing, as well as test development, administration, scoring, and interpretation. Topics include intelligence, achievement, neuropsychological

assessment, objective and projective personality testing, and testing of ability, aptitude, and attitudes. The course is designed to enable students to become competent and critical readers of testing data and research, to improve their knowledge of referral options, and to integrate testing data in treatment planning and therapy.

PS 6180 Program Planning and Evaluation

It is essential for practitioners to determine whether the mental health services they are providing really help the people they are intended to serve. Students will develop skills in the areas of program evaluation, needs assessment and outcome measurement. They will learn the most effective tools and tasks associated with examining, appraising, analyzing and demonstrating program performance.

PS 6190 Multicultural Issues in Mental Health

This course is designed to promote development of a theoretical and practical framework for effective delivery of mental health 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.

PS 6350 Career Development

Theories and stages of career 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. The course will examine career development from the dual perspective of personal development.

PS 6620 Research Methods

The elements of research design and basic qualitative and quantitative methods will be studied in the context of community mental health practice and programs. Issues related to research problem formulation, project feasibility, ethics, and presentation of data and writing will also be addressed. Students will develop theoretical bases and techniques for conducting their own research.

PS 6850 Mental Health Management

Students will develop knowledge and skills required to design and implement value based, family and consumer oriented management systems in the delivery of Human Services. Several approaches to effective leadership will be considered with particular emphasis on delegation and communication skills, partnership development with social service and community agencies, strategic planning, quality assurance management, human resource development and management of information systems. Introductory financial management skills such as budget development and insurance reimbursement will be addressed.

PS 6910 Crisis Intervention

Focusing on the growing need for skills in crisis management, this course will help students build competency in the handling of emergency or crisis situations in the field of mental health. In addition to course content, students will complete emergency contact hours and evaluations under the supervision of the instructor, allowing them to integrate theory and technique with actual clinical experience. Students will learn skills in crisis intervention, as well as legal and ethical issues specific to the area of emergency service.

PS6960, PS 6970 & PS6980 Internship Seminar I, II & III

This course is intended to facilitate students' development during the completion of their Master's level 600 hour clinical internship requirement (250 face-to-face 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 ethical issues. Students will gain an awareness of the use of self in counseling and the implications of this, and will be able to identify the next steps for themselves along the road of continued professional growth.
(5cr)

PS 7010 Family Systems Therapy

This course will introduce students to Family Systems Theory from both a theoretical and practical framework. Family Systems psychotherapy focuses on the family, rather than a single individual, as the source of problems; family therapists challenge communication styles, disrupt pathological family dynamics, and challenge defense conceptions in order to harmonize relationships among all members and within each member. Course is designed so that students will have experience with the clinical application of family systems therapy.

Master of Science in Management

Telephone: 603.428.2252

Program Overview

The Master of Science in Management is a 36-credit program comprised of ten courses and a thesis/project requirement. The program may range from one year to two years, depending upon the student's choice of schedule. Eight concentrations are offered: healthcare administration, nonprofit leadership, project management, strategic leadership, banking and finance, marketing management, operations management and real estate management. The curriculum, always evolving, explores the challenges and opportunities of the current business climate and capitalizes on the climate of opportunity in New Hampshire and Northern New England. The NEC School of Graduate and Professional Studies has formed partnerships with New Hampshire and Maine businesses, healthcare institutions and the nonprofits to offer the Master of Science in Management program on-site at their location. The M.S. in Management Strategic Leadership concentration is also offered on the Henniker Campus.

Core requirements for the Master of Science in Management

MG 5110 - Organizational Management and Leadership

MG 6110 - Managing Projects

MG 6610 - Strategic Planning and Policy

MG 6410 - Professional and Organizational Ethics: A Global Perspective

MG 6970/6980 - Capstone Project I/ II

Project Management Concentration Courses

AC 5250 - Managerial Accounting and Finance for Leadership

MG 5610 - Economics for Leadership

MG 6880 - Supply Chain Management

MG 6820 - Quality Analysis for Technology

MG 6950 - Contract Management

Healthcare Administration Concentration Courses

AC 5220 - Financial Accounting in Healthcare Organizations

MG 5320 - Marketing Management in Healthcare and Service Sectors

MG 5410 - Organizational Communication, Negotiations & Conflict Resolution

MG 5620 - Managerial Economics

MG 6310 - Financial Management

MG 6920 - Legal Issues in Healthcare

Nonprofit Leadership Concentration Courses

AC 5250 - Managerial Accounting and Finance for Leadership

MG 5310 - Marketing Management *

MG 5410 - Organizational Communication, Negotiations & Conflict Resolution

MG 6630 - Strategic Fundraising

MG 6620 - Dynamics of Non-Profit Governance

MG 6830 – Strategic Human Resource Management

*Not required in the fully online program.

Strategic Leadership Concentration courses

AC 5250 - Managerial Accounting and Finance for Leadership

MG 5210 - Organizational Development and Leading Change
MG 5310 - Marketing Management
MG 5410 - Organizational Communication, Negotiations & Conflict Resolution
MG 5610 - Economics for Leadership
MG 6830 - Strategic Human Resource Management*
*Not required in the fully online program.

Banking and Finance Concentration courses

AC 5250 - Managerial Accounting and Finance for Leadership
MG 6210 - Managing Global Operations
MG 6320 - Principals of Finance and Insurance;
MG 6820 - Quality Analysis for Technology

Marketing Management Concentration courses

AC 5250 - Managerial Accounting and Finance for Leadership
MG 5220 - Customer Relationship Management
MG 5330 - Market Research
MG 5410 - Organizational Communication, Negotiations & Conflict Resolution

Operations Management Concentration courses

AC 5250 - Managerial Accounting and Finance for Leadership
MG 6210 - Managing Global Operations
MG 6725 - Facilities Management
MG 6880 - Supply Chain Management

Real Estate Management Concentration courses

MG 5220 - Customer Relationship Management
AC 5250 - Managerial Accounting and Finance for Leadership
MG 6320 - Principles of Finance and Insurance
MG 6950 - Contract Management

Courses for the Master of Science in Management

AC 5220 Financial Accounting in Healthcare Organizations

This course introduces and examines the fundamentals of financial accounting theories and practices and emphasizes asset and liability, measurement and reporting. Topics include: interpreting financial statements, balance sheets, income statements, stockholders' equity, leases and statement of changes in financial positions and tax accounting.

AC 5250 Managerial Accounting and Finance for Leadership

The purpose of this course is to present to the student the concepts behind internal accounting controls, such as cost accounting, job-order costing, process costing, activity-based costing, break-even analysis, and variable costing. The internal use of accounting for management planning, control and decision-making is emphasized. Budgeting and the balanced scorecard concept are also explored.

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.

MG 5210 Organizational Development & Leading Change

Examines change as a focused leadership activity designed to bring about specific conditions, to redirect action or to implement a particular process, product or system. Topics address purposeful, planned and consciously directed change and transition within an organization. Through case studies, individual and group exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transition and transformation.

MG 5220 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.

MG 5310 Marketing Management

This course introduces marketing strategy in the context of a variety of businesses. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning. This course focuses on formulating and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. This course will provide a systematic framework for understanding marketing management and strategy.

MG 5320 Marketing Management in Healthcare and Service Sectors

The course introduces fundamental marketing principles then layers issues specific to service industries, health organizations, and fund raising structures. Students will develop a foundational knowledge of marketing concepts and practices, marketing decision-making techniques, sources of financial support and strategies for their development and apply that knowledge in the healthcare or services industry.

MG5330 Market Research

This course provides an overview of information needs of the marketing decision-maker. Emphasis is on methods and techniques that may be employed for the collection and analysis of primary data. Major topics include design of research projects, generating primary data, questionnaire design, sampling for survey research, experimental design, controlling data collection, and data analysis.

MG 5410 Organizational Communication, Negotiations & Conflict Resolution

This course will focus on strategies and tactics revolving around successful negotiation and mediation to improve individual and organizational effectiveness. Topics include: preparing for a negotiation, understanding individual preferences, identifying ethical and cross-cultural issues that might arise, and when and what kind of outside resources may be necessary. Students will examine the daily negotiations required in managing employees and working well with colleagues and teams.

MG 5610 Economics for Leadership

To develop students' capacity to analyze the economic environment in which an organization operates, to understand the constraints this environment places on the organization's pursuit of its goals, how these constraints may change with time, and to apply economic reasoning to internal decision making. The course develops students' capacity to analyze the economic environment in which an organization operates, to understand the constraints this environment places on the organization's pursuit of its goals, how these constraints may change with time, and to apply economic reasoning to internal decision making. Students will examine a variety of issues including: activity based costing, cost estimation, relevant costs and pricing policies.

MG 5620 Managerial Economics

This course uses economists' tools to examine and analyze the health care industry in the United States. Specifically, the course explores the demand for medical care, the supply of health care services, the supply of and demand for health insurance, and issues of rising costs for both suppliers and consumers. In addition, the course examines the extent and impact of competition in various health care-related markets such as those for hospital services, physicians and other health care workers, and long-term care. Focus is also placed on policy issues such as national health insurance and other aspects of the role for government in health care. At the conclusion of this course, students should understand how the healthcare industry is organized, as well as recognize current public and community health issues from an economics perspective. In addition, students should have a clear understanding of the economic issues in healthcare and be equipped to apply economics to relevant problems in their workplace.

MG 6110 Managing Projects

This course will define terminology, describe the stages of the project life cycle, and introduce the various techniques available and principles underlying managing new programs and projects. Topics include: the management of human resources and team building, planning and control, scope management, time and cost management, quality and risk management, and technical tools including GANTT and PERT charting.

MG 6210 Managing Global Operations

This course addresses issues and problems related to managing global operations and current practices. Topics include international operations comparisons, international operations improvement and competitive leverage, issues critical to global operations, international cross-functional coordination, coordinating international material flow, coordinating international process and product design, and leading global initiatives.

MG 6310 Financial Management

The goal of this course is to introduce financial decision-making and management techniques in a firm, including its relationship to financial markets and institutions. Topics include: balance sheet analysis, capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk.

MG 6320 Principals of Finance and Insurance

This course incorporates managerial finance and concepts of insurance. Topics include the nature of risks, types of insurance carriers and markets, insurance contracts and policies, property and casualty coverages, life and health insurance, and government regulations. The functions of underwriting, setting premiums, risk analysis, loss prevention, and financial administration of carriers are emphasized.

MG 6410 Professional and Organizational Ethics: A Global Perspective

This course explores and analyzes the interrelationships of professions and the moral and social implication of the organization and its decisions. Topics include: theories of morality, moral development and decision-making, personal morality versus employer loyalty and cultural issues and the impact on business decisions. Individual and collective choice and its application to competitive markets and contemporary moral issues will be explored.

MG 6610 Strategic Planning and Policy

This course will examine the process of strategic planning. Organizations are undergoing a series of revolutionary changes, including vertical integration, horizontal consolidation, strategic alliances and joint ventures, entrepreneurial startups, and specialized niche networks. This course will critically examine changes and discuss the various strategic decisions and managerial skills needed to confront them in a variety of firms in organizations. The primary focus of the course is on the strategy of the business unit, which is the foundational level for competitive analysis, and an analysis of the issues central to the firm's short-term and long-term competitive success. Using a combination of case studies and industry field research, students will assume the roles of key decision-makers and/or advisors in analyzing these issues and offering recommendations for strategic change.

MG 6620 Dynamics of Non-Profit Governance

This course examines the new trends and standards in the area of nonprofit governance. It is designed to explore policy issues associated with governance issues, as well as provide practical to those in nonprofit management. The structure of non-profits in relation to board composition and arrangement are examined. Topics include interactivity with the executive director and staff, board development, board management, committee operation and responsibility.

MG 6630 Strategic Fundraising

This course presents the techniques and strategies behind successful non-profit fundraising in the areas of planning, budgeting, control and other activities in the context of the non-profit institution. Fundraising is more of an art rather than a science because fundraising is about people, personalities, and personal relationships. Topics include: identification and evaluation of potential donors, development of strategies, differentiating your organization, and developing a comprehensive plan.

MG 6725 Facilities Management

This course familiarizes the student with the business of Facilities Management as it pertains to senior managers. It introduces the concepts of operations and maintenance technology, management of people and the administration of real estate and construction projects. Facility Management is an exciting and ever-changing field. This course also emphasizes that successful facility managers possess high leadership and organizational qualities.

MG 6820 Quality Analysis for Technology

The course focuses on the tools required to create a total quality work environment. Emphasis is on improving leadership abilities, employee involvement/teamwork, and initiating performance management techniques to measure progression. Troubleshooting techniques are discussed to assist when a team is at an impasse. In addition, quantifiable processes are introduced to measure performance viability of different processes through statistical quality controls including: ISO 9000, 9001, 9002 from a managerial perspective.

MG 6830 Strategic Human Resource Management

This course is based on a proactive approach to the management of people and resources. Using their workplace as the starting point, students will walk through a strategic, competency-based facilitation model of human resource management and will deal with practical aspects of managing people in the workplace in activities ranging from the assessment of the global environment to the identification of staffing needs and competencies that impact human resource decisions. This course covers the basics in the functional areas of HR: job analysis, staffing, job design, training, performance appraisal, compensation, succession planning, work-life balance and termination. Emphasizes the strategic rather than the administrative role of HR and, therefore, its thrust will be HR as a business partner to gain and sustain a competitive advantage. Students will examine the role of socio-technical systems and its interaction with human resources and all stakeholders (human element) in relation to moving the organization forward.

MG 6880 Supply Chain Management

This course examines the concept of logistics management from the perspective of competitive strategy, costs and performance, and benchmarking. The course will also discuss recent innovations in supply chain management, such as “just-in-time” and “quick response” methodologies. Strategic, tactical and operation decisions in supply chains will be examined as well as Internet-enabled supply chains including: customer relationship management ERP and supply chain automation and integration.

MG 6920 Legal Issues in Healthcare

The purpose of this course is to examine the background, foundation, and ethical aspects of the United

States' legal system and the role of the legal and political environment as it affects the health care industry. Topics include: liability, negligence, taxation, antitrust, compliance, and emergency care. This course will examine contemporary issues affecting the industry and local facilities.

MG 6950 Contract Management

This course introduces the student to the contract management process from both buyer and seller perspectives, from pre-RFP planning, proposal development, and negotiation through contract administration and closeout. Using the work breakdown structure as a framework for planning, the course explains all typical major tasks, responsibilities, and customer interfaces.

MG 6970/6980 Strategic Capstone Project I/ II

In this course, dispersed through two terms, each student will undertake a major investigation of a major leadership and management challenge in the workplace, be it from the student's own experience or in a field that the student hopes to secure employment. 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. Written and oral component required.

Part I is designed for students to develop a proposal and project plan in cooperation with the instructor and peers for their final capstone project. Students will develop a plan that identifies timelines, resources, and additional information necessary for completion of the capstone project. This course is designed for students to map out their individual project for completion at the end of the program. In Part II, students will complete and present their final project. (6 credits)

Master of Science in Sports and Recreation Management (with a concentration in Coaching)

Telephone: 603.428.2252

Program overview

The Master of Science in Sports and Recreation Management with a Specialization in coaching provides a strong foundation in management of sports and recreation programs as well as the advanced skills and knowledge that prepare students to meet the challenges of coaching in colleges and universities today. This is a 36-credit program maximizing on-the-job learning and online coursework, designed to be completed in one year. Two one-week, off-season residencies at the beginning and end of the program enable students to complete coursework efficiently with additional faculty and cohort support.

Program Outcomes

Graduates of this program will gain the knowledge and skills to be able to:

- Employ a variety of research and quantitative methods relevant to Sport and Recreation Management, with a special emphasis on coaching;
- Understand the broad concepts of the sport and recreation management industry;
- Analyze the dynamics of collegiate coaching, including sport psychology;
- Gain knowledge of relevant economic theories, financial management processes, and marketing strategies in sport;
- Achieve academic and practical foundations in coaching, with the ultimate goal of employment in college coaching ranks;
- Identify contemporary issues in the financial management, economics, and marketing of sport;
- 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 the sport industry.

Core Requirements for the Master of Science in Sports and Recreation Management

*Course numbers to be assigned in Fall 2009

Research Methodology in Sport
Legal and Ethical Issues in Sport
Financial Management in Sport
Marketing and Communications in Sport
Facility and Event Management
Capstone Project

Coaching Concentration Courses

Theoretical Aspects of Sport Psychology
Practical Applications of Sport Psychology
Current Issues in Coaching and Sport Management
Internship in Coaching (for students who need experience in coaching)

Core courses are designed for a student seeking a comprehensive understanding of sport and recreation management. The foundational courses provide a theoretical and conceptual base of the sport and recreation management industry. Research classes will teach students the necessary skills to investigate problems of practice and increase evidence-based decision-making. The Coaching courses will tailor educational expectations directly to the skills necessary for successful coaching. The primary emphasis will be on sports psychology and current trends and issues in the industry.

Courses for the Master of Science in Sports and Recreation Management (with a concentration in Coaching)

Research Methodology in Sport

The course will look at advanced techniques in research as the students start to prepare for their thesis or capstone project experience. Emphasis will be put on choosing an appropriate topic, advanced research methods, development of a thesis statement, and methodology in the field of Sport Management

Theoretical Aspects of Sport Psychology

Exploration of sport psychology literature and theory associated with coaching in a college or professional athletic setting. Emphasis will be on scholarly and theoretical literature focusing on the psychological parameters affecting athletic performance and fitness training. Psychological variables influencing participation in sport and the effects of sport on psychological responses will be examined.

Practical Applications of Sport Psychology

This course will examine the practical application and effectiveness of sport psychology interventions for enhancing performance in sport and exercise settings. Among the skills to be examined and developed are goal setting, risk taking, effective communication and decision making, relaxation, group cohesion, motivation, and visualization. Psychological assessments of athletes will be discussed.

Current Issues in Coaching and Sport 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 abuse, racial equity, and sporting behavior of players and fans.

Financial Management in Sport

This course focuses on using financial information to make decisions. Students will be exposed to a variety of financial theories as they relate to sport and sport management. The tactical and strategic use of financial management is emphasized. Topics examined in the course include, preparation of financial plans and operation budgets, examination of capital budgeting, evaluation of sources of revenues and management of expenses.

Marketing and Communications in Sport

Community, college and professional sports program 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.

Facility and Event Management

This course has the purpose of providing students with a thorough understanding of the complexities involved in facility and event management in the field of sports. A variety of activities are included in the course: planning and designing a facility for sporting events, personnel management in sport facilities and events, developing revenue streams for events and facilities, schedule and operational/logistical issues of managing sports facilities and events. The course pays special attention to the specific management challenges of organizing sports events, including coordination and cooperation with stakeholders, defining the goals and identifying resources, and operating under constrained budgets.

Legal and Ethical Issues in Sport

This course explores relevant legal issues as they relate to amateur and professional sport, including tort law, contracts and statutory law. Additionally, as leaders in sport are asked to make ethical decisions, this course will examine ethical decision making and the influence of relevant stakeholders on the decision process.

Thesis/Capstone Project

This course will be the culminating experience in the Master's Program. Students will be required to write a significant research paper based on the skills they learned in the research methods class. Students will also be required to defend their research project in a public presentation at the end of the semester.

Bachelor of Science in Healthcare Administration

Telephone: 603.428.2252

Program Overview

New England College offers a bachelor's degree-completion program that focuses specifically on individuals who want to advance their careers in healthcare. The baccalaureate completion program offers the healthcare professional an opportunity to obtain a Bachelor of Science in Healthcare Administration entirely online. Students primarily enter the program with an associate's degree or the credit (60 +/-) equivalent.

The online component to the program features courses specifically structured for ease-of-use on the Internet. The courses use a web-based learning platform that creates a virtual classroom with student and instructor interaction, discussion boards, and assignment venues. Classes run in seven-week terms, and the online component is complemented by an optional summer session that meets on NEC's Henniker, New Hampshire campus. This component provides students with an opportunity to accelerate their degree completion process.

The program aims to provide students with the skills to understand current organizational theory and apply it to contemporary healthcare issues, identify leadership qualities unique to the healthcare professional, and recognize current public and community health issues and their impact on healthcare leaders.

Acceptance to the program is based on a combination of a student's education record, professional experience, and potential. Standardized test scores are not required and applications are accepted on an on-going basis. Generally, an associate degree or the equivalent credits meet the minimum admissions standard. Applications can be completed online.

NEC's School of Graduate and Professional Studies adheres to the American Council on Education guidelines in granting transfer credits from accredited colleges or universities with a grade of C- or better. A maximum of 30 credits can be accepted by CLEP and DANTES examinations. A maximum of 90 credits can be accepted from all transfer sources.

Graduation Requirements

To graduate with a Bachelor of Science in Healthcare Administration degree from the School of Graduate and Professional Studies of New England College, a student must fulfill the following requirements:

- 1. Completion of a minimum of 120 credits with passing grades, as a result of credits transferred from previous college coursework (see "Transfer of Credits"), or waived as a result of demonstrated competency, as determined by the Dean of the School for Graduate and Professional Studies.
- 2. Achievement of a cumulative grade point average of at least 2.0 (C), and a grade point average in the major (defined as all courses designated as "Core") of at least 2.0 (C).
- Successful completion (see #1 above) of the program's course distribution requirements, as follows:
 - College Core – General Education Requirements – 42 credits;
 - Program Core – 21 credits, of which a minimum of 12 credits must be earned by successfully completing courses offered by New England College's School for Graduate

- and Professional Studies;
- Concentration – 21 credits;
- Capstone – 4 credits;
- Electives – 32 credits.

Requirements for the Bachelor of Science in Healthcare Administration

Three credit courses run online for eight-week terms. Two courses (6cr) per eight-week term is considered full-time status.

Spring Term I

HCA 1990 - Special Topics: Healthcare Statistics
 HCA 2040 - Long-Term Care
 HCA 3040 - Outcomes Assessment and Quality Management

Spring Term II

HCA 1040 - Cultural Diversity in Healthcare
 HCA 2030 - Marketing for Healthcare
 HCA 3030 - Health Plans and Insurance
 HCA 4010 - Health Program Evaluation s

Summer Term I (May Term)

HCA 2010 - Case Management
 HCA 3020 - Information Systems for Healthcare
 HCA 4030 - Accounting for Healthcare Administrators

Summer Term III

HCA 4040 - Healthcare Leadership Capstone
 HCA 4020 - Health Services in the 21st Century

Fall Term I

CT 1050 - Introduction to Management Information Systems
 HCA 1020 - Introduction to Healthcare in the US
 HCA 1060 - Issues in Ethics for Healthcare Administrators
 HCA 3010 - Financial Management of Healthcare

Fall Term II

HCA 1010 - Organization and Management in Healthcare
 HCA 1030 - Introduction to Public and Community Health
 HCA 2020 - Economics of Healthcare

Courses for the Bachelor of Science in Healthcare Administration

CT 1050 Introduction to Management Information Systems

This is an introductory course designed to enable students to build on existing computer skills to maximize the benefits of an online program, but also to acquire a basis for expanding the skills needed to manage information electronically. Basic hardware and software concepts are reviewed, and common but essential software applications including word processing, spreadsheets, presentation graphics, and tools such as the World Wide Web and electronic mail are addressed. *Course Requirements: Instructor approved Windows or Mac operating system, Microsoft Office 2003 Professional, and Internet Explorer 6.0.*

HCA 1010 Organization and Management in Healthcare

In this course, students are introduced to management and leadership within health service organizations, particularly as they differ from other kinds of business and service entities. Students will study effective ways of managing short-term goal achievement and long-term strategy, leadership styles, interpersonal dynamics, the role of power balance and imbalance within an organization, and the leader's role in successfully managing at the border between the internal organization and its external environment

HCA 1020 Introduction to Healthcare in the US

This course will introduce students to the current healthcare system structure in the United States today. The course will serve as an overview for students entering management roles within the US healthcare system, and provides a basis for further in-depth study during courses in the BSHCA curriculum.

HCA 1030 Introduction to Public and Community Health

This course will introduce students to the field of Public Health, with an emphasis on the role of Public Health in resolving community health problems. Students trace the development of public health from its primary focus on fundamental issues of sanitation, water quality, and infectious disease control, to a broader perspective on chronic diseases and life style behaviors, including social, political, economic, geographic, demographic, and physiologic factors affecting health status.

HCA 1040 Cultural Diversity in Healthcare

In this course, students examine the impact of an increasingly diverse population on the healthcare system. Students will develop a vocabulary for understanding diversity as a concept that includes many different types of racial, ethnic, religious, and socioeconomic categories. Case studies and discussions will provide students with opportunities to understand and acquire "cultural competency" for implementation in healthcare settings, and the impact it can have on quality of care and organization management.

HCA 1060 Issues in Ethics for Healthcare Administrators

This course focuses not only on key ethical decisions that arise in health care administration, but also the analytical skills required for sound decision-making. Case studies and readings in ethics are used to address administrative issues, and an appreciation of issues facing clinicians is also included in order to enable administrators to provide effective support to their organizations.

HCA 1990 Healthcare Statistics

This course provides students with skills to understand and demonstrate the use of statistics in various aspects of healthcare administration, including clinical practice, business applications, and research. Through conceptual learning, sample problems, and cases, students learn how to process and present data, including use of software applications for statistical analysis. Content includes basic concepts such as averages, probability, frequency, correlations, regression analysis, test design, and problems related to statistical design and analysis, including ethical issues and research protocols.

HCA 2010 Case Management

In this course, students learn skills required for managing patient care and services. Focus is on the twin perspectives of patient needs and system structure and operations. Areas addressed include aspects of service coordination, identifying appropriate resources and needs, and case management types. Students will practice case management skills that include collecting and using information, communicating effectively to stakeholders in patient care, the importance of documentation and team building, and legal considerations affecting the delivery of health services.

HCA 2020 Economics of Healthcare

This course enables the student to understand how the healthcare industry is organized from the

perspective of economics. Current public and community health issues are considered from an economics perspective, and students acquire skills to apply economics to relevant problems in their workplace.

HCA 2030 Marketing for Healthcare

This course focuses on aligning health services offerings with the demands of markets, in order to maximize customer / client value and organizational competitive advantage. Course components include: the nature of marketing function; differences in services and product markets and marketing; market analysis; fundamentals of individual and organizational buying behavior; elements of the tactical marketing mix; and marketing strategies.

HCA 2040 Long Term Care

This course enables the student to acquire a broad understanding of long-term care, including nursing facilities, assisted living facilities, sub-acute care, adult day care, home health care and hospice. Primary components 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. Students will also explore managerial skills required of long term care managers today and in the future.

HCA 3010 Financial Management in Healthcare

This course will present an overview of current day financial management of healthcare organizations. It is designed for students without a deep background in finance. Topics addressed include fundamental principles of finance, accounting, and budgeting for both short-term and long-term assets and programs, financial investments and managing capital assets, in a survey style course with a broad-based focus.

HCA 3020 Information Systems in Healthcare

This course provides information for managing information technology and systems with which the healthcare administrator must be familiar. In addition to understanding input systems, students will learn and practice skills that will enable them to aggregate and make use of the healthcare data, issues surrounding privacy and security of information, current laws affecting privacy and security, and appreciate the impact of IT on people and organizations. Selected case studies will be utilized to develop understanding and skills in the use of healthcare technology as well as an understanding of the pitfalls inherent in technology.

HCA 3030 Health Plans and Insurance

This course provides an overview of health insurance in the US from the perspectives of key stakeholders. Topics addressed include basic terminology and history of the industry, and "visioning" of the future of health insurance. The focus of the course is on sensitizing healthcare administrators to the clinical, financial, and administrative implications of various approaches to health plans and insurance, as they function to both enable and manage access to healthcare.

HCA 3040 Outcomes Assessment and Quality Management

This course focuses on understanding and skills necessary to understand aspects of "quality" as they apply to healthcare settings, both clinical and non-clinical. Emphasis is on the development of quality and performance improvement activities designed to achieve desired outcomes, and to analyze and interpret data for quality purposes.

HCA 4010 Health Program Evaluation

This course explains the process of planning, implementing, and evaluating health promotion programs in the community. Total program development will be emphasized, with attention given to designing community health programs, overcoming community resistance, selecting appropriate educational

methods, and conducting evaluation activities.

HCA 4020 Health Services in the 21st Century

Offered in conjunction with a semi-annual on-campus symposium on current topics in healthcare administration, this course provides opportunities to review topics in depth through selected readings, case studies, and discussion of critical skills the 21st century healthcare administrator requires.

HCA 4030 Accounting for Healthcare Administrators

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.

HCA 4040 Healthcare Leadership Capstone 4 credits

This is the thesis/project component of the Healthcare Administration program. Students will work closely with an advisor, and develop a project related to their healthcare administration interests.

Administration

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M.A., University of Wisconsin-Milwaukee

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University of Northern Iowa
M.A., Counseling and Higher Education Administration, University of Denver
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Heather Frasier Chabot 1999-
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Debra A. Dunlop 1978-1980, 1990-
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Associate Dean of Education Division
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M.Ed., University of Maine
CAGS, University of Maine
Ed.D. University of Vermont

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Lori Runksmeier
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M.A., Mankato State University

Jolene Schillinger 1985-
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B.A., University of Maine
M. Ed., Antioch/New England
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Katherine A. Van Weelden 1981-
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Mark Watman 2005-
Assistant Professor of Writing
Associate Dean of Academic Services
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M.B.A., Cornell University

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M.A., University of Bridgeport
Ed.D., Boston University

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M.B.A., Dartmouth College

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Ph.D., University of London
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Fellow, Science Association of Nigeria

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B.D., S.T.M., Yale University
Ph.D., Syracuse University

Judy Jones

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Ph.D., University of Illinois

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M.S., University of Southern California

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M.M., Philadelphia Conservatory of Music

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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 under-represented in the workplace.