

# **2011-2012 Academic Calendar**

## **Undergraduate Schedule**

### **FALL SEMESTER 2011**

*Student online check-in begins Monday, August 22<sup>nd</sup>*

*Students must complete check-in process by Monday, September 19<sup>th</sup>*

#### **Saturday, September 3**

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

#### **Saturday-Monday, September 3 – 5**

*New student orientation*

#### **Monday, September 5**

*Returning students arrive & complete student check-in process*

#### **Tuesday, September 6**

*Classes begin*

#### **Tuesday, September 6**

**CONVOCATION**

#### **Thursday, September 8**

*Last day to add or drop a 1<sup>st</sup> seven-weeks course*

#### **Monday, September 12**

*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.*

#### **Monday, September 19**

*Last day to complete student check-in process.*

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

#### **Friday-Sunday, September 30 - October 2**

**Family & Alumni Weekend**

#### **Monday, October 3**

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

#### **Thursday, October 6**

*Last day to turn in work for Spring and Summer incompletes*

#### **Friday, October 7**

*Last day to withdraw from a 1<sup>st</sup> seven-weeks course*

#### **Saturday-Tuesday, October 15 – 18**

**Mid-Semester Break**

**Monday, October 24**

*First day of 2<sup>nd</sup> seven-weeks courses*

**Wednesday, October 26**

*Last day to add or drop a 2<sup>nd</sup> seven-weeks course*

**Friday, November 4**

*Last day to choose Pass/No Record option for 2<sup>nd</sup> seven-weeks courses*

**Tuesday, November 8**

*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 14-16**

*Pre-registration for Spring 2012*

**Tuesday, November 22**

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

**Wednesday-Sunday, November 23-27**

**THANKSGIVING BREAK**

**Sunday, November 27**

*Residence Halls open at 8:00 a.m.*

**Friday, December 2**

*Last day to withdraw from 2<sup>nd</sup> seven-weeks course*

**Friday, December 9**

*Last day of classes*

**Saturday-Sunday, December 10-11**

*Reading days*

**Monday-Thursday, December 12-15**

**FINAL EXAM DAYS**

**Thursday, December 15**

*Residence Halls close at 7:00 p.m.*

**JANUARY TERM 2012**

**Monday, January 2**

*Classes begin*

**Friday, January 20**

*Classes end*

## **SPRING SEMESTER 2012**

*Student check-in opens Monday, January 9<sup>th</sup>*

*Students must complete check-in process by Friday, February 3<sup>rd</sup>*

### **Sunday, January 22**

*All students arrive. Residence Halls open at 8:00 a.m.*

*Orientation & complete Student check-in process*

### **Monday, January 23**

*Classes begin*

### **Tuesday, January 24**

*Founders Day*

### **Wednesday, January 25**

*Last day to add or drop 1<sup>st</sup> seven-weeks courses*

### **Sunday, January 29**

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

### **Friday, February 3**

*Last day to complete student check-in process*

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

### **Friday, February 17**

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

### **Thursday, February 23**

*Last day to withdraw from a 1<sup>st</sup> seven-weeks course*

### **Friday, March 2**

*Last day to complete Fall 2011 and J-Term 2012 incompletes*

### **Friday, March 9**

**MID-SEMESTER**

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

### **Saturday-Sunday, March 10-18**

**SPRING BREAK**

### **Sunday, March 18**

*Residence Halls open at 8:00 a.m.*

### **Monday, March 19**

*First day of 2<sup>nd</sup> seven-weeks courses*

### **Wednesday, March 21**

*Last day to add or drop 2<sup>nd</sup> seven-weeks courses*

### **Friday, March 30**

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

*Last day to withdraw from a full-semester course*

**Monday-Wednesday, April 9-11**

*Pre-Registration for Fall 2012*

**Thursday, April 19**

*Last day to withdraw from a 2<sup>nd</sup> seven-weeks course*

**Friday, May 4**

*Last day of classes*

**Saturday-Sunday, May 5 - 6**

*Reading days*

**Monday-Thursday, May 7- 10**

***FINAL EXAM DAYS***

**Thursday, May 10**

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

**Saturday, May 12**

***COMMENCEMENT***

**SUMMER TERM I (MAY TERM)**

**Monday, May 14**

*Classes begin*

**Friday, June 8**

*Classes end*

**SUMMER TERM II**

**Monday, June 11**

*Classes begin*

**Friday, July 13**

*Classes end*

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**Monday, July 16**

*Classes begin*

**Friday, August 17**

*Classes end*

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## Message from the President

Welcome to New England College – a community of dedicated faculty, staff, and colleagues who approach learning with imagination, innovation, and creativity. 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. As a student at New England College, you will be challenged to transform yourself and your world.

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 32 undergraduate academic programs may be the first step in a long and meaningful career, or it may prepare you for more in-depth study in one of our 13 graduate programs. Our Pilgrim athletic teams have been recognized for their accomplishments in the classroom as well as on the playing fields. We offer dozens of clubs all organized by our students, and the option for studying at off-campus locations both in the United States and abroad provides a unique and enriching learning experience.

New England College is recognized for a curriculum which highlights civic engagement and social responsibility. The Office of Engaged Learning supports academic programs and co-curricular projects which provide students many opportunities to become actively involved in their educational experiences in communities beyond the campus. NEC is a member of Project Pericles, a national consortium of colleges and universities dedicated to fostering civic engagement on their campuses. In early 2012, NEC's Center for Civic Engagement will once again host the national College Convention, introducing students from across the country to candidates and community leaders as they discuss contemporary civic issues. Engaged learning experiences like these allow students to apply what they learn in the classroom and craft challenging, rewarding, and meaningful college lives.

This past year NEC completed major strategic and facilities planning activities. These projects outline the College's goals for excellence and innovation in areas such as new program development, scholarship, and environmental sustainability. These are just some of the initiatives that indicate NEC is a strong and vibrant community committed to the quality of our students' educational experience.

I encourage you to participate fully in the educational programming described in this catalog and in the many opportunities that will be available to you as a student at New England College.

With best wishes,

A handwritten signature in cursive script, reading "Michele D. Perkins".

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

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

Students at New England College represent thirty-one states and twenty countries. Although the beauty of the natural environment often has a strong appeal for them, a community that is internationally and culturally diverse, a campus that is informal and friendly, and an educational experience that is challenging, leave lasting impressions on our students.

In addition to the thirty-two undergraduate academic programs and thirteen graduate programs that it offers, New England College features a wide range of co-curricular activities that include both a high and low ropes course. The College supports thirteen intercollegiate men's and women's athletic teams including lacrosse, soccer, cross-country, ice hockey, field hockey, softball, baseball, and basketball. More than half of the student body participates in interscholastic athletics, club, or recreational sports. There are more than two dozen student organizations from which to choose including Adventure Bound, the Carriage Theatre Ensemble, the International Student Association and the Political Science Club. Students publish a campus newspaper, *The New Englander*, and manage the College's radio station, WNEC. Cultural events, social activities, and other co-curricular experiences are regularly scheduled by the Student Entertainment Committee (SEC) in collaboration with the Office of Academic Affairs and the Office of Student Involvement.

### A Brief History of NEC

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

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

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

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



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

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

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

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

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

### **Fields of Study**

New England College offers 32 academic programs:

*Accounting*

*Art*

*Art History*

*Biology and Health Science*

*Business Administration*

*Communication Studies*

*Computer Information Systems*

*Creative Writing and Comparative Literature*

*Criminal Justice*

*Educational Studies*

*Elementary Education*

*Engineering 3 Plus 2 program*

*English*

*Environmental Science*

*Environmental Studies*

*Environmental Sustainability*

*History*

*Kinesiology*

*Mathematics*

*Outdoor Leadership*

*Philosophy*

*Physical Education*

*Political Science*

*Professional Writing*

*Psychology*  
*Secondary Education*  
*Sociology*  
*Special Education*  
*Sport and Recreation Management*  
*Theatre*  
*Women's Studies*  
*Writing*

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 Antioch University of New England, Colby-Sawyer College, the Community College System of New Hampshire, Dartmouth College, Franklin Pierce University, Granite State College, Massachusetts College of Pharmacy and Health Sciences, New Hampshire Institute of Art, Plymouth State University, Rivier College, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire. Students remain degree candidates and continue to pay normal New England College tuition, but must make their own room and board arrangements and pay any extra fees (e.g. student activities) directly to the NHCUC institution.

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

### **Campus Facilities**

#### **Simon Center**

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

#### **Center for Educational Innovation**

The CEI building is a 14,000 square-foot state-of-the-art facility adjacent to the library and outfitted with the latest in educational technology. The first floor features classrooms with audio-visual computer projection equipment as well as Promethean Boards. A link between the main teacher console and networked data ports for students allows students and faculty to participate in video conferencing with

students and teachers all over the world. The second floor is the home of the College's education department, where teachers-in-training are given the opportunity to work alongside experienced mentors as both use the latest computer programs to enhance their approach to teaching and learning.

## **H. Raymond Danforth Library**

*Telephone: 603.428.2344*

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

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

A full complement of both print and electronic resources is available through the library. More than 100,000 volumes and 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 Pathways-Tutoring Center.

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

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

### **Information Technology**

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

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

In addition to computers, the CEI's classrooms are all equipped with multimedia technology including VCR/DVD players, speakers and digital projectors. Room 110 in CEI, named after NEC alumnus David Lockwood, has a high-end multimedia system featuring video and computer projection systems along with high-end audio output. Classrooms in CEI and Larter Hall also contain Promethean interactive white boards.

New England College has an active online course program, supported through the use of Blackboard course management software. Students can find valuable course supplements and engage in virtual discussions through this medium. Faculty can use the latest design software to produce interactive courses.

### **Administration Building**

Built in 1805 as a resort hotel, the Administration Building maintains its historic charm while serving as the location for many of the College's administrative offices. In addition to the Office of the President, the Administration Building 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. Two of the Science Building's laboratories underwent extensive renovations in 2011 and now feature new equipment, instruments, and space for student research and experiments. The building contains four multi-station computer labs, a state-of-the-art Mac Lab that supports our digital photography and graphic design programs, and a video-conferencing facility that promotes collaboration with an extended network of students and scholars.

### **Bridges Gymnasium**

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

### **Fitness Center**

The fitness center, located in the lower level of Bridges Gymnasium, is open to all members of the New England College community. It is designed to provide the community with a facility dedicated to the pursuit of physical conditioning. In addition, the Fitness Center serves as a venue for the practical training

of our students studying the field of kinesiology. It is equipped with cardio machines, more than 2000 pounds of free weights, and plate-loaded Bodymasters weight equipment.

#### **Lee Clement Ice Arena**

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

#### **The Field House**

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

#### **Laurie Cox Athletic Fields**

With more than 26 acres of athletic fields, New England College offers 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.

#### **Turf Field**

One of the cornerstones of the College's athletic facilities is the \$1.5 million dollar turf field completed in 2010. It is the first major building project the College has undertaken since the completion of the Center for Educational Innovation in 2001. Supporting both varsity and recreational sports, the turf field is an integral component of the learning experience of our students and is used by men's and women's lacrosse and soccer, field hockey, classes, club sports, recreational sports, individual users, and community groups.

#### **Ropes Course and Trails**

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 high and low ropes course used for classes in outdoor leadership and education as well as co-curricular programs which promote teambuilding, leadership development, and communication skills. Downhill skiing and snowboarding facilities are available free to students, faculty, and staff through a partnership with the Pats Peak Ski Area in Henniker.

#### **The Mainstage Theatre**

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

#### **Studio Theatre**

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

#### **Art Studio**

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

#### **Art Gallery**

The New England College Gallery is committed to promoting and exhibiting contemporary and historically significant art to enhance the curriculum and encourage cultural inquiry and dialogue. The Gallery produces rotating exhibitions and programming in support of the mission and values of the College and

provides a cultural access for the community and the region. The 1,500 square feet of light-filled exhibition area is ideal for drawings, prints, paintings, photography, sculpture, and multimedia works. The Gallery's permanent collection includes more than 550 works in a variety of media and was recently gifted 150 original Andy Warhol photographs through the Andy Warhol Photographic Legacy Program. It is open to the NEC community and the general public free of charge throughout the year.

**Carriage House**

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

**Cogswell House**

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

**Spaulding**

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

**Lewin House**

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

**Larter Hall**

Larter Hall 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 also found in this building.

**Bridge Street House**

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

**Davis House**

Located across the street from Bridge Street House, Davis House 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, including those who may not have yet performed to their full potential. The College seeks students who are ready to develop strong educational values, demonstrate a desire to reach for excellence, show an appreciation for diversity, demonstrate social responsibility, possess the capability for leadership, and 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.*

New England College requires a completed high school diploma (or a school-leaving certificate or equivalent) for matriculation into baccalaureate programs. The College suggests that a student complete at least four years of English, three years of math (up to Algebra II), three years of science (one being a lab science), and three years of social science, all in a college preparatory track. The College does not require results from standardized tests such as the SAT or the ACT. However, students who wish to submit such scores 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  
98 Bridge Street  
Henniker, NH 03242-3297  
800.521.7642 or 603.428.2223  
FAX: 603.428.3155*

The application form is also available by going online at [www.nec.edu](http://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.

2. Send the completed application, essay, and \$30 application fee to the Office of Admission.
3. 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. Students are encouraged to submit additional recommendations from sources that highlight their academic, extracurricular, and/or

- personal strengths. Often, students submit activity sheets or resumes to demonstrate personal achievements.
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 Office of Admission. 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](http://www.nec.edu).

### **Additional Instructions for Transfer Students**

In addition to the steps listed above in the “How to Apply,” section, transfer students must arrange for official transcripts from any high schools or GED documentation and transcripts from all colleges 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. Updated Information on this program is posted on our website [www.nec.edu](http://www.nec.edu). Veterans are encouraged to contact the Office of Admission to determine eligibility for scholarship assistance. In addition to the steps listed above in the “How to Apply” section, you must arrange for transcripts to be sent through the American Council on Education (ACE), depending on the branch of the military (SMARTS, AARTS, or Community College of the Air Force). ACE transcripts can be requested through ACE at [www.acenet.edu](http://www.acenet.edu); select “Programs & Services,” then “transcript requests.” A copy of your DD214 AND certificate of eligibility 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, have legal dependents other than a spouse, and have not been enrolled at New England College in the past four years. All NEC Plus students take courses along with the traditional undergraduate students at NEC. This discounted program offers courses at a much lower rate than the regular undergraduate programs at NEC.



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

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

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

### **Administrative Policy Concerning English as a Second Language**

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

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

1. Any student whose first language is not English must take a TOEFL or equivalent examination.
2. Any student who scores 79-80 IBT or better on the TOEFL examination may be conditionally accepted to New England College. This acceptance is contingent upon completion of the English as a Second Language program and obtaining a minimum TOEFL score of 79-80 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.

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

### **Visiting Students**

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

### **Deposit Policy**

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

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

### **Readmission**

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

### **Visiting Campus**

Prospective students and their families are encouraged to visit. A visit will give students the opportunity to discuss their needs with an admission counselor and tour the campus with a current New England College student. Students and their families may also arrange to meet faculty and coaches, attend a class, and have a meal with students or faculty. For a visit to campus, contact the Office of Admission at 800.521.7642 or [admission@nec.edu](mailto: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.

## **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
- 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) <b>OR</b> <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

### Massachusetts College of Pharmacy and Health Sciences Programs

MCPHS allows for up to five qualified NEC students to transfer into either the physician assistants'

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

### **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](http://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 Student Financial Services Office. Payment may be made by credit card, check, or money order, payable to New England College. To pay by credit card, contact Student Financial Services at 603.428.2226. If paying by check or money order, mail to:

*Student Financial Services  
New England College  
98 Bridge St.  
Henniker, NH 03242*

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## 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 and projects represent additional opportunities for academically gifted and adventurous students; they are not an alternative curriculum. Honors programs are designed to nurture talent by providing opportunities to go farther into an academic discipline, to broaden and deepen an education beyond the usual required work, and to nurture and reward genuine intellectual curiosity.

### Eligibility

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?

- *Challenging core courses*
- *Access to summer grants to fund student research projects and academic travel*
- *Social and intellectual activities outside the classroom*
- *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

The NEC honors program is a distinctive two-tiered system. Students may complete honors in the Liberal Arts Core Curriculum and honors in the majors. Each Honors Scholar must complete a minimum of four Core Honors LAS seminars or approved honors projects and four subsequent Honors courses or projects in the major during the junior and senior years. Transfer students who have qualified as honors students at their previous institutions may also apply to join the program and continue a path of advance coursework and achievement.

**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 projects

### **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/projects 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/projects (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).

### **Graduate Admission**

The School of Graduate and Professional Studies seeks to remove obstacles to educational advancement and open new pathways leading to professional development and personal enrichment. The admission process allows prospective students to start their academic programs at various times during the year. Admissions requirements vary by program. See page 311 of the College Catalog for more details on the admissions procedures.

## Tuition and Fees

### Full-time Students

Full-time students are those who register for 12-18 credits per semester. An additional charge of \$940 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 \$1440 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.

College housing policies are contained in *The Compass*, the New England College Student Handbook. This information can be found on-line at <http://www.nec.edu/student-life/student-handbook>. The residence halls are reserved for full-time enrolled New England College students. As a residential college, all students are expected to live in college-owned-and-managed residence facilities for two years. Exceptions to this policy may be made on an individual basis through the Contract Release and/or Housing Requirement Exception process. Please note that students who are 21 years of age or older, married or have civil-union status, have a child (or children), or have a permanent home address within a 30-mile radius of campus may be exempt from this housing requirement. All housing and meal plan contracts are binding agreements made for the entire academic year. Students are subject to meal plan requirements based on their residence location. Contact the Housing Office 603.428.2242 for more information.

Current students who are required to live on campus for the following academic year and who do not select a room and meal plan during the room selection process will, as of May 30<sup>th</sup>, be assigned a campus residence hall/house room and a 19-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 19-meal plan and charged accordingly.

Prior to moving in to their assigned room, all students will be required to sign Housing and Meal Plan contracts. Students who choose not to occupy their assigned room will be charged for the full cost of their room based on the above stated requirements. Likewise, students who choose to not make use of their meal plan will be charged for the full cost of their meal plan based on the above stated requirements.

Type of Room	Cost per	Cost per
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	Semester	Year
Double Buyout*	\$4,146	\$8,292
Regular Double, Sanborn Triple, Efficiency Single	\$2,764	\$5,528
Regular Single, Apartment, Sanborn Single, Union Suite	\$3,564	\$7,128
East or Connor Suite, Sanborn Double	\$3,163	\$6,326
Quad	\$2,764	\$5,528
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, 2011 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, 2011 and July 31, 2011, 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, 2011, 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;*
- *Non-residential students also have the option to purchase a “commuter” meal plan. (Please see the housing office for details);*
- *Students may purchase a new meal plan or INCREASE their meal plan selection at any point. Students will be billed a pro-rated amount accordingly.*

#### **Meal Plan Contract Release & Termination**

- Eligible students (i.e., commuters and students who have been released from the Housing Requirements and/or Housing Contract) will have until May 30, 2011 to opt out of their Meal Plan Contract WITHOUT penalty;
- Between June 1, 2011 and July 31, 2011, 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, 2011, the students are financially responsible for the charges associated with the Meal Plan Contract for the entire academic year.

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

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

Meal Plan Name	# of meals per week	Amount of Flex Cash per semester	Cost per semester	Cost per year
Extra	19	\$100	\$3,213	\$6,426
Gold	15	\$160	\$2,550	\$5,100
Silver	10	\$200	\$2,265	\$4,530
Bronze	7	\$240	\$1,913	\$3,826

#### **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 2011-2012 academic year are:**

*Tuition \$30,100*

*Student Services Fee \$300*

*Room (Shared) \$5,528*

*Board (19 Meal Plan) \$6,426*

*Health Insurance \$280 \* to be determined*

*Estimated Total \$42,634*

**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 May 1. Fall semester charges are due on or before July 15. This payment is refundable up to the day before fall classes begin.

**Spring Semester**

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

**Payment Policy**

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

New England College is pleased to offer the convenience of online payments. Students can pay online with credit card or electronic check through their MYNEC account. Students can authorize designated payers access to their online student accounts through their MYNEC link. If you are an authorized payee, you can submit online payments at: [https://quikpayasp.com/nec/student\\_account/authorized.do](https://quikpayasp.com/nec/student_account/authorized.do).

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

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

**Arrears**

Neither transcripts nor diplomas will be issued to any student whose account is in arrears. 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](http://www.afford.com/nec)  
1.888.437.3430*

**Refunds for Withdrawal, Suspension or Dismissal**

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

- *During the first week of the semester: 75%*

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

All other charges are non-refundable for any semester from which a student withdraws.

For summer term and January term programs the refund or credit will be issued according to the following schedule:

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

All other charges are non-refundable.

If there is an outstanding balance after the credit is applied, the amount outstanding is due within 10 days of the official date of withdrawal, suspension, or dismissal. The official date of withdrawal is the date on which the Office of the Dean of Students receives written notification from the student, parent or guardian. The date of suspension or dismissal is the day specified in the letter from the Vice President for Academic Affairs notifying the student of his/her suspension or dismissal.

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

### **Personal Expenses and Check-Cashing**

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

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

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

## **Financial Assistance**

Telephone: 603.428.2226

email: [sfs@nec.edu](mailto: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 GPA 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 GPA 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](http://www.finaid.org).

### **New England College Grants**

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

### **Federal Direct Subsidized Stafford Loans**

A Federal Direct Stafford Loan is a low interest, federally subsidized loan awarded on the basis of need. To apply, students should complete the Free Application for Federal Student Aid at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Over a four-year period beginning July 1, 2008, the interest rate on subsidized Direct Stafford Loans made to

undergraduate students will be reduced. The applicable interest rates for loans made during this period are as follows:

<b>First disbursement of a loan:</b>		<b>Interest rate on the unpaid balance</b>
<b>Made on or after</b>	<b>And made before</b>	
July 1, 2009	July 1, 2010	5.6 percent
July 1, 2010	July 1, 2011	4.5 percent
July 1, 2011	July 1, 2012	3.4 percent

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 Direct 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 disbursed after July 1, 2010 have fees of 1.0% (with an up-front interest rebate of 0.5%). Following graduation, students may be eligible to consolidate their federal loans or repay them on a graduated basis tied to student income. For more information on Stafford Loans, visit [www.studentloans.gov](http://www.studentloans.gov).

#### **Federal Direct Unsubsidized Stafford Loans**

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

#### **Federal Work-Study**

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

#### **Federal Direct PLUS**

The Parent Loan for Undergraduate Students (PLUS) is an additional loan that may be borrowed toward the cost of education. Parents may apply for a Direct PLUS loan 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. The interest rate for the Direct PLUS loan is 7.9%. The disbursement fee for these loans is 4.0% (with an up-front interest rebate of 1.5%). Repayment of PLUS loans begins 60 days after the loan is fully disbursed however an in-school deferment option is available. For more information on PLUS loans visit [www.studentloans.gov](http://www.studentloans.gov).

#### **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](http://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 2.75 to 3.0. To continue receiving the Alta Petenda Scholarship, students must maintain a cumulative GPA of 2.5 to 2.75 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 2.5 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 2.5 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 2.5 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 2.5 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 2.5 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 2.5 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 2.5 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 2.1 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 2.3 or higher at New England College.

**ACADEMIC OPPORTUNITY 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 2.0 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 year. 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 vary 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.

**COMMUNITY COLLEGE SCHOLARSHIP**

This scholarship is awarded to students who are transferring from a community college. In general, students must achieve a high school GPA of 2.7 or higher and maintain a cumulative GPA of 3.0 or higher while at New England College.

**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](http://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](http://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](mailto: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*

The Student Development Division is comprised of the offices of the Dean of Students, Associate Dean, Campus Safety, Residence Life and Housing, Student Involvement and the Wellness Center. We work collaboratively and across campus to ensure respect for individuals, to develop whole persons, and to promote equity while being open, friendly, and placing trust in others. Student development, engagement and retention are the pillars of our efforts.

## **Residence Life and Housing**

*Telephone: 603.428.2242*

### **Mission**

The Residence Life and Housing (RLH) Department strives to create a living environment that supports the growth and development of all residents in a community characterized by mutual respect.

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.

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 to live in College-owned-and-managed residence facilities for at least two-academic years and/or 4 academic semesters. 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, or who have a child(-ren) may be exempt from the housing requirements. Please contact the Housing Office for more information. Exemptions for financial and medical reasons would require documentation and be made only through the Director of Student Financial Services and the Coordinator of Learning Services. 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 30<sup>th</sup>, 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**

*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, 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 8:30 a.m. - 4:30 p.m. 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.

## **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)**

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 Main stage and Studio Theatres. Scripts are selected to provide students with a broad perspective and experience in acting, costumes, scenery, lighting, and production.

### **College Democrats/College Republicans**

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

### **Environmental Action Committee (EAC)**

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

### **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 (ISA)**

Composed of students from around the world, the International Student Association works to increase

awareness and appreciation of various cultures and customs within the College community. The association sponsors such activities as International Week, teas, and the annual international dinner and dance.

#### **New England College Role Playing Association (NECRA)**

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

#### **Political Science Club**

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

#### **Sexual Orientations United With Pride (SOUP)**

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

#### **Student Athlete Advisory Council (SAAC)**

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

#### **Student Congress (Senate)**

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

#### **The Henniker Review**

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

#### **The New Englander**

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

#### **T.E.A.C.H.**

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

#### **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. (4cr)

### **WNEC Radio**

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

### **Other Leadership Opportunities**

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

- *Judicial Board Member*
- *Orientation Leader*
- *Resident Advisor*
- *Student Safety*



## **Athletics**

*Phone: 603.428.2292*

### **Athletic Coaches**

*Baseball: 603.428.2484*

*Men's Basketball: 603.428.2396*

*Women's Basketball: 603.428.2435*

*Cross Country/Track: 603.428.2484*

*Field Hockey: 603.428.2367*

*Men's Ice Hockey: 603.428.2294*

*Women's Ice Hockey: 603.428.2406*

*Men's Lacrosse: 603.428.2313*

*Women's Lacrosse: 603.428.2401*

*Men's Soccer: 603.428.2447*

*Women's Soccer: 603.428.2263*

*Softball: 603.428.2213*

### **Athletics Mission Statement**

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 North Atlantic Conference (NAC).

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

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

### **Facilities**

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

### **Recreational Sports**

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

## Academic Affairs and Student Engagement

### Message from the Vice President for Academic Affairs

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 our undergraduate and graduate programs, 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.

The faculty and staff at NEC are deeply committed to experiential and engaged learning, and we enjoy working with our students to help them maximize the transformative educational potential of New England College. I encourage you to explore this Catalog, ask questions, and engage fully in the NEC community.

Best wishes for a productive year,

A handwritten signature in dark ink, reading "Hilton Hallock". The signature is fluid and cursive, with a long horizontal line extending from the end.

Hilton Hallock, Ph.D.  
Vice President for Academic Affairs

## **Office of the Vice President for Academic Affairs**

*Telephone: 603.428.2235*

The Office of the Vice President for 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 for Academic Affairs oversees the undergraduate divisions and collegia, the School of Graduate and Professional Studies, the NEC Gallery, the H. Raymond Danforth Library, the Registrar's Office, the Pathways Academic Success Center (Academic Advising, Career and Life Planning, ConNEctions, PASS, Tutoring, Disability Services, and Mentoring), and the Centers for Engaged Learning and Civic Engagement.

## **Office of the Vice President for Enrollment and Marketing**

*Telephone: 603.428.2410*

The Office of the Vice President for Enrollment and Marketing 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 Marketing oversees Athletics, , undergraduate and graduate Admissions, , and Student Development (Dean of Students Office, Student Involvement, Residence Life and Housing, International Student Advising, Campus Safety, and the Wellness Center).

## **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.

### **Engaged Learning**

Engaged Learning is central to the educational experience at New England College. The Center for Engaged Learning promotes the integration of engaged and experiential learning throughout the curriculum. With support from the Center, students and faculty have developed projects and courses which explore important questions about civic responsibility and address critical community needs. Recent activities have included a service learning trip to Nicaragua, a marine biology research course and trip to Belize, and an interdisciplinary course investigating participatory democracy in the New England town meeting tradition.

### **Community Service**

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

with work-study funds as part of their financial aid package can also be paid for working in the community.

## **Pathways- Academic Success Services**

Since its founding in 1946, New England College has emphasized its small classes and its student-centered education. Pathways-Academic Success Services provides NEC students with comprehensive academic support services that focus on individualized student attention and meaningful academic support.

Comprised of the Pathways Center (located on the 4th level of the Simon Center) which houses Academic Advising, Career and Life Planning, ConNEctions, Mentoring, and PASS offices, as well as the Tutoring Center (located on the second floor of the Danforth Library) and Disability Services Office (Located in CEI), Pathways-Academic Success Services provides a wealth of support options that assists students in their quest to become independent, motivated, and successful learners.

### **Pathways - 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 Academic Advising Office. Pathways advising 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 Pathways Academic Success Services to obtain additional support and strategies for success.

### **Pathways - 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 meet with a member of the Pathways team on a weekly basis and are encouraged to take advantage of the other support services available on campus. In addition to various outreach programs including the PATH 1010: *Transitions to Academic Success* course, PASS specifically provides guidance and support to students who have been placed on academic probation.

### **Pathways - Mentoring Program**

*Telephone: 603.428.2247*

The goal of the Mentoring Program is to support students as they become self-motivated, independent learners and citizens. This is achieved through a variety of academic, social and personal development strategies provided by a Professional Mentor.

The Professional Mentor promotes a proactive, collaborative approach to student success. Mentors are the central facilitator for student issues, maintaining regular contact with students, faculty, and families. Mentors provide direct support as well as connect students to existing resources within the College including Tutoring, the Wellness Center, Academic Advising, Residence Life, Career and Life Planning, Disability Services, and Student Involvement to encourage optimal academic and personal achievement.

Mentoring is intensive, with at least 3 scheduled meetings each week. Mentors develop strong relationships with students, providing emotional support, encouragement, and valuable feedback. Mentors help students manage their time, stay organized, develop and reinforce good study habits, and strengthen

communication skills. Mentors encourage thoughtful, intentional actions and decision making, though decisions are ultimately made by the student.

Students may enroll in the Mentoring Program for an additional fee. For details or questions please call 603.428.2247.

### **Pathways - ConNEctions Program**

*Telephone: 603. 428.2931*

The Connections Program works synergistically with academic departments and is part of Pathways-Academic Success Services. Within the ConNEctions program, a specific and targeted emphasis is placed on connecting all first year and transfer students to a CoNEctions Coordinator who acts as a personalized contact in the New England College community. All ConNEctions Coordinators are professional staff members at New England College. ConNEctions Coordinators operate on the assumption that individual relationships and meaningful environments help students feel supported, valued, and challenged. An emphasis is placed on students being active learners which supports and fosters successful graduates and engaged global citizens. As an active learner, students are not merely bystanders in their educational pursuits. Instead, students approach academics energetically taking greater responsibility for their own learning.

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

*Telephone: 603.428. 2276*

As part of Pathways commitment to student academic success, the Pathways-Tutoring Center provides tutoring services to *all* student populations of New England College in a welcoming and supportive environment. The Pathways-Tutoring Center is located on the second floor of the H. Raymond Danforth Library and provides a variety of academic services including professional and peer-tutoring programs. Professional tutors are available six days a week (usually from 8:30 a.m. until 10:00 p.m.) and offer 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.

The professional tutors provide academic tutoring in such areas as writing development, time management, study techniques, test-taking strategies, and goal-setting processes, as well as select subject area tutoring in a number of academic disciplines including: Mathematics, 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, outline preparation, 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 activities with students and help them learn to create schedules that will lead to the most effective use of their time. Additionally, we teach effective study strategies tailored to individual student needs.

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

### **Pathways - 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 present themselves, and; make connections in the world of work and further study.

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

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

### **Pathways - Disability Services**

*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 **Disability 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 Disability 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 Disability 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 Disability 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 **Disability Services Office**.

## International Study

*Telephone: 603.428.2358*

New England College promotes international programs as an important part of its efforts to foster an awareness of world citizenship. We believe in the importance of exposure to different cultures in the personal development of our students. The College maintains cooperative relations with 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

### Argentina

#### University of Belgrano, Buenos Aires (through International Studies Abroad, ISA)

European influences are evident in the unique blend of architecture and cuisine, the distinct Argentine accent, and world-renowned artistic contributions to music, literature, and dance. A diverse geography consisting of pristine forests, the majestic Andes Mountains, and beautiful beaches also contribute to Argentina's popularity. Buenos Aires has countless opportunities for students to enjoy exhilarating soccer games, world-class theatrical and dance performances, a vibrant nightlife, and unique architecture. The

Latin American Studies program is best suited for students whose Spanish is less than proficient, while students fluent in Spanish will have a wide range of options. Students in Buenos Aires will benefit from the support of the ISA on-site office. Resident staff members will assist students with travel information, volunteer and internship opportunities, and tutoring.

## **Australia**

### **Griffith University** (through SUNY Cortland)

A large university located just south of Brisbane on Australia's Eastern Coast, Griffiths University hosts many areas of study, including animation, criminology, marketing, and sports physiotherapy. Criminology majors may be especially interested in Griffith University's program in Justice Administration. Students attending classes at the Gold Coast campus will stay in apartments. Students attending the Nathan and Mt. Gravatt campuses will live in university residences. The Residents' Student Associations organize social, sporting, and cultural activities. All rooms are single occupancy study-bedrooms. Students have a choice of fully catered accommodation (with meals) or apartments with kitchens to prepare food independently. Numerous cultural and sporting clubs and societies available, as well as facilities for tennis, squash, basketball, track and field, weights, gym and aerobic training, and swimming.

### **University of Ballarat** (through SUNY Cortland)

Spending a semester or a year abroad at the University of Ballarat offers you a unique opportunity for adventure, travel, and learning about Australian people and culture. The student population has grown to more than 18,000 students undertaking studies in 50 specialized areas across nine schools. The university offers superb library facilities, an ultra-modern aquatic fitness center, a gymnasium, and numerous shops and cafes. The city of Ballarat has a unique small-town feel, with many big-city amenities within walking distance or a short bus ride, and celebrated tourist destinations such as Sovereign Hill, Eureka Stockade Center, and Ballarat Wildlife Park. Courses available include the Arts (Visual, Graphic and Performing Arts), Behavioral & Social Sciences, Humanities, Business, Hospitality, and Human Movement and Sport Sciences.

## **Austria**

### **University of Salzburg** (through AIFS)

Courses at the University of Salzburg 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. 3-day visit to Vienna, 3-day visit to Prague included in fee. Free tuition to one university sports class, choice of either home-stay or dorm residence. As with all AIFS programs, a pre-departure Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

## **Belize**

### **Belize Internships** (through SUNY Cortland)

A Belize Internship grants you the unique opportunity to have a mini-Peace Corps experience as you intern for 40 hours per week with a private corporation, non-profit organization, sports team, health service provider, or government branch. After submitting a written application and completing a mandatory interview, successful applicants are placed with an agency whose needs match their background and interests. Semester interns work full-time for 15-16 weeks. Credits are assigned on the basis of a learning agreement, and are evaluated as "Satisfactory" or "Unsatisfactory"; no letter grades are given. Candidates must be highly motivated, mature and adaptable. Previous interns have worked with the Pan American Health Organization, YMCA, Audubon Society, Fisheries Department, Belitour and many other organizations. Belize is an English-speaking nation surrounded by the Caribbean Sea in Central America. Belize is a developing country with a rich variety of ethnic groups, a stable parliamentary democracy, and a reputation as an eco-tourism destination. The country is also home to Mayan archaeological excavations, and hundreds of miles of white sand beaches and sparkling lagoons along the second largest barrier reef in the world.



## **Brazil**

### **Universidade do Sul de Santa Catarina, Florianopolis (through ISA)**

Florianópolis consistently ranks as one of Brazil's top five safest cities and has recently been recognized as one of the world's top travel destinations. In 2008 the city was voted the #1 place to live in Brazil by *Veja* magazine, as well as the #1 destination for young people in Brazil. The city is one of Brazil's pristine destinations with exquisite dining and nightlife, untouched nature reserves, innumerable parks, and charming fishing villages that showcase a wealth of landscapes, aromas, and colors. This Program offers students international economics and cultural studies courses taught in English. Course topics include studies on ethnicity and society, consumer behavior, global economy, and contemporary cultural studies. In addition, students may select from optional Portuguese language courses at the basic, intermediate and advanced levels. Students who have not completed a semester/quarter of college-level Portuguese or the equivalent, must choose language as one of their courses.

## **Canada**

### **The New England/Quebec Exchange Program**

A wonderful opportunity that is both foreign and close to home. NEC students may choose from three English-speaking universities (McGill, Concordia and Bishop's) or 16 French-speaking universities and professional schools throughout Quebec. These universities offer a wide variety of learning environments and an impressive array of course offerings. Students also enjoy Quebec's vibrant cultural scene, natural beauty, and extensive recreational opportunities, including world-class skiing.

## **Chile**

### **Pontifical Catholic University of Valparaíso or Adolfo Ibáñez University, Valparaíso/Vina del Mar (through ISA)**

The allure of Chile as a study abroad destination for American students can be attributed to numerous factors. Among these are Chile's incredible topography (mountains and beaches are equally accessible) and Chile's rich literary and cultural heritage. Chile is also one of the most prosperous Latin American countries and the benefits of this prosperity include an excellent educational system and distinguished universities. Valparaíso and Viña del Mar are sister cities located halfway down Chile's endless coastline and sixty-eight miles northwest of Santiago. Together, Valparaíso and Viña del Mar offer something for each visitor, including spectacular beaches, museums, and architecture. The Spanish Language and Chilean Culture program at the Pontifical Catholic University of Valparaíso is designed for students at all levels of Spanish proficiency. Business Courses in English at the Universidad Adolfo Ibáñez are offered to students with less Spanish familiarity.

## **China**

### **East China Normal University, Shanghai (through ISA)**

The People's Republic of China has been a center of international attention for the past 15 years as it has emerged as a global economic power. ISA's China program allows students the ability to learn Mandarin, the world's most widely spoken language in one of the world's fastest growing economies. Shanghai is China's largest city and financial capital, has been a market city for over 1,000 years and has been a city of global economic importance since the 19th Century. Students participating in the Chinese Language and Business program in Shanghai will be able to take a diverse set of courses taught in English. The courses that are offered will cover subjects such as Business, Political Science, Economics and History. In addition, students will be required to enroll in a Mandarin language course if they have not previously taken at least two terms of Mandarin. Courses are taught in English except for Chinese language courses which are available for students with a beginning or intermediate level of proficiency.

## **Costa Rica**

### **University Veritas, San José (through AIFS)**

Study Spanish language, environmental studies or Latin American literature during a semester with AIFS in San José, Costa Rica, in the country's capital with a large number of excellent museums, restaurants, pubs and theaters. Students will be housed with families located close to campus. Each student will have a single bedroom, with breakfast and dinner provided daily by the family. AIFS excursions take advantage of the myriad ecological features of Costa Rica. See Arenal Volcano and bathe in the nearby Tabacon hot springs. Explore Monteverde Cloud Forest, Costa Rica's premier attraction for visitors. Encounter wildlife and exotic plants and flowers at Manuel Antonio National Park on the Pacific coast.

**Universidad Latina – San Pedro, San Jose (through ISA)**

The allure of Costa Rica for American students studying abroad can be attributed to numerous factors, including its impressive biodiversity, stunning natural beauty, environmental awareness, and great opportunities for adventure and ecotourism. In Costa Rica's cosmopolitan capital city, San José, you will find a large number of excellent museums, cinemas, theaters, restaurants, and dance clubs. The Business, Spanish Language and Latin American Culture program is designed to be a focused program for students wanting to study a range of topics, including Spanish language, international business, international communications and environmental studies. Spanish Language courses are instructed in Spanish while all other elective courses are instructed in English. ISA San Jose homestays allow students to experience aspects of Costa Rican or "tico" lifestyle that are inaccessible to the average visitor.

**Czech Republic**

**Charles University, Prague (through AIFS)**

Founded in 1348, Charles is the oldest university in Central Europe. All courses taught in English: liberal arts, economics, film studies, theatre and social sciences, plus Czech language option. A 2-week orientation and intensive Czech language preparation are provided for three credits. The program includes housing in University residence hall and 3-days visits to Moravia region and Krakow, Poland. As with all AIFS programs, a pre-departure Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

**England**

**Regent's College, Regent's Park, London**

Regent's College offers majors and coursework in Business, Communication, Arts, Music, History, Literature, Political Science, and Social Services. Courses are considered equivalent to those at NEC and are directly transferred.

**London Metropolitan University, London (through SUNY Cortland)**

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. Two housing options are now available to students. Participants may choose from either apartments ("flats") through Acorn Management or Nido single or double rooms.

**University of Cumbria, Lancaster or Carlisle (near England's Lake District, through SUNY Cortland)**

Lancaster is known as the "big little city" because the city has both a significant, student-dominated atmosphere and a respected cultural scene rooted in theater, music, and the arts. If you prefer an active, outdoors lifestyle to the city, you may choose to study at the Carlisle campus. Carlisle is located at the base of the Lake District and the Solway Firth, bringing the great outdoors to your doorstep and making it your playground. The city has a distinct outdoors feel and there are many local (as well as university clubs) for outdoor pursuits. If you prefer to be a spectator more than a participant, Carlisle many exciting football and rugby games as well as a race course.

**Newcastle University, Newcastle (through ISA)**

Newcastle, considered one of the best cities for students in all of England, is located in northeast England along the Tyne River. The city is a cultural hub as students from around the globe converge in this town to

participate in a truly British academic experience. Whether you are a sports fan, history buff, or cultural enthusiast, Newcastle offers a little bit of something for everyone. Explore the English countryside, one of the country's best kept secrets, enjoy the local music scene, and take in the sights of the impressive city architecture. Students will attend Newcastle University and find themselves located on a campus that merges a traditional academic setting and the wealth of opportunities offered in a lively cosmopolitan city.

## **France**

### **The American University of Paris**

Offering an American curriculum in the heart of Paris for nearly 50 years, AUP is a premier liberal arts institution that greatly benefits from its location in the heart of Europe. We attract gifted students from over 100 countries who, on top of their academic interests, seek to become citizens of the world. Courses and majors in the humanities and the social sciences. Courses considered equivalent to those at NEC and are directly transferred. Most courses taught in English; French can be learned while attending formal classes at AUP and informally while living in Paris.

### **The American Business School in Paris, Paris** (through ISA)

The American Business School in Paris (ABSP) allows students the opportunity to prepare for a successful international career in one of the most exciting and dynamic cities in the world. Courses are taught by a team of international professors and lecturers who tailor-make coursework based on their own unique backgrounds and career experiences. Students will learn how to work on a team in multi-cultural settings, gain practice in international case studies, and prepare for a successful international career. This program offers a wide variety of subjects including business, management, economics, marketing and humanities. Courses are taught in English; if students do NOT plan on enrolling in a French language course, they must have completed at least one semester of college-level French, or the equivalent, to participate in the program.

### **University of La Rochelle** (through SUNY Cortland)

The University of La Rochelle is located in seaside resort city about three hours from Paris via France's rapid transit train. All courses taught in French: language and culture, humanities, applied foreign languages (Spanish, Portuguese, Chinese), political science, computer science, and science and technology. Accommodations in student residence are contracted by the University of La Rochelle, ranging from small rooms to student flats. Theater workshops; conferences and exhibitions are presented on a regular basis. Sports and Recreation Center offers about thirty sporting and recreational activities and classes open to everyone; cultural and outings offered through the University.

### **Collège International de Cannes, Cannes** (through AIFS)

Study abroad in this sunny international resort on the Mediterranean shoreline. A former fishing village, Cannes boasts some of the most beautiful scenery in France. It is a unique balance of a cosmopolitan city with the relaxed attitude of a seaside resort. The Mediterranean is at your doorstep as you look across the courtyard from your residence hall room to the beach. Spring semester students can experience the Cannes Film Festival from the inside, with passes for screenings and internships available. In France, AIFS offers excursions to Paris, Provence, and Florence, Italy. You are also within easy reach of the resort towns of Nice, Monaco, St. Tropez or San Remo, Italy, or the medieval fortified towns of Saint-Paul-de-Vence and Eze. The intensive language course and seminars in English and in French are open to all students at the Collège. AIFS students are required to take one intensive language course at the appropriate level plus a maximum of three seminars for a maximum 18 credits.

## **India**

### **University of Hyderabad** (through ISA)

The world's second-most populous country and home of some of the world's oldest civilizations, India has recently gained recognition as one of the fastest-growing economies in the world. Hyderabad is India's sixth largest city and is one of the major centers of information technology in the country, which has earned

it the nickname "Cyberabad". Located in the center of the country, Hyderabad has moderate temperatures year round. The Courses with Indian Students program allows students the opportunity to take specially designed courses for international students, including Hindi, while also taking regular university courses with local Indian students. Students will be able to choose from a wide variety of courses in many subject areas, as well as courses designed to help students learn more about India's history, politics, and culture. In addition to our ISA team in the U.S., ISA offers students the support of our qualified, full-time resident directors who are committed to maximizing the students' study abroad experience, both academically and culturally.

## **Ireland**

### **The University College Cork** (through SUNY Cortland)

Cork, the second largest city in the Republic of Ireland, was named "The 2005 European Capital of Culture" and is a vibrant center of activity for students and locals. Students are eased into university and local life with the support of UCC's International Education Office's excellent student services.

In the fall, you may enroll in an Early Start Semester option that runs through September, prior to the beginning of the regular semester start. Early Start options include study in Irish history, literature, archeology, folklore & ethnology, music, management & business in the EU, and law.

### **University of Limerick** (through AIFS)

The University of Limerick offers courses in liberal arts, business, as well as engineering, informatics and electronics, Irish studies, physical education and sports management. 3-day visit to London, and visits to the West of Ireland and Dublin, University Sports Membership included. Housing is in single rooms in University townhouses on campus, with shared kitchen and facilities. As with all AIFS programs, a pre-departure Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

## **Italy**

### **Richmond, The American International University in London, in Florence and Rome** (through AIFS)

Richmond offers courses in the liberal arts, economics, the social sciences, studio art and art history. Internships are available. Mandatory Italian language preparation during orientation; all students are required to take an Italian language course during the semester; housing in an Italian home or in student apartments; restaurant vouchers for five breakfasts and five lunches or dinners a week; 3-4-day visits to Rome, Venice, Naples and/or Pompeii. As with all AIFS programs, a pre-departure Student Advisory Center, a professional Resident Director on duty at the University, and guided cultural excursions are part of the tuition package.

## **Japan**

### **Kansai Gaidai University, Hirakata**

Short distance from Osaka and Kyoto, Kansai Gaidai is an international university, with more than 200 affiliations with colleges and universities around the world. Extensive program in business, social science, and humanities relevant to the area of Asian studies; all courses taught in English. Courses in spoken Japanese are also offered as a required part of the curriculum.

## **Jordan**

### **Al-Ahliyya Amman University, Amman** (through ISA)

At the crossroads of countless civilizations, Jordan is situated in the heart of the Middle East. Students living in Jordan will have the opportunity to study Arabic, a critically in-demand language, as well as to experience the beauty and hospitality of Arab culture. Amman is a millennia-old Middle Eastern metropolis, and boasts many historical monuments, such as the Roman Amphitheater, Herculean Temple, and Umayyad Mosque. Amman is one of the most diverse cities in the Middle East and enjoys a thriving arts scene featuring film and music festivals, as well as many other opportunities for students to expand

their horizons. This program is open to students from all majors. Al-Ahliyya Amman University offers ISA students beginning and intermediate level Modern Standard Arabic courses. Content courses include social science, humanities, and fine arts courses related to the Middle East which will give students an understanding of Jordan specifically and the region more generally.

## **Morocco**

### **Moulay Ismail University, Meknes** (through ISA)

The infusion of Berber, Jewish, French and Spanish cultures makes Morocco a multi-cultural, Mediterranean mosaic. From the majestic mountains of the Atlas and Rif ranges, to the sun-kissed sands of the Sahara, Atlantic, and Mediterranean, Morocco's natural beauty reflects its cultural richness. Meknès is home to a beautiful blend of the Arab, Berber, and French cultures composing modern Morocco. The diverse and distinct districts of Meknès, such as the bustling Ville Nouvelle (modern city), labyrinthine Medina (medieval city), and relaxing plazas and green spaces speak true to the traditional Moroccan lifestyle. The Meknès semester programs provide students with little or no Arabic or French language experience the opportunity to choose among courses taught in English. Students will select courses among subjects such as history, culture, business, architecture, arts, religion, politics, gender studies, and more, in addition to a required course in Arabic.

## **New Zealand**

### **Victoria University of Wellington** (through AIFS)

Students at Victoria will have the opportunity to study environmental studies, economics, film studies, history, international relations, political science, Maori studies, and Pacific Studies. Housing in University residences is included, as well as a meal plan, cultural activities, airfare (if selected), a 10-day Pacific Studies program in Fiji, a visit to Sydney, and an on-site Program Coordinator.

## **Peru**

### **University of San Ignacio de Loyola, Lima** (through ISA)

The allure of Peru as a study abroad destination can be attributed, among many things, to the country's incredibly diverse geography and the marvels of its ancient history. In addition to its enticing natural beauty, Peru is enlivened by its indigenous and colonial history. Lima is full of fascinating contrasts between traditional and modern influences, and is known for its interesting museums, colonial churches, vibrant cafe scene, striking architecture and genuinely friendly people. South of the Capital, long white beaches stretch along the Pacific Ocean and are backed by white sand dunes. This program is designed for students at all levels of Spanish language proficiency. Students will take a wide variety of courses available in English including: administration, economics, art and graphic design, marketing, communication, tourism, and business.

## **Russia**

### **St. Petersburg State Polytechnic University, St. Petersburg** (through AIFS)

This institution offers courses in the liberal arts, economics, the social sciences, art and art history. No previous Russian study required; full range of language courses, seminars in English for foreign students, seminars in Russian for advanced students. Required visa is obtained by AIFS. Students have a choice of living in a residence hall or with a Russian family; meal allowance for breakfast and lunch or dinner Monday through Friday. The program includes a 3-day visit to Moscow, 4-day visit to Helsinki, Finland and Tallinn, Estonia, and a public transportation pass. 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.

## **South Africa**

### **University of Natal, South Africa**

The University of KwaZulu-Natal is located in the province of KwaZulu-Natal and is situated in the subtropical seaside city of Durban and in the Midlands city of Pietermaritzburg, capital of the province of KwaZulu-Natal. With an inviting outdoor climate, KwaZulu-Natal's two World Heritage sites lure the explorer. Surf, snorkel or scuba dive in the sea or hike the majestic Drakensberg mountain range only two hours away. Go wild game or bird viewing in the internationally renowned national parks, famous for the successful conservation of the Black and White Rhinos. A wide variety of programs are offered in most disciplines offered at New England College.

### **Stellenbosch University (through AIFS)**

Stellenbosch University is in the world's most beautiful wine country with beaches a half hour away. Courses offered in English in African studies, art, and liberal arts, ecology, political science, religious studies, theatre arts and foreign languages. Service-learning and internships opportunities are available. Housing in University residence halls or a communal house; meal allowance from Monday to Friday (except during vacations) to purchase breakfast and one other meal in the University cafeteria, or to prepare meals in kitchen. The program includes a 6-day visit to the famous Garden Route and a camping weekend in the Cederberg Mountains. 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.

### **South Korea**

#### **Konkuk University, Seoul (through ISA)**

Americans are treated with extreme hospitality in South Korea, and with so many English-speaking Koreans, the language barrier is quickly eroding. Getting around South Korea is easy, which is fortunate since there are so many wonderful places to see! In Seoul, students will explore the natural beauty of the country along with its royal palaces, Buddhist temples, and sleek skyscrapers. Seoul is an underestimated Asian location that will exceed your expectations with its stellar subway system and cutting edge technology. Students will take one Korean language course along with three or four elective courses taught in English. There are hundreds of courses from which to choose in a wide variety of disciplines, including Engineering, Business, Information Technology, Art, English Literature, Apparel Design, Chemistry, Mathematics and more.

### **Spain**

#### **University of Deusto, Bilbao (through ISA)**

Bilbao is located in northern Spain. Smart, cosmopolitan, and just minutes from the coast, Bilbao is an ideal place to study. As a cultural epicenter, you will delve not only into Spanish culture, but Basque and French cultures as well. Its combination of cosmopolitan and outdoor activities is a great recipe for an exceptional experience abroad. Regardless of your interests, you will have a multitude of activities in which to partake: exploring art/history museums, hiking, sightseeing, surfing, biking, shopping, or socializing with locals. This program is designed for students interested in studying business, international relations, and politics. Program participants also study the Spanish language and cultural and may also study other subjects as well. Classes are taught in both Spanish and English.

#### **University of Granada (through AIFS)**

Courses offered in English and Spanish in anthropology, liberal arts, art history, business and social science, plus 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. Housing and three meals every day in a Spanish home or housing in a student residence with three meals a day is available. The program includes a 4-day visit to Madrid and Castile. 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.

#### **University of Salamanca (through SUNY Cortland)**

The University of Salamanca, located in one of the most distinguished centers of learning in Europe, was founded in the 13th century. 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. The program includes 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.

#### **Autonomous University of Barcelona (through ISA)**

Barcelona is the heart and capital of the region of Cataluña in the northeast corner of Spain. Barcelona offers visitors eccentric creativity, cultural diversity, and endless amounts of energy. The architecture in Barcelona is stunning and unique, ranging from medieval gothic castles to the mosaic buildings of Antonio Gaudí. A few hours away are the Pyrenees Mountains as well as the vineyards and orchards of the Cataluña region. The Autonomous University of Barcelona (UAB) offers a wide variety of economics and business courses as well as courses in culture, art and history. Courses are taught in Spanish and English at the Sant Pau campus, located in the city center, not far from the Sagrada Familia. Courses are also taught at the Eixample campus, less than a 10 minute commute from the ISA office.

#### **Ukraine**

##### **Karazin Kharkiv National University (through Easter European Study Abroad)**

Study abroad in beautiful Ukraine! EESA-Ukraine is a one a kind program where students take classes in English, learn or improve the Russian or Ukrainian language, travel to Moscow and Kyiv and attend one of the most prominent universities in Eastern Europe. No foreign language prerequisite! Courses are offered in the fields of economics, business, political science, international relations, history and Russian or Ukrainian languages. Academic field trips with on-site support from the EESA Center in Kharkiv provide for rewarding and unique study abroad experience <http://www.eesabroad.org>.

Students at NEC have also participated in a variety of other abroad programs through a simple consortium agreement. These programs have included: the National Outdoor Leadership Studies (NOLS) in New Zealand; International Studies Abroad (ISA) at Pompeu Fabra University in Barcelona, Spain; CUNY Staten Island at Lorenzo d' Medici, Florence, Italy; and Wells College Program for the Arts in Paris, France, among others.

### **English as a Second Language (ESL) Transitional Programs at NEC**

#### **Language Programs**

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

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

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

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

Our ESL classes also provide opportunities to utilize English outside of class. Campus life activities, field trips, and cultural events introduce students to their new surroundings - Henniker, New Hampshire, New England, and the Boston metropolitan area.

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

### **Admission Process**

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

## **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 Pathways-Tutoring Center.

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

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

## 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:

<b>Credits Completed</b>	<b>GPA</b>
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:

<b>Letter Grade</b>	<b>Meaning</b>	<b>Quality Points Per Credit</b>
A	Excellent	4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+	Satisfactory	2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-	Minimally passing	0.7
F		0.0
I		none
P		none
NR		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 for 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 for Academic Affairs.

### **Pass/No Record Option**

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

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

### **No petitions will be 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 teaching undergraduate students are asked to identify, during the fifth and eighth weeks of the semester, all who are having difficulty in their classes. Students having difficulties are assigned to mandatory meetings with their advisor, and in some cases with the appropriate Chair or Dean. If the difficulties are judged to be very serious, the student may also be assigned to an academic support group.

All undergraduate students who have a cumulative GPA below 2.0 are subject to having their academic records reviewed by the 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 Pathways Center 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.

### **Appeals**

Undergraduate students who have been placed on probation or who are suspended may appeal their status to the Academic Standards Committee. Appeals requests must be submitted to the 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 for Academic Affairs 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, an undergraduate student must be registered for at least 12 credits per semester. The normal course load for a full-time student is 16 to 18 credits per semester. Students who enroll in more than 18 credits per semester will be charged per credit for the overload. Students who have completed at least 16 credits at NEC and have a cumulative GPA of 3.5 or higher may enroll in up to 20 credits with no overload charges.

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

### **Adding/Dropping**

Undergraduate students may add or drop courses online during the first five class days of the fall or spring semester. After the first five days, students may petition to add/drop classes, with approval of the instructor and faculty advisor. Petition forms are available at Pathways, 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**

An undergraduate student may withdraw from a course for any reason up to the tenth class day past mid-semester. Withdrawals are noted on the student's academic record with the designation of "W." Students

are financially responsible for all courses with a “W” grade. Withdrawal forms are available from the Registrar’s Office and Pathways and must be completed and returned to the Registrar’s Office by the deadline listed above. After the last date to withdraw, students must petition to do so. Petitions are available at the Registrar’s Office and Pathways, and must be approved by the appropriate Chair or Dean.

### **Audited Courses**

Students wishing to audit a course may do so by contacting the Registrar's Office. Permission of the instructor is required. The workload and attendance policy in the course is to be determined by the instructor and should reflect expectations of both the instructor and the student. No credit is granted for an audited course. A grade of “AU” will not be entered on the student’s permanent record unless a student satisfactorily completes the attendance and workload requirements of the course. Full-time students are not charged for an audited course. Part-time students will be charged one-half the current tuition rate for that course. All students will be charged any course-related fees. After the end of the add/drop period, a student may not convert an audited course back to the letter grading system.

### **Prerequisites and Repeated Courses**

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

Credit is not given a second time for a repeated course, unless the Academic Catalog and/or the official course schedule state that the course may be repeated for credit. When a course not repeatable for credit is repeated, all grades remain on the student’s permanent record, but only the highest grade is used in computation of the grade point average. Students may repeat a four-credit NEC course with an equivalent three-credit course taken at another institution. Only three credits of credit would be awarded in this case. Students who need to repeat courses no longer offered due to curricular changes may take an approved substitute if available. Substitutions must be approved by the discipline in the case of a major course or the 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 Vice President for Academic Affairs. 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. For further information please see the Student Handbook <http://www.nec.edu/student-life/student-handbook>.

**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 Disability Services that provides for a reasonable accommodation.

### **Students' Rights to Privacy**

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

### **Disruptive Behavior in an Academic Setting Report Form**

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

- *Date of incident*
- *Student's name*
- *Instructor's name*
- *Instructor's phone number*
- *Instructor's email*
- *Title of course, course number and section*
- *Detailed summary of incident including a description of the disruptive behavior*
- *Names of witness and identification of witness status (student, faculty, staff, etc.)*
- *Action, if any taken by the instructor (e.g. student warned, asked to leave class, campus security contacted, etc.)*
- *Recommendations for a course of action and reason for this; what do you want to have as a potential outcome?*
- *Instructor's signature*

### **Academic Integrity**

#### **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 for 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, 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;*
- 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;*
- 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;
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:

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

Transfer credit of any type granted by other institutions must be reevaluated by New England College prior to granting New England College credit. Students must have an official transcript sent to 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:

1. 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.

2. 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:

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

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

#### **Credit by Proficiency Examination**

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

#### **Internships**

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

Internship sites can be arranged through a faculty member or the Office of Career and Life Planning. The Office of Career and Life Planning (CLP) 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 appropriate Collegium Chair/Dean prior to the beginning of the internship;
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 Collegium Chair/Dean prior to the start of the Directed Study.

### **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 Collegium Chair/Dean prior to the start of the Independent Study.

### **Academic Divisions**

New England College offers a robust program of undergraduate and graduate studies. Faculty work together closely to promote the integration of coursework and to build foundations for continues study and professional success. All disciplines and programs of New England College prepare undergraduate students for graduate study or for immediate entry into professional or pre-professional positions and prepare graduate students for professions or advancement within professions.

#### **School of Graduate and Professional Studies**

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. Coursework integrates the conceptual knowledge necessary for understanding complex organizational systems navigating dynamic professional environments with projects applied to contemporary workplaces. Graduate programs are offered on the Henniker campus, online, and on location throughout New England.

The School of Graduate and Professional Studies offers the following degrees: Master of Science in Accounting, Master of Science in Criminal Justice Leadership, Master of Education, Master of Fine Arts (poetry), Master of Science in Higher Education Administration, Master of Science in Human Services, Master of Science in Management (multiple concentrations), Master of Science in Mental Health Counseling, Master of Arts in Professional Writing, Master of Arts in Public Policy, Master of Science in Sports and Recreation Management, and Bachelor of Science in Health Care Administration.

#### **Collegium/Division Structure**

New England College's undergraduate 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 Information Systems, Economics, Outdoor Leadership, and Sport and Recreation 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 and Kinesiology.

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

**Division of Arts and Sciences: Art, Literature, Theatre (ALT) Collegium, Knowledge Growth and Action (KGA) Collegium, Natural Science and Mathematics (NSM) Collegium, Veritas Collegium**

**ALT (*Art, Literature, and Theatre*) Collegium:** Art, Art History, Comparative Literature, Creative Writing, English, Modern Languages, Music, and Theatre.

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, and Sociology.

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, and Physics.

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, and the Writing Program.

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.

## 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 Studies	Major and Minor	Communication
Comparative Literature	Major and Minor	English, Comparative Literature and Creative Writing
Computer Information Systems	Major and Minor	Business Administration and Computer Information Systems
Creative Writing	Major and Minor	English, Comparative Literature and Creative Writing
	M.F.A. in Creative Writing (Poetry)	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 M.Ed. in Education C.A.G.S. in Education	Education Graduate Studies
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
French	Courses only	Modern Languages
Graphic Arts and Design	Concentration of Art Major	Art and Art History
Health Care Administration	Major M.S.M Concentration	Graduate Studies
Health Science	Major	Biology & Health Science
Higher Education	M.S. in Higher Education Administration	Graduate Studies
History	Major and Minor	History
Human Services	M.S. in Human Services	Graduate Studies
International Relations	M.A. 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
Mental Health Counseling	M.S. in Mental Health Counseling	
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 Policy	M.A. in Public Policy	Graduate Studies
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 & Recreation Management	Major M.S. in Sports & Recreation Management	Sport and Recreation Management Graduate Studies
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

## **Undergraduate Programs**

*Note: All courses are four credits unless otherwise noted.*

### **The Liberal Core Curriculum**

#### **The Study of Liberal Arts and Sciences**

The Liberal Core 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 and breadth and prepares them to assume mature, responsible, and capable roles as global citizens. Students are required to complete all LCC requirements listed below.

The program consists of the following:

#### **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 competency in Mathematics. This can be accomplished by successful completion of a 1000-level or above math course or by passing a mathematics proficiency exam. 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**

This seminar is designed to introduce students to the meaning and purpose of an education rooted in the liberal arts and sciences by presenting the fundamental question that reverberates throughout the program's curriculum, "What does it mean to be human?" LAS 1 seminars represent a variety of disciplines and topics related to the seminar theme. Regardless of instructor or disciplinary focus, each LAS 1 seminar prompts students to think about what it means to be human, individually and collectively. Students will consider what our shared obligations and responsibilities are as human beings, despite differences in race, class, gender, ethnicity, or other factors. The LAS 1 seminar is ideally taken during the first semester. 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. LAS 2 seminars, ideally taken in the second semester, will address human nature in context. Students will ask, what constitutes community and how can diverse communities coexist in a pluralistic world? In addition, the seminar allows for consideration of the role of the ‘outsider’ or ‘other’ within communities and society as a whole. With a focus on American culture these seminars will explore how different communities can both succeed within and challenge the principles of democratic society. From the meaning of social identity and difference to the significance of political, professional and religious affiliations, to the facts of disability, discrimination, and prejudice, these seminars will look at the social construction of difference and the challenges and opportunities of diversity.

**LAS 2110 (LAS 3) The Creative Arts**

LAS 3 covers the Creative Arts, exposing students to the innovative, imaginative side of human experience; these seminars are experientially based, promoting individual creativity, aesthetic awareness, and artistic appreciation. These courses embrace the process of conception, execution, and analysis. Students will leave having created and presented a portfolio of related works.

**LAS 2120 (LAS 4) The Scientific Process**

The goal of LAS 4 is to promote critical thinking through understanding and applying the scientific process. These courses will cover the terminology, philosophical and historical background, and dynamic nature of science. Students will learn to distinguish scientific thinking from other ways of knowing. These principles will be applied to multiple real-world contexts.

**LAS 2130 (LAS 5) 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 encourage the ability of the student to connect discrete fields of study by analyzing context and connections. Exposure to the interrelated nature in the fine arts, as well as the performing arts, literature, philosophy, art history, and history enhances the student’s understanding of our shared humanity as creative beings.

**LAS 3110 (LAS 7) Global Perspectives**

By addressing global issues that impact the human race and the biotic community of which we are a part, student awareness and critical skills will be heightened in the interest of finding answers to global challenges, and inspiring further inquiry. Ultimately, the purpose of LAS 7, in combination with all previously taken LAS seminars, is for students to engage multiple perspectives in their quest to understand and define what it means to be human, both individually and collectively, in order that they may demonstrate, in whatever field they pursue, an open-minded, well-informed critical, creative, and ethical perspective – one capable of transforming themselves and others for the greater good as they go on to become citizens of the world. *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 includes hands-on work experience in an accounting internship and prepares the student for a variety of careers in accounting. For those interested in “sitting” for the CPA exam, the College offers a one year graduate master’s program.

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

#### **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  
or 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. *Prerequisite: either have Sophomore status, a declared Accounting major or permission of the instructor.*

**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 3210 or permission of the instructor.*

**AC 3230 Cost Accounting**

This course is designed to track the individual components that make up the cost of a manufactured product: materials, labor, and overhead. It expands beyond the management accounting course in that cost accumulation systems like job order and process costing are studied. Other topics of note include quality

costs, learning curve theory, just-in-time costing, and activity-based costing. *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 (1-16).*

#### **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 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. *Prerequisites: AC 2210.*

**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 - 20<sup>th</sup> Century Art
- Upper Level Art History
- AR 4980 - 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 - 20<sup>th</sup> 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 - 20<sup>th</sup> 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 - 20<sup>th</sup> 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 - 20<sup>th</sup> 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 - 20<sup>th</sup> 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 upper level (*3000 level and above*) art history courses
- (*One may be AR 4910 internship 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 - 20<sup>th</sup> Century Art
- One art history course from the following:
  - AR 1310 - Art and Diversity
  - AR 2220 - Women in Art
- Two upper level (*3000 level and above*) art history courses

### 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. *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 21<sup>st</sup> Century art covering artistic developments throughout the world since 1980 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 majors are (1) to prepare majors for graduate education and/or careers in the biological sciences and (2) to inform students of the methods of science as a tool for understanding the natural world. Students will study the structure and function of living systems, spanning the range of biological scale from cells to organisms to ecosystems. Through a combination of lectures, extensive laboratory investigations, field work, and opportunities beyond the school, majors study the processes that occur in the natural world and their practical applications. Recent graduates from our department have successfully entered and completed many graduate 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 and personal development. There are numerous local internship and volunteers opportunities in private, state, and federal agencies, as well as non-profit organizations. Additional opportunities exist at hospitals, animal rehabilitation facilities, and professional medical offices.

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 (IDM) 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 4910 - Internship in Biology (*4cr or more*)
- CH 3310 - Principles of Organic Chemistry
- CH 3320 - Organic Chemistry 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 3210 - 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)
- Pre-Medical,Pre-Veterinary or Pre-Dental (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 Principles of Organic Chemistry		X	X		X
CH-3320 Organic and 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		
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**

This is 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, BI 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, CH 2110. 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 and 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, protozoa and algae. A special emphasis is placed on disease causing microbes and the interactions between microbes and their environment. Laboratories focus on aseptic technique, safety, microbial metabolism, identification and genome annotation. *Prerequisites: BI 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 1230. 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 first semester students will form a faculty committee and develop a thesis proposal on a topic associated with their major. During the second 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. Variable credit (typically 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 Administration**

The Business Administration Program offers courses that will prepare students for a wide range of careers in for-profit and not-for-profit organizations. The blending of business and liberal arts courses provides a strong foundation that enables students to develop the critical thinking skills essential for success in a rapidly-changing global economy.

### **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/ CT 2430 - Information Systems in Organizations
- BU 2510 - Principles of Marketing
- BU 3310 - Business Finance
- BU 3620 - International Business
- BU 3880 - Legal and Ethical Environment of Business
- BU 4040 - Strategic Management
- BU 4910 - Internship in Business (*I-16cr*)  
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 courses 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 - Information Systems in Organizations
- 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

## **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
- Three additional business or economics courses 2000+

### **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 1020 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. *Prerequisite: either have Sophomore status, a declared Accounting major or permission of the instructor.*

#### **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) Information Systems in Organizations**

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

#### **BU 2510 Principles of Marketing**

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

#### **BU 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 Investment Analysis**

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 sports 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: LAS 1-6 or permission of the instructor. Fulfills LAS 7 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. (2cr)*

**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/CO 3840 Edge Sports NH Practicum**

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

**BU 3880 Legal and Ethical Environment of Business**

This course provides an overview of the regulatory, legal, 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 (1-16).*

## Chemistry

### Course descriptions

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

#### CH 2010 Introduction to Chemistry

This is a course for students who have not previously studied chemistry. This course introduces basic concepts in chemistry. We discuss the relationship between chemistry and environmental issues concerning air, energy, water and the global climate change as well as biological issues such as genetic engineering, designer drugs and nutrition. Chemistry is a hands-on science and the learning activities are integral part of the course. Chemical concepts are introduced and applied. The course is centered on real-world societal problems and issues that have significant chemical content. This course emphasizes decision-making activities and responsible citizens stewardship of our natural resources. The course also demonstrates use of library and Internet resources for information gathering and includes experiments during the lab periods and experiments in class. *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 Organic and Biochemistry

A continuation of CH 3310 - Principles of Organic Chemistry. A study of additional functional groups and introduction to biochemistry. The laboratory portion covers both organic chemistry and biochemistry experiments. *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 Studies

### B.A. Degree in Communication Studies

#### The Study of Communication Studies

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

#### Internships

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

#### Semester Abroad Recommendation

International affairs and first-hand knowledge of other cultures is increasingly significant to communication studies majors. We therefore 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.

#### Requirements to Major in Communication Studies

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.

#### Journalism Concentration (24 Credits)

The journalism concentration provides focused study in news writing, opinion writing, feature writing, investigative reporting, photojournalism, copy editing, design, 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 offers students courses in media history, criticism and theory, as well as hands on training in media production. Students in this concentration learn to apply critical concepts to media messages, and to become cognizant and ethical media consumers and producers.

- CO 2220 - Film: History and Criticism
- CO 2230 - Television: History and Criticism
- CO 3320 - Advertising: History and Criticism
- CO 3280 - Gender, Power and the Media
- Choose at least two from the following:
  - AR 1710 - Photography I
  - AR 2410 - Graphic Design
  - CO/CT 3140 - Desktop Publishing
  - CO 3210 - Video Production I
  - CO 3220 - Video Production II
  - CO 3230 - Digital Editing
  - CO 3240 - Scriptwriting
  - CO 3260 - Radio Programming and Production
  - CO/CT 3710 - Introduction to Multimedia Production
  - CO/CT 3730 - Writing for Multimedia
  - CO 3990 - Topics in Communication

### **Public Relations and Advertising Concentration (24 credits)**

The advertising and public relations concentration provides study of the history, criticism, ethics, and practice of public relations and advertising. Students will engage in hands-on learning experiences as they perform various functions of the public relations and advertising fields.

- BU 2510 - Principles of Marketing
- BU 3810 - Advertising and Promotion
- CO 3320 - Advertising: History and Criticism
- CO 3340 - Principles of Public Relations
- CO 3360 - Public Relations Case Studies
- Choose at least one from the following:
  - AR1110 - Two-Dimensional Design
  - AR 2410 - Graphic Design
  - BU/CT 3530 - Internet Marketing
  - BU 4520 - Consumer Behavior
  - CO 2120 - Introduction to Journalism
  - CO/CT 2750 - Website Design
  - CO/CT 3140 - Desktop Publishing
  - CO/WS 3280 - Gender and Power in Media
  - CO/CT 3730 - Writing for Multimedia
  - WR 1910 - Introduction to Professional Writing

### **Generalist Concentration (24 Credits)**

Instead of concentrating in a particular area of communication studies 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 Studies 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 Studies faculty.

### **C. DISTRIBUTION COURSES AND ELECTIVES**

#### **Requirements to Minor in Communication Studies**

The Communication Studies minor consists of a minimum of 20 credit hours that show a balanced distribution between beginning and advanced courses. Depending on the choice of courses, a student may develop a minor 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:**

This course offers an introductory survey in the history and criticism of media images and industries. Students learn methods in media literacy and develop a critical vocabulary for interpreting media texts, industries, audiences and technologies. *Offered every semester.*

##### **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 introduces students to the theories and principles of effective public speaking and listening. Students learn to examine ideas, organize information, and express opinions clearly and responsibly through several class presentations. *Offered every 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 course explores the history of journalism, professions within the journalism field, and the basics of writing and editing news articles, opinion pieces, and news features. A critical focus on new media and the future of journalism is also included. Students may write for specialty areas like sports, entertainment, and politics. The best work is submitted to the college newspaper, *The NewEnglander*. *Offered every other fall.*

##### **CO 2220 Film: History and Criticism**

This course surveys the history and development of film and introduces concepts in formalist film criticism. Students apply the knowledge and skills gained in this course to specific screenings in order to analyze movies representative of historical types or critical concepts. *Offered every other spring.*

**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 and the application of theoretical models for understanding tele-visual culture. *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. Students learn to publish on the Web, develop HTML (Hypertext Markup Language) and design websites. Throughout the course students also review, analyze and evaluate successful and exemplary websites.

**CO 3120 Journalism: Feature Writing Workshop**

This course explores the use of fiction techniques in journalism, and begins with a month of readings reflecting different genres (travel, sports, music, politics, etc.), styles (profile, personal narrative, etc.), journalism history (new journalists of the 60s and 70s like Thomas Wolfe and Hunter S. Thompson), and the craft of feature writing (feature leads, editing, organization, etc.). Informed and inspired, students then workshop their own articles, receiving constructive criticism from classmates. This course generates dynamic features for the college newspaper, *The NewEnglander*. *Offered every other 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 skills needed to expose injustice and the abuse of power. Students work on their own semester-long investigative report, with the best work sent to the college newspaper, *The NewEnglander*. *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 for public screening. 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 original ideas or adapt a story outline and treatment into 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). The course also provides hands-on training in the WNEC Studios. *Offered every fall.*

**CO 3280 (WS 3280) Gender and Power in Media**

This course explores the social politics of media representations, and the ways in which constructions of gender and sexuality intersect with race, class and ethnicity. Students in this course learn to apply works in critical feminist and race theories to a variety of media text. *Prerequisite: Meaning of Media Image or instructor permission.*

**CO 3320 Advertising: History and Criticism**

This course provides a critical and historical survey of advertising in the U.S. and abroad. *Prerequisite: WR 1020 and Junior/Senior status. Offered every other fall.*

**CO 3340 Principles of Public Relations**

Public Relations is often defined as the communication of meaningful information to specific publics *and* the manipulation of information for questionable purposes. Students explore these definitions and many others as this course surveys the history, ethics, and principles of PR. Topics discussed throughout the semester include Edward Bernays (“the father of public relations”), the social history of “spin,” and the ethics of persuasion. Students practice the principles of public relations by writing mission statements, press releases, speeches, etc. for their own nonprofit organization or small business. *Offered every other fall.*

**CO 3360 Public Relations Case Studies**

Students study and analyze seminal 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**

Freedom of speech is a fundamental right guaranteed by the first amendment of the U.S. Constitution. As such, it operates as an ideal, principle, and guide. However, the actual practice of this ideal, while codified into laws, is influenced by power, social inequality, and circumstance. This course surveys the ideal and actual practice of free speech. Particular attention is also paid to seminal court cases and ethical dilemmas that have shaped our views of freedom of the press. Topics explored in this course include Enlightenment rationality and freedom, democracy and citizenship, civil rights and dissent, media monopoly, free speech during wartime, and freedom in non-U.S. countries. *Offered every 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 21<sup>st</sup> 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/BU 3840 Edge Sports NH Practicum**

*Edge Sports NH* is a commercial magazine operated by students and distributed through New Hampshire Department of Travel and Tourism welcome centers. This experiential course allows students to apply

knowledge of outdoor sports or sales or writing or photography or PhotoShop and InDesign software as part-time employees of a real business. *May be repeated for credit multiple semesters with permission of instructor.*

#### **CO 3990 Topics in Communication Studies**

This course is an intensive examination of one specific area of communication. Its particular focus is dependent upon the needs and interests of students and faculty. *Since topics change, it may be repeated for credit. 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. *Prerequisite: WR 1020.*

#### **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 4710 (CT 4710) Web Publishing and Design**

This course teaches students how to write and design text, graphics, animation, and video for the web and other online services. The course emphasizes persuasive aesthetics, or the use of color, text, and graphics, to interest and guide web viewers. Students design and implement interactive web sites, peruse and evaluate current sites, and learn techniques for producing designs that are quick to download, interesting and accessible.

#### **CO 4750 Practicum in *The NewEnglander***

Communication Studies majors are encouraged to gain practical experience in their chosen concentration before graduating. This course provides practical experience with the college newspaper, *The NewEnglander*. Skills practiced may include writing, editing, design, photography, and advertising and promotion. *Prerequisite: Permission of instructor. Variable credit (1-6).*

#### **CO 4810 Directed Study in Communication Studies**

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 Studies**

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 Studies**

Students work on the job with newspapers, magazines, publishing houses, public relations companies, advertising firms, radio and television stations, etc. 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. Recommended for students planning a career in communication. *Prerequisites: Permission of instructor, and Junior/Senior status. Variable credit (1-16).*

#### **CO 4920 Practicum in Communication Studies**

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 (1-16).*

## **Computer Information Systems**

### **B.S. Degree in Computer Information Systems**

#### **The Study of Computer Information Systems**

The major 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. The program develops knowledge reinforced by interactive, practical, and contemporary projects.

#### **Requirements to Major in Computer Information Systems:**

#### **A. COMPUTER INFORMATION SYSTEMS CORE COURSES**

- BU 1110 - Introduction to Business
- BU 2110 - Quantitative Methods or MT 2310 Statistics
- BU/AC 2220 - Management Accounting
- EC 2120 - Microeconomics
- CT 1510 - Introduction to Programming Logic and Design
- CT/BU 2430 - Information Systems in Organizations
- CT 3610 - Database Management
- CT 4540 - Systems Analysis and Design
- CT 4910 - Internship in Computer Information Systems (*1-12cr*)  
or CT 4920 - Practicum in Computer Information Systems

#### **B. COMPUTER INFORMATION SYSTEMS CONCENTRATIONS**

##### **Information Management Concentration (24 Credits)**

The information management concentration is designed to prepare graduates to work with information systems. This means that students must understand the need for systems that are within the requirements of budgetary constraints, incorporate ethical and legal considerations, and meet specific organizational goals, for customer service. It is designed to combine the benefits of a traditional college education with the benefits of hands-on training in state-of-the-art computer technology.

##### **Select six courses from the following list:**

- BU 2510 - Principles of Marketing
- CT /CO 2750 - Website Design
- CT/BU 3530 - Internet Marketing
- CT 3560 - Internet Programming
- CT 3670 - Computer Networks
- CT 4110 - Computer Security
- CT 4111 - Network Security
- CT 4210 - Advanced Web Programming

##### **Software Programming Concentration (24 Credits)**

The software programming concentration is designed to prepare graduates to plan, design and optimize scalable computer software and hardware systems for use in commercial environments. It is designed for students who have a strong background in mathematics and an interest in the theory, practice, art and science of computer programming.

##### **Select six courses from the following list:**

- CT 2510 - Object Oriented Programming
- CT 3740 - Java Programming
- CT 3820 - Programming in C++

- CT 4320 - Data Structures
- CT 4720 - Computer System Architecture
- MT 2110 - Discrete Math
- MT 2510 - Calculus I

## C. ELECTIVES AND INSTITUTIONAL REQUIREMENTS

### Requirements to Minor in Computer Information Systems:

- CT 1510 - Introduction to Programming Logic and Design
- CT/BU 2430 - Information Systems in Organizations
- And three 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 Management
  - CT 3670 - Computer Networks
  - CT 3990 - Topics in Computer Systems (*with permission*)
  - CT 4110 - Computer Security
  - CT 4111 - Network Security
  - CT 3740 - Java Programming
  - CT 3820 - Programming in C++
  - CT 4320 - Data Structures
  - CT 4720 - Computer System Architecture
  - MT 2110 - Discrete Math

## Course Descriptions

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

### CT 1010 Introduction to Excel Programming

This course introduces the basics of Excel in the context of building simple financial models. Students will be asked to develop proforma income statements and develop cost benefit analysis. Through the preparation of various spreadsheets students will become familiar with basic formulas, functions, and tools within Excel. No prior accounting knowledge required. (1 cr)

### CT 1100 Computer Technology

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

### CT 1510 Introduction to Programming Logic and Design

The course will provide the student with knowledge on the principles of programming logic and design. An emphasis will be placed on using the correct rules of program engineering, structure of data, basic algorithms and problem solving in computer programming. A hands-on approach will be used to conceptualize programming concepts and techniques. Additional importance will be placed on understanding the value of creating flowcharts or writing pseudo code and will include top-down program development using algebraic notation, standard control structures, and arrays in an appropriate programming language. The course stresses planning, building, coding, testing, debugging and documenting program applications. Additional programming concepts covered include binary representation, storage, and general architecture and functioning of a computer system.

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



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

#### **CT 2430 (BU 2430) Information Systems in Organizations**

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

#### **CT 2510 Object Oriented Programming**

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

#### **CT 2750 (CO 2750) Website Design**

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

#### **CT 3140 (CO 3140) Desktop Publishing**

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

#### **CT 3530 (BU 3530) Internet Marketing**

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

#### **CT 3560 Internet Programming**

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

#### **CT 3610 Database Management**

This course provides the student with in-depth knowledge of database analysis, design, and implementation principles. Students who successfully complete this course will be able to use the entity-relationship data model to represent business data requirements. Students will gain the skills needed to identify business solutions through the use of data structure design, and to understand the interconnections between data structure and business policies. Students will learn how to design, build and use databases and non-procedural applications appropriate to business problems. In addition, students will develop an

understanding of relational databases through the use of queries to retrieve specific fields and records and will learn to appreciate the accuracy and integrity of stored data by incorporating referential and data integrity into relational databases.

### **CT 3670 Computer Networks**

This course is designed to provide students with a comprehensive understanding of networking technologies, concepts and terminology. Students will learn about the equipment, technologies and topologies used in LANs and WANs. A variety of network equipment will be introduced and LAN architectures are covered. Wireless networking and handheld computing is also covered. Case studies and projects will be used to reinforce the concepts of network design. *Prerequisite: CT 2430 or Permission of instructor.*

### **CT 3710 (CO 3710) Introduction to Multimedia Productions**

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

### **CT 3730 (CO 3730) Writing for Multimedia**

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

### **CT 3740 Java Programming**

This course presents basic programming concepts using the Java programming language. Structured and object oriented programming techniques are presented and used to design and implement a variety of programming problems. *Prerequisites: CT 1510.*

### **CT 3820 Programming in C++**

This course offers an introduction to the C++ programming language and provides an overview of programming concepts, design and an introduction to coding using the C++ language. The course has a focus on creating working computer programs in C++ and addresses fundamental concepts of analysis, design, testing and code development. This course will prepare students for focused studies in any programming language. *Prerequisites: CT 1510.*

### **CT 3990 Topics in Computer Systems**

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

### **CT 4110 Computer Security**

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

**CT 4111 Network Security**

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

**CT 4210 Advanced Web Programming**

This course covers advanced Web programming using server-scripting languages. The course will help learners understand data types and structures in computer programming, and become familiar with advanced algorithms. The course will further develop learners' problem-solving skills in terms of task analysis, procedural thinking, trouble-shooting, and project management. *Prerequisite: CT 2750.*

**CT 4320 Data Structures**

This course deals with the fundamentals of organizing and manipulating data efficiently using clean conceptual models. Students study many of the important conceptual data types, their realization through implementation, and analysis of their efficiency. Implementations in this course are carried out in the Java programming language, but the principles are more generally applicable to most modern programming environments. *Prerequisites: Calculus I and Java Programming or Programming in C++.*

**CT 4540 Systems Analysis and Design (Capstone)**

This course provides a methodical approach to developing computer systems including systems planning, analysis, design, testing, implementation and software maintenance. Emphasis is on the strategies and techniques of systems analysis and design for producing logical methodologies for dealing with complexity in the development of information systems. *Prerequisites: Junior Standing.*

**CT 4710 (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 websites. *Prerequisite: CT 2750 or Permission of instructor.*

**CT 4720 Computer System Architecture**

This course will introduce you to fundamental concepts and principles in computer architecture and operating systems. Architecture concepts will include computer abstractions, cost-performance tradeoffs, instruction set design, data path and control design, pipelining and memory hierarchies. Operating system concepts will include processes, scheduling, file system design, protection and security. *Prerequisites: CT 3740 or CT 3820.*

**CT 4810 Directed Study in Computer Information Systems**

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

**CT 4830 Independent Study in Computer Information Systems**

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

**CT 4910 Internship in Computer Information Systems**

Potential interns must meet the College-wide internship requirements and must be approved by the computer information systems faculty. An internship may be taken by qualified students on a semester, year, or summer basis. *Prerequisites: Permission of instructor, and Junior/Senior status. Variable credit (1-16), depending on contract.*

**CT 4920 Practicum in Computer Information Systems**

The practicum is designed to provide the student with an experiential learning experience in an area within computer information systems based on interest and availability. The practicum can be completed either on- or off- campus. *Variable credit (1-16).*

## **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
  - PS 2310 - 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
- CJ 2420 - 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 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**

This course is an 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, and institutionalization) in terms of the historical, philosophical, and social perspectives. *Prerequisites: CJ 1110.*

**CJ 3110 (PS/SO 3110) Juvenile Delinquency**

This course offers an in-depth analysis of the (anti-) social phenomenon of delinquent youth gangs. We are currently witnessing a rise in the number of gangs, the degree of violence they exhibit, and their impact on American society. This course will combine psychological theory with the delinquents' own accounts of their gang affiliations and behavior. This is a seminar-type course that requires some research and presentation on topics chosen by the student and in agreement with the instructor. *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, 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. *Prerequisite: CJ 1110 or 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. At least one additional 2000 or 3000 level CJ course is recommended.*

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



## Economics

### Course Descriptions

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

#### **EC 2110 Introduction to Macroeconomics**

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

#### **EC 2120 Introduction to Microeconomics**

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

#### **EC 2550 (ES 2550) Environmental Economics and Management**

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

#### **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 five general categories: Labor and workplace; Social safety programs and policies; Free market operation and market failure; Government intervention and regulation; and Globalization and International trade. *May be repeated for credit.*

#### **EC 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 K-12**

**B.A. Degree in Educational Studies**

**Master of Education Degree (SEE GRADUATE STUDIES SECTION)**

**CAGS in Education**

### **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 general education 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/Life Sciences 7-12*  
*English 5-12*  
*Mathematics 7-12*  
*Social Studies 5-12*

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. General Special Education certification majors must also major in one of the secondary certification areas or elementary education.

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

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 Dean of Education or Certification Director 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 should develop this portfolio in the PLP. The portfolio must include the following:

- a table of contents;
- a letter introducing the faculty to the binder, 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 binder 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 binders 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/life sciences, 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 1110 - Multi-Cultural Education
- ED 1980 - Teacher Portfolio
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education (Or ED 2165)
- 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 3265 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4920 - Field Experience

## **C. EDUCATIONAL 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.*

*\*\*Students who a specific area of interest should meet with the Associate Dean of Education and your advisor to review your interests and develop your program of studies.*

## **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 will have:

- The ability to base professional practice on an understanding of federal and state laws and local policies that pertain to individuals with disabilities;
- The ability to recognize the importance of families in children's lives, to respect cultural diversity, and to work in partnerships with families to promote their full participation in the educational process;
- An understanding of how significant variations in development, including, but not limited to, variations in physical, sensory, language, cognitive, and emotional development, educational disabilities, and social and cultural contexts impact learning;
- The ability to, in collaboration with families, identify resources and supports as necessary to assist children's participation in inclusive home, school, and

- community activities;
- Competency in collaboration, advocacy, coordination of family and school educational efforts, and case management;
- The ability, in collaboration with others, to provide training and supervision of paraeducators with respect to the implementation of children's educational programs;
- The ability to administer, as a member of the educational team, appropriate assessments to:
  - Determine eligibility for special education;
  - Develop the Individualized Education Plan/Individualized Family Support Plan;
  - Plan instruction;
  - Evaluate progress;
  - Review and revise programs; and
  - Communicate educational results to others;
- The ability, as a member of the educational team, to:
  - Develop the Individualized Education Plan/Individualized Family Support Plan; and
  - Identify, design, and promote individualized supports, strategies, accommodations, and modifications that meet children's educational needs;
- The ability to collaborate with others to promote children's access to and achievement within the general education curriculum;
- The ability to identify and use appropriate instructional methods, curriculum, and technologies that support children's:
  - Access to information;
  - Enhancement of communication skills;
  - Interactions with peers, adults, and their environment; and
  - Demonstration of learning;
- An understanding of the complex nature of children's behavior and ability to:
  - Create a positive learning environment;
  - Establish supportive relationships with children; and
  - Design, implement, and evaluate a variety of strategies, including positive behavioral supports and interventions;
- The ability, in collaboration with others, to facilitate the development of skills that enhance social interactions between children and adults, and between children with and without disabilities within various environments;
- The ability to promote children's independence and self-advocacy, respecting family and cultural norms;
- The ability to collaborate with others to facilitate smooth and effective transitions for children and families between settings and program levels; and
- An understanding of the impact of children's health status, including medications, nutrition, and fitness, on learning and behavior and ability to take these factors into account in all aspects of educational programming.

***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 1110 - Multi-Cultural Education
  - ED 1980 - Teacher Portfolio
  - ED 2110 - Professional Practices in Education and Practicum I
  - ED 2130 - Educational Psychology
  - ED 2160 - Technology in Education (Or ED 2165)
  - 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 3265 - 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 5-12\*
  - ED 3265 - 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/Life Sciences Teacher Certification Program**

*(Total Credits Required for Graduation: 120)*

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

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

- Comprehend, apply, evaluate, analyze, and synthesize knowledge of:
  - Life processes in living systems, including organization of matter and energy;
  - Similarities and differences among animals, plants, fungi, microorganisms, and viruses;
  - Principles and practices of biological classification;
  - Theory and principles of biological evolution;
  - Ecological systems, including population dynamics, environmental quality, and personal and community health;
  - General concepts of genetics and heredity;
  - Cells and multicellular systems;
  - Human anatomy and physiology, including development;
  - Regulation of biological systems, including homeostatic mechanisms; and
  - Applications of biology and biotechnology in society, business, industry, and health fields;
- Apply knowledge of interrelationship of living organisms with their biotic and physical environment through full and partial inquiries, field experiences, laboratory investigations, and use of scientific models;
- Design and conduct scientific research in life sciences;
- Apply mathematical and statistical concepts, at least through the level of college calculus and statistics;
- Explain and solve problems in the fundamentals of chemistry and physics equivalent to those taught in introductory college chemistry and college physics courses, including basic concepts and laboratory techniques;
- Examine concepts in Earth space science, including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes on Earth; and
- Explain historical development and perspectives in life sciences, including contributions of significant figures and underrepresented groups, and the evolution of theories in life sciences; and

(2) In the area of instructional performance, the candidate shall have the ability to:

- Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet the needs of diverse learners;
- Design and teach literacy through integrating:
  - The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of life sciences content;
  - The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and
  - Appropriate numeracy skills and concepts into a science lesson
- Demonstrate connections among all sciences and understand the role of life sciences in science literacy;
- Relate life sciences to natural and technological issues that influence society and the ethical and moral consequences of decisions related to those issues;
- Model and teach safe laboratory and field practices, including:
  - Personal safety;
  - Equipment use, storage, and upkeep;
  - Safe and ethical handling of animals and other organisms; and
  - Chemical and waste inventory, handling, and disposal;
- Integrate the common themes exhibited in all of the sciences into teaching and course design including:

- Systems and energy;
- Models and scale;
- Patterns of change, including constancy or stability;
- Form and function;
- Evolution; and
- Nature of science and inquiry;
- Integrate knowledge from the history and philosophy of science into life sciences instruction;
- Design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;
- Select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of life sciences, including the recommendations of national curriculum projects and scientific groups; and
- Organize, present, and evaluate life sciences ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.

### **Objectives in General Science Education**

In addition to life science education in grades 7-12 shall the teaching candidate will demonstrate the following skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the area of science education:

- Knowledge of the nature of scientific evidence and ability to use models for explanations;
- Ability to use measurement as a way of knowing and organizing observations of constancy and change;
- Skill in using multiple ways of organizing perceptions of the world and how systems organize the studies and knowledge of science;
- Knowledge of the evolution of natural systems and factors that result in evolution or equilibrium;
- Knowledge of interrelationships of form, function, and behaviors in living and non-living systems;
- Knowledge of science safety and emergency procedures, including legal and ethical responsibilities of science teachers for:
  - The welfare of their students;
  - The proper treatment of animals; and
  - The maintenance and disposal of materials;
- Knowledge of the organizations, agencies, and journals that contribute to the professional growth of the science teacher;
- Twenty-first century skills using information technology to acquire and analyze data, and to collect and communicate information;
- Ability to practice good digital citizenship by understanding the social, ethical, legal, and human issues surrounding the use of technology in schools; and
- Demonstration of technology skills necessary to plan, design, deliver, and incorporate active learning and collaboration in the online environment.

### **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 1980 - Teacher Portfolio
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education (Or ED 2165)
- 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 3265 - 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 - Plants and Human Affairs 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 will demonstrate:

- (1) In the area of language uses, knowledge of:
  - The cognitive processes by which children acquire and use primary and secondary languages;
  - The social, cultural, psychological, and economic factors that affect language learning;
  - The grammatical structures and conventions of standard English usage;
  - How language changes and develops over time;
  - How diction, tone, and voice vary according to audience;
  - How language can convey bias, propaganda, persuasion, and points of view; and
  - The nature and needs of students whose primary language is not English.
- (2) In the area of language uses pedagogy, the ability to:
  - Apply and model grammatical rules in reading and writing;
  - Explain how the application of grammatical rules affects meaning;
  - Show how diction, tone, and voice vary according to audience;
  - Trace how English has changed and developed over time;
  - Distinguish and appreciate regional, ethnic, and standard dialects; and
  - Address the literacy needs of students whose primary language is not English.
- (3) In the area of reading, knowledge of:
  - The fundamental processes of reading at the literal, inferential, and evaluative levels;
  - The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students' needs and interests;
  - The techniques to evaluate students' reading comprehension; and
  - The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print.
- (4) In the area of reading pedagogy, the ability to:
  - Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;
  - Design instruction to assist students' comprehension with increasing text complexity;
  - Design instruction to enhance students' strategies to expand their vocabulary;
  - Foster and promote independent and reflective readers who enjoy reading; and
  - Implement a variety of assessments to evaluate, monitor, and adjust instruction.
- (5) In the area of writing, knowledge of:
  - Various modes of writing for a variety of purposes and audiences;
  - Writing as a recursive and multi-step process; and
  - The use of rubrics for holistic and analytic scoring of writing.
- (6) In the area of writing pedagogy, the ability to:
  - Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;
  - Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;
  - Offer constructive and focused response to students' writing;
  - Present authors' works as models to encourage diversity in students' writing;
  - Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and
  - Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction.
- (7) In the area of literature, knowledge of:
  - How literature can be a source for exploring and interpreting human experience;

- The rhetorical and literary elements of literature;
  - Significant developmentally appropriate works and literary movements from:
    - American literature;
    - British literature;
    - World literature;
    - Young adult literature;
    - Literature by and about women; and
    - Literature by and about minorities.
  - How significant works relate to and influence each other in terms of:
    - Genre;
    - Theme or style; and
    - Social and intellectual history; and
  - Strategies for analysis, interpretation, and evaluation of various works in the following major genres:
    - Fiction;
    - Non-fiction;
    - Drama;
    - Poetry;
    - Informational texts; and
    - Media.
- (8) In the area of literature pedagogy, the ability to:
- Provide opportunities and guide students to analyze, evaluate, and appreciate literature;
  - Provide an environment in which students develop and support critical insights in response to literature;
  - Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity or socio-economic conditions as appropriate; and
  - Guide students in the understanding and appreciation for literary devices and rhetorical strategies.
- (9) In the area of speaking and listening, knowledge of:
- The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and
  - The processes speakers use to adjust a spoken message for different audiences and purposes.
- (10) In the area of speaking and listening pedagogy, the ability to:
- Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations;
  - Explain how speakers and listeners establish and maintain contact with their audience;
  - Promote civil and participatory discourse;
  - Guide students to listen critically and speak purposefully and articulately; and
  - Explain how bias, propaganda, persuasion, and point of view are expressed.
- (11) In the area of media literacy, knowledge of:
- How media and technology can be used to present and interpret the human experience;
  - How visual and informational media can support or distort messages; and
  - How to select and use digital resources to support and enhance instruction; and
- (12) In the area of media literacy pedagogy, the ability to:
- Guide students to construct and interpret meaning from images and information provided by media and technology;\
  - Guide students to select, evaluate, and analyze digital resources critically; and
  - Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.

#### **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 1980 - Teacher Portfolio
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education (Or ED 2165)
- 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 3265 - 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 1000 - Meaning of the Media Image
- CO 1110 - Oral Communication
- EN 1910 - Survey of English Literature I & II
- EN 1930 - Survey of American Literature I & II
- EN 1950 - International Literature
- EN 2020 - Language and Grammar
- EN 2070 - Comparative 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

In addition to the education department's general goals and objectives, students who complete the secondary education Mathematics 7-12 teacher certification program will demonstrate:

- (b) The mathematics program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised field-based experience in the following areas:
  - (1) In the area of pedagogy, the candidate shall have the ability to:
    - Plan and conduct units and lessons appropriate for the grade range which:
      - Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem-solving;
      - Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;
      - Incorporate literacy strategies that assist students in reading and understanding mathematics;
      - Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;
      - Emphasize connections within and between mathematics and other disciplines;
      - Incorporate:
        - Manipulatives, including, but not limited to:
          - Pattern Blocks<sup>TM</sup>;
          - Virtual manipulatives;
          - Geoboards; and
          - Algebra tiles; and
        - Current technologies, including, but not limited to:
          - Dynamic statistical and geometric programs;
          - Data collection devices; and
          - 21<sup>st</sup> century tools;
      - Model and nurture habits of minds within the context of mathematics; and
      - Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:
        - Scientific and graphing calculators;
        - Computer-based laboratory (CBL) units;
        - The internet; and
        - Computer software including the 4 areas of:
          - Symbolic manipulators;
          - Dynamic geometry programs;
          - Spreadsheets; and
          - Statistical packages;
    - Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:
      - Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and
      - The role of teacher beliefs about mathematics and its effect on student learning;
    - Plan and conduct a variety of assessments and evaluations appropriate



for the grade range that:

- Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and
- Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and
- Demonstrate a capacity to appreciate and recognize the value of professional practices which include:
  - Learning mathematics content independently and collaboratively; and
  - Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;

(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:

- Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:
  - Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;
  - Use problem-solving to develop one's own mathematical knowledge;
  - Reflect upon solutions and the problem-solving process; and
  - Refine problem-solving strategies, as needed;
- Use mathematical reasoning and proof, including, but not limited to, the ability to:
  - Develop and evaluate mathematical conjectures;
  - Construct and evaluate proofs and logical arguments to verify conjectures;
  - Select and use various types of reasoning and methods of proof; and
  - Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;
- Communicate an understanding of mathematics, including, but not limited to, the ability to:
  - Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;
  - Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and
  - Analyze and assess the mathematical thinking and strategies of others;
- Create and use representations, including, but not limited to, the ability to:
  - Illustrate learning progression from concrete to abstract representations;
  - Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;
  - Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and

- Develop and use models to explain mathematical concepts;
  - Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:
    - Provide examples of how mathematics is practiced in various fields; and
    - Build mathematical understanding by
      - Identifying and applying connections among mathematical ideas; and
      - Showing how ideas build on one another across grade levels to form a coherent discipline;
  - Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:
    - Learn mathematics independently;
    - Exhibit a curiosity for mathematics;
    - Recognize that learning from mistakes is an essential component when working mathematically;
    - Recognize the power and value of estimation and mental computation when working mathematically;
    - Understand the value and power of strategic use of technology when solving mathematical problems;
    - Recognize that mathematics is the language of science and nature; and
    - Recognize that mathematics is a tool for quantitative reasoning;
- (3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:
- Demonstrate appropriate strategies for helping students to:
    - Move from concrete to abstract representations of mathematical concepts; and
    - Connect conceptual and procedural knowledge;
  - Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;
  - Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and
  - Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;
- (4) In the subject area of number and operations, the candidate shall have the ability to:
- Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;
  - Demonstrate knowledge of the historical development of number and number systems;
  - Apply, explain, and justify concepts in number and number theory;
  - Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;
  - Demonstrate knowledge of concepts and applications of limits and infinity;
  - Demonstrate a capacity to apply the concepts of proportional reasoning;
  - Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;

- Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;
  - Identify and illustrate the mathematics underlying the theory of groups, rings and fields and the relationships among them; and
  - Demonstrate a capacity to apply the concepts of integer and rational exponents through modeling and applications;
- (5) In the subject area of geometry and measurement, the candidate shall have the ability to:
- Build and manipulate representations of 2-and 3-dimensional objects and perceive an object from different perspectives;
  - Analyze properties of and relationships among geometric shapes and structures;
  - Apply transformations with connections to congruency and similarity;
  - Demonstrate knowledge of non-Euclidean geometries and the historical development of the various geometries;
  - Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;
  - Recognize measurement attributes and their effect on the choice of appropriate tools and units;
  - Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;
  - Demonstrate knowledge of the historical development of measurement and measurement systems;
  - Employ estimation as a way of understanding measurement processes and units;
  - Complete error analysis through determination of the reliability of numbers obtained from measurement;
  - Understand and apply measurement conversion strategies;
  - Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;
  - Use constructions, models, and dynamic geometric software to explore geometric relationships;
  - Derive and explain formulas found in Euclidean geometry; and
  - Construct proofs using the axioms of Euclidean and non-Euclidean geometries;
- (6) In the subject area of functions and algebra, the candidate shall have the ability to:
- Model and analyze change and rates of change in various contexts;
  - Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;
  - Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;
  - Represent information and solve problems using matrices;
  - Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;
  - Demonstrate knowledge of the historical development of algebra;
  - Generalize patterns and functions using recursive and explicit representations;
  - Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;

- Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric;
  - Understand and apply major concepts of:
    - Linear algebra, including vector spaces and matrices; and
    - Abstract algebra, including groups, rings, and fields;
  - Connect major concepts of linear and abstract algebra to the complex number system and other mathematical structures; and
  - Understand, identify, and apply arithmetic and geometric sequences, including partial sums of infinite arithmetic and geometric sequences, with connections to linear and exponential functions;
- (7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:
- Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;
  - Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;
  - Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;
  - Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;
  - Draw conclusions involving uncertainty by using hands-on and computer-based simulations;
  - Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;
  - Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;
  - Demonstrate knowledge of the historical development of probability and statistics;
  - Determine and compare experimental, theoretical, and conditional probabilities; and
  - Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;
- (8) In the subject area of calculus, the candidate shall have the ability to:
- Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;
  - Use technology to explore and represent fundamental concepts of calculus;
  - Demonstrate knowledge of the historical development of calculus;
  - Understand and describe the connection of calculus to middle and high school mathematics topics;
  - Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts including limits, continuity, differentiation, and integration; and
  - Demonstrate an understanding of the basic concepts of multivariable calculus; and
- (9) In the subject area of discrete mathematics, the candidate shall:
- Have the ability to:
    - Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and
    - Use technology to solve problems involving the use of discrete structures; and

- Demonstrate knowledge of the:
  - Historical development of discrete mathematics; and
  - Basic elements of discrete mathematics, including but not limited to:
    - Graph theory;
    - Propositional logic;
    - Mathematical induction;
    - Recurrence relations;
    - Finite differences;
    - Linear programming; and
    - Combinatorics.

#### **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 1980 - Teacher Portfolio
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology
- ED 2160 - Technology in Education (Or ED 2165)
- 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 3265 - 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 Algebra (*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 5-12 teacher certification program will demonstrate:

- (1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:
  - Civics;
  - Economics;
  - Geography;
  - United States and New Hampshire history; and
  - World history and contemporary issues;
- (2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the following subject areas one of which shall be d. or e.
  - Civics;
  - Economics;
  - Geography;
  - United States and New Hampshire history; and
  - World history and contemporary issues;
- (3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:
  - Anthropology;
  - Psychology; or
  - Sociology;
- (4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;
- (5) In the area of pedagogy, the ability to:
  - Design social studies unit plans which contain a central theme, issue, or question that coherently links to daily lessons;
  - Develop lessons which integrate materials and concepts from 2 or more social studies strands in (1);
  - Develop social studies lessons integrating materials and concepts from outside the social studies;
  - Design learning activities which employ research methods unique to the social sciences;
  - Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:

- Foster the practice of democratic processes and decision making;
  - Provide exposure to multiple interpretations and thoughtful exchange of competing viewpoints;
  - Explore social issues;
  - Develop and utilize community resources and community projects;
  - Develop critical thinking, using a variety of instructional methods;
  - Assess how factual information, opinion, entertainment, and advertising are presented differently in various media; and
  - Promote oral and written expression through various forms of analysis; and
  - Promote adolescent literacy by using literacy strategies in order to foster comprehension and develop social studies skills; and
- (6) In the area of professionalism, the ability to:
- Develop an understanding of the organizations, agencies, and resources which contribute to the professional growth of the social studies teacher, including how to access the current and best practices in the social studies field;
  - Understand the differences between middle school, junior high school, and high school philosophies and practices; and
  - Understand the purpose of an integrated and articulated K-12 social studies curriculum.

#### **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 1980 - Teacher Portfolio
- ED 2110 - Professional Practices in Education and Practicum I
- ED 2130 - Educational Psychology (Or ED 2165)
- ED 2160 - Technology in Education
- ED 2170 - Introduction to Special Education
- ED 3265 - 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 - Introduction to Macroeconomics
- EC 2120 - Introduction to Microeconomics
- ES 1110 - Environmental Science
- HS 1110 - Western Civilization to 1500
- HS 1120 - Western Civilization since 1500
- HS 1130 - Evolution of American Democracy
- HS 2980 - Introduction to Historical Methods
- PO 1110 - US Politics
- PO 1510 - International Politics
- PO 2110 - State & Local Government and 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:
  - fitness principles
  - game tactics and
  - skill improvement principals
- describe bioscience, including anatomical, physiological, and biomechanical concepts, and psychological concepts related to:
  - skillful movement
  - physical activity and
  - 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:

- 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
- sports
- games
- dance and
- 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:
  - positive social interaction
  - active engagement in learning and
  - 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:
  - assess student performance pertaining to skill development and fitness level
  - involve student in assessing themselves and their peers, thereby engaging students in self-analysis and reflection
  - provide feedback and inform instruction
  - communicate student progress, for both formative, or primarily prospective, and summative, or primarily retrospective, purposes, and
  - 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:
  - clear and concise language
  - language paced to the developmental level of students
  - giving and receiving feedback
  - use of age appropriate language
  - 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
  - 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:
  - enhance students' learning
  - 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 3265 - 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 2112 - Creative Movement Instruction: Rhythms and Gymnastics
- KI 2114 - Movement Instruction: Team Sports
- KI 2116 - Movement Instruction: Fitness Activities
- KI 2118 - Movement Instruction: Lifetime Activities
- KI 2130 - Psychology of Sport and Movement
- KI 2140 - Motor Behavior
- KI 2150 - Fitness/Nutrition for Wellness
- KI 3180 - Biomechanics
- KI 3190 - Adaptive Physical Activity
- 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 education department's general goals and objectives, students who complete the theatre Education K-12 teacher certification program will demonstrate:

- (1) The ability to understand the basic theories and processes of playwriting and production, including:
  - The preparation of simple scripts;
  - Training in improvisation;
  - Training in playwriting forms and techniques;
  - Development of basic skills in dramatization; and
  - Training in evaluation of artistic choices found in performance.
- (2) The ability to understand the basic theories and processes of acting and directing, including:
  - Portrayal of a variety of characters;
  - Training in character analysis in dialog and action;
  - Use of classical and contemporary acting techniques and methods;
  - Making directorial choices for improvisations and scripted scenes;
  - Developing skills in staging and blocking;
  - Experience in conducting auditions, casting actors, and organizing production meetings;
  - Developing skills in fostering artistic discipline and collaboration; and
  - Developing skills in constructive evaluation of productions;
- (3) The ability to understand the basic theories and process of using technical and design components in the theatre process, including:
  - Creating a unified performance experience in theme, locale, and mood;
  - Basic technical knowledge and skills in, and management of resources to safely create scenery, properties, make-up, costumes, lighting, and sound; and
  - Production skills, including management of production schedules, stage management, and promotional ideas;
- (4) The program shall provide the teaching candidate with the ability to understand the history of the theatre and relevant cultural and historical information, including:
  - A variety of dramatic texts from different cultural and historical perspectives;
  - Application of cultural and historical research to script-writing, acting, and design;

- Developing skills in identifying cultural, historic, and symbolic clues and social meanings in dramatic texts;
  - Developing skills in constructing social meanings from dramatic texts and productions;
  - Comparison of universal characters and situations in dramas from and about various cultures and historical periods;
  - Developing skills in fostering recognition of the emotional and social impact of dramatic events; and
  - Study of representative theatrical artists in various cultures and historical periods;
- (5) The ability to make the connections between theatre and other disciplines, including:
- Identification of connections between theatre and other disciplines;
  - Analysis of how other arts are modified and integrated in theatre;
  - Study of criteria used to analyze the effectiveness of artistic choices in performance;
  - Demonstration of how social concepts apply in theatre and other areas of life;
  - Application of theatrical skills in a variety of settings, such as workplace and community; and
  - 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 3265 - 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 - Seminar in Technical Theatre: Scenery
- TH 1320 - Seminar in Technical Theatre: Stage Lighting
- TH 1330 - Seminar in Technical Theatre: Costumes
- TH 2220 - Directing I
- TH 2410 - History of theatre I
- TH 2510 - Play Analysis
- TH 3210 - Character Development
- TH 3230 - Directing II
- TH 3320 - The Design Process
- TH 3520 - Dramatic Criticism
- TH 3610 - Seminar in Playwriting

### E. ELECTIVE COURSES

#### Requirements to Major in: Elementary Education k-8 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 elementary education k-8 teacher certification program will have the ability to:

- (a) In the area of curriculum and assessment, the ability to:
  - Design, administer, and use the results of informal assessments to meet individual needs;
  - Use the results of standardized tests, observations, and daily student performance to plan instruction; and
  - Help K-6 or K-8 students develop the ability to assess their own progress as learners.
- (b) In the area of planning and instructional strategies, the ability to:
  - Use the following strategies to promote student learning:
    - Development of student literacy, including reading instruction that leads to development of student strategies for word recognition, decoding skills, and reading comprehension;
    - Development of student writing skills, including writing process, usage, and grammar; and
    - Development of student mathematics skills, including number systems, number series, algebraic concepts, informal geometry, measurement, data organization and interpretation skills;
  - Apply fundamental skills of social interaction, problem solving, and higher order thinking and to foster development of these skills in students by integrating them into all subject areas;
  - Use enthusiasm and appropriate language and behaviors to provoke interest,

- curiosity, and engagement in learning for all subjects;
  - Demonstrate understanding of all subject areas through the proper use of subject specific language, behaviors, and skills;
  - Use literature and artistic expression as teaching tools in all subject areas;
  - Use developmentally appropriate practices to create authentic learning experiences crucial to teaching elementary students; and
  - Integrate effectively a variety of content areas into a holistic, thematic approach to teaching;
- (c) In the area of communication and collaboration:
  - Knowledge of the roles and responsibilities of various personnel, including principal, speech language specialist, speech language pathologist, occupational therapist, special education administrator, and paraeducator, indigenous to elementary schools and districts;
  - Ability to effectively access and collaborate with school district personnel to support student learning; and
  - Skill in using a variety of appropriate, constructive communication strategies that effectively engage families, parents, and guardians in discussions of children's growth and development;
- (d) In the area of professionalism:
  - Knowledge of the laws governing the education of all learners and ability to use that knowledge to create an inclusive learning environment;
  - Ability to understand how the dynamics of the classroom and the teacher's own behavior and skills can impact students' behavior and learning; and
  - Ability to create systems managing time, space, and discipline that effectively promote learning and a positive classroom climate;
- (e) In the area of technology:
  - Ability to discriminate between developmentally appropriate and inappropriate use of technology with children;
  - Skill in utilizing technologies effectively to assist student learning; and
  - Knowledge of how to provide equal access to the digital world;
- (f) In the area of language arts content, the ability to:
  - Explain the usage of structure, grammar, and orthography of the English language;
  - Analyze, interpret, and evaluate the elements of literary works, including fiction, non-fiction, drama, and poetry; and
  - Apply knowledge of the influence of social, cultural, psychological, and economic factors to the acquisition of language and language learning and to the teaching of literacy;
- (g) In the area of mathematics content, the ability to:
  - Explain the meaning and use of numbers and the standard algorithms for the 4 basic operations of addition, subtraction, multiplication, and division;
  - Explain basic algebraic concepts, representations, and formulas;
  - Explain the proportions of geometry, including relationships and theorems in figures and shapes;
  - Explain standard units of measurement; and
  - Organize and interpret data through the use of visual displays, probability, and statistics;
- (h) In the area of social studies content, ability to:
  - Explain world geography and its effects on human, physical, political, and economic systems;
  - Explain the pre-history and early civilizations to those of the current day, including their developments and transformations;
  - Explain United States history from European exploration and colonization to current developments and transformations;

- Explain the nature, purpose, and forms of local, state, national, and international government;
  - Demonstrate a working knowledge of the tools, goals, and areas of study in anthropology, sociology, and psychology; and
  - Explain basic micro- and macro-economics; and
- (i) In the area of science content, ability to:
- Explain, in the area of earth science, the structure and the process of the earth system and its relationship to the universe;
  - Explain, in the area of life science, the structure, function, and healthy maintenance of living systems;
  - Explain, in the area of physical science, the structure, property, and interactions of energy and matter;
  - Apply the inquiry process an educational standard of science pursuant to RSA 193-C:3,III(a) through the use of scientific inquiry; and
  - Apply an awareness of history and nature of science to an inquiry process an educational standard of science pursuant to RSA 193-C:3,III(a) illuminating the history of science.

#### **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 3265 - Educational Law
- ED 3270 - Special Education Procedures and Practicum II
- ED 3280 - Differentiation of Instruction and Assessment
- ED 4870 - Elementary Student Teaching and Seminar
- 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.*

#### ED 1980 Teaching Portfolio

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

#### 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.*

#### 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. (2cr)*

**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.*

**ED 2140 (PS 2140) Human Development I - Cross-Cultural Perspectives**

This course studies human development from conception through adolescence. It examines the impact of heredity and environmental forces on the formation of the child. The history of developmental psychology, cross-cultural child rearing practices and gender role socialization are examined. Also included are specific topics, such as modern reproductive technology and its legal/emotional implications, the changing role of fathers, the daycare dilemma, the effects of divorce on the child, family systems, culture and learning, computers and learning.

**ED 2160 Technology in Education**

This course provides students with theory and practice in integrating technology in the classroom. Students will become versed in a variety of 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 2165 Creating Interactive Lessons**

This course is developed to assist students to create lessons using interactive white boards in their classes. Students will create lesson plans that include the use of this technology in order to engage students in active ways in their classes. Participants will develop lessons that engage other technology into their lessons and will learn to teach their students how to become engaged in the social and other media. *Offered every semester. Prerequisite: Grade of C or better in ED 2110. (2cr)*

**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.*

**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.*

**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.*

**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 credit (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.*

**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 4161. (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. Offered every semester. (12cr; or 6cr if taken with ED 4880)*

#### **ED 4880 Special Education Student Teaching and Seminar**

Each student seeking general special education certification is involved in a full-time field experience with a special educator. Planning with the teacher is stressed, with visits and conferences, both scheduled and unscheduled, by the College supervisor. Seminars with the College supervisor are an integral part of this experience. The student teacher cooperates in all phases of the school's program: lesson planning, teaching, multidisciplinary teams, development of instructional materials, IEP meetings, effective use of educational technology, teachers' meetings, in-service opportunities, extra-curricular activities, and involvement in student activities. Student teachers follow the calendar of the schools to which they are assigned and are expected to participate in all phases of the schools' activities. Student teaching experiences are arranged by the Director of Teacher Education in our partner schools. *Prerequisites: Grades of C or better in all required education courses, acceptance into the major, and permission of the Director of Teacher Education. Offered every semester. (12cr; or 6cr if taken when taken with ED 4870 or ED 4890)*

#### **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. Offered every semester. (12cr; or 6cr if taken if taken with ED 4880)*

#### **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. Offered every semester. (12cr)*

#### **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. Offered every semester. (12cr)*

**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.*

**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 transverse, 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 SECTION)**

### 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 and period studies such as modernism and postmodernism, and recognizable literary trends such as existentialism and romanticism, as well as figure studies. 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, but not limited to:
  - EN 3010 - The Renaissance
  - EN 3950 - Shakespeare
  - EN 4010 - The Epic
- One post-1800 course normally selected from, but not limited to:
  - EN 3020 - The Romantic Movement
  - EN 3030 - 19th-Century British Women Writers
  - EN 3030 - American Transcendentalism
  - EN 3030 - Victorian Literature
  - 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, but not limited to:
  - 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 - Introduction to Literature, 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 /TH 3950 - Shakespeare (*recommended*)  
or any 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/WS 3990 - 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 - Introduction to Literature, 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 - Introduction to Literature, 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 Introduction to Literature**

Rather than introducing the student to a large number of works, this course introduces the student to the different literary genres—the tale, the poem, the novel, the play—through close and varied readings of a few exemplary literary texts. Also, through field trips, required attendance at gallery shows, theatre productions, and readings, this course introduces students to the connections among art, literature, music, and theatre.

#### **EN 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 18<sup>th</sup> and 19<sup>th</sup> 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 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 20<sup>th</sup> 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 17<sup>th</sup> 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 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, Henri James; Conrad; Melville, Hemingway, Fitzgerald, and Mailer. 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 20<sup>th</sup> 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 team-taught 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 course is team-taught and 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.

Whether you are interested in the science of understanding, monitoring, and managing the environment, working with environmental advocacy organizations, working in field of environmental and public policy, or working in the emerging discipline of sustainability and how organizations, businesses, and communities are addressing the environmental issues of 21st century and the green economy the Environmental majors at New England College focus on the developing the skills necessary to be successful in the fields environmental science, studies and sustainability. Students are prepared for employment directly after graduation or going into related advanced study and graduate programs.

Students completing the environmental science major are prepared for graduate school or employment by local, state, and federal regulatory agencies (e.g. U.S. EPA), private industry, and consulting firms. The environmental studies major is intended for students interested in careers related to environmental policy, environmental education (nature centers, parks and recreation), environmental law (pre-Law), and work with non-profit organizations.

#### **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 (*4cr*)

#### **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

ES 2000 + 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.*

#### **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 subdivision 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.*

**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/CJ 2410 - Alternative Dispute Resolution
  - SO/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/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 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 - Advanced Research Methods
- HS 4950 - Senior Project

**History majors must complete the core requirements and the following:**

1. Four credits from among HS 1130 - Evolution of American Democracy, HS 1110 - Western Civilization to 1500 or HS 1120 - Western Civilization since 1500.
2. Thirty-two credits in history or cognate field\* numbered 3000 and up.
3. Study abroad experience (an internship of substantial complexity and carrying a minimum of fourteen credits may be substituted with permission). A portion of the thirty-two credits in section 2 may be satisfied during the study abroad or internship experience.

##### **B. DISTRIBUTION COURSES AND ELECTIVES**

##### **Requirements to Minor in History (20 Credits)**

Four credits from among HS 1130 - Evolution of American Democracy, HS 1110 - Western Civilization to 1500 or HS 1120 - Western Civilization since 1500

and

- HS 2420 - World Geography
- HS 2980 - Historical Methods AND
- Eight additional credits in history at the 3000+ level

*\*in some cases coursework in other disciplines may be applied toward the thirty-six credits of 3000 level or above. Substitutions will be decided by the department on an individual, course by course, basis based on the programmatic or career needs of the student.*

## **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. (1cr)*

### **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 16<sup>th</sup> century Europe to the electoral landscape of the 21<sup>st</sup> century.

### **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 The Early Republic (1783-1824)**

"A republic, if you can keep it!" said Benjamin Franklin when asked about the form the new Constitution created. This course examines the creation and 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 19<sup>th</sup> Century American History & Culture**

This course will use ideas from history, theatre, music, art and politics in order to understand various topics in the 19<sup>th</sup> century. The urbanization, the "Age of Jackson," the Cult of True Womanhood and the wellness movement are all possible considerations.

### **HS 3080 Topics in 20<sup>th</sup> 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 20<sup>th</sup> 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-19<sup>th</sup> 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 Advanced Research Methods**

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 Project**

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, Advanced Research Methods for one or two semesters and culminates with a significant piece of written work and a public defense. In rare cases, another form of capstone project may be substituted with advisor's approval. *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, developmentally appropriate, enjoyable, and inclusive of people of varied interests and physical characteristics. The curriculum in kinesiology can be tailored to individual student interests, although in general, it prepares students for careers related to physical activity, fitness, and sport, and provides a broad exposure to the liberal arts. Graduates pursue careers as physical education teachers, health-fitness instructors, personal trainers and exercise leaders, recreation directors, athletic coaches, and athletic administrators or cross over into areas related to sport and recreation management. Kinesiology also is excellent preparation for professional certification programs in fields such as athletic training, massage therapy, personal training, and strength and conditioning. 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 practicum is required, and each student is strongly encouraged to select a practicum experience in an area of interest toward a potential future career goal.

#### **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 2114 - Movement Instruction: Team Sports (2cr)
- KI 2116 - Movement Instruction: Fitness Activities (2cr)
- KI 2118 - Movement Instruction: Lifetime Activities (2cr)
- KI /SM 2130 (PS 2230) - Psychology of Sport and Movement
- KI 2140 - Motor Behavior (2cr)
- KI 2150 - Fitness/Nutrition for Wellness
- KI 3180 - Biomechanics
- KI 3190 - Adaptive Physical Activity
- KI/SM 3120 - Sport in the Global Society
- KI 4000 - Senior Seminar in Kinesiology (2cr)
- KI 4410 - Exercise Physiology
- KI 4850 - Practicum in Kinesiology (1-2cr)

**C. 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 2112 - 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 - Introduction to 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)
- KI2010 - Community First Aid and Safety
- KI 2110 - Basic Care and Prevention of Injuries
- KI 2112 - Creative Movement Instruction: Rhythms and Gymnastics (2cr)
- KI 2120 - Stress Management
- KI 3140 - Sports Nutrition (2cr)
- KI 3510 - World Medicine
- OL 1110 - Introduction to Outdoor Leadership
- OL/KI/SM 3610 - Theory of Outdoor Leadership
- OL 3710 - Experiential Learning: Dewey to Outward Bound
- KI/SM 2750 - Organization and Administration of Sport and Recreation
- OL 3870 - Outdoor and Adventure Operations and Management
- KI 3990 - Topics in Kinesiology
- KI/SM 4710 - Legal Issues in Sport and Recreation
- KI 4810 - Directed Study in Kinesiology
- KI 4830 - Independent Study in Kinesiology
- KI 4910 - Internship in Kinesiology

#### **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 (1cr)
- KI 2110 - Basic Care and Prevention of Injuries
- KI 2150 - Fitness/Nutrition for Wellness
- KI 2114 - Movement Instruction: Team Sports (2cr)  
or KI 2116 - Movement Instruction: Fitness Activities (2cr)
- KI 3720 - Coaching Education Seminar
- KI/SM 4710 - Legal Issues in Sport and Recreation
- Choose one of the following:
  - KI /SM 2130/PS 2230 - Psychology of Sport and Movement
  - KI/SM 3120 - Sport in the Global Society
  - KI 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 1020 - 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, exercise, sport science, and physical education, and explores introductory content from the science, historical, philosophical, physiological, psychological, sociological, and ethical perspectives of the profession. The course will also survey the current issues, challenges, and trends, 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 2112 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 year. (2cr)*

**KI 2114, 2116, 2118 Movement Instruction: Team Sports, Fitness Activities, or Lifetime 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, fitness activities, lifetime 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, Fitness Activities, and Lifetime 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 motor development, motor learning, and motor control. Specific focus is placed on how the brain and nervous system control movement and how new movements are learned and improved. Development of fundamental movement skills as well as applications of motor control and development to teaching and coaching of movement activities will be explored. *Offered every year. (2cr)*

**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 2420 (WS 2420) Women in Sport**

This course will introduce students to the history of women in sports and will give them the avenue to gain understanding and knowledge of the dramatic changes that have taken place in regard to women in the athletic arena. Perceptions, attitudes, and roles of women have been in constant change throughout history, and in this class students will learn how “sport” has had a dramatic impact on this constant change.

**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/SM 1510, sophomore status. 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 both in the United States and around the world. 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: junior standing or permission of instructor. Offered every fall.*

**KI 3140 Sports Nutrition**

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 general exploration of nutrition should also take BI 1110 - Foundations of Nutrition. *Prerequisites: BI 1030 or BI 2030, KI 2150, or permission of instructor. Offered every fall. (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. A thorough understanding and background in anatomy is essential for successful integration into this course content. *Prerequisites: BI 1030 or BI 2030, KI 2140 or permission of instructor. Offered every spring.*

#### **KI 3190 Adaptive Physical Activity**

This course provides an understanding of the most common mental and physical disabilities found in the general population and in school systems. Special focus is placed 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 experiential component. *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 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. *Prerequisite: sophomore status.*

#### **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 (1-4).*

#### **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. A senior research project highlights this capstone experience. It is recommended that majors also participate in KI 4850 - 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. Variable credit (1-4).*

#### **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 1530 Hiking**

This course will include instruction in the basics of hiking. Students will be instructed in hiking techniques and safety and will participate in hikes. This is a recreational class open to all students. It does not meet fulfill the requirement for movement instruction skills classes for KI or PE majors. *Prerequisites and Notes: None.*

#### **PE 1550 Ultimate Frisbee**

This course will include instruction of the basic techniques, rules and skills needed to play ultimate frisbee. By the conclusion of the class students will be able to participate in ultimate frisbee as a lifetime activity. This is a recreational class open to all students. It does not meet fulfill the requirement for movement instruction skills classes for KI or PE majors. *Prerequisites and Notes: None. Equipment is provided.*

**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 typically offered. (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. (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. (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. (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. Students will also be able to identify the mental, social, and physical benefits of participation in playing golf as a lifetime sport. No previous experience playing golf is required. (1cr)

**PE 1720 Racquet Sports**

This course will include instruction of the basic rules, techniques and skills needed to play the various racquet sports (typically badminton or tennis) at any level. Students will also be able to identify the mental, social, and physical benefits of participation in the activity as a lifetime sport. No previous background in the sport is required. (1cr)

**PE 1730 (OL 1320) Cross-Country Skiing/Snowshoeing**

This course will include instruction of the basic techniques and skills associated with cross-country skiing and snowshoeing. Students will also be able to identify the mental, social, and physical benefits of participation in cross-country skiing and/or snowshoeing as a lifetime activity. No previous experience in cross-country skiing or snowshoeing is required. (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. (1cr)

**PE 1780 Advanced Massage Techniques**

A continuation of Basic Massage Techniques. *Prerequisite: Basic Massage Techniques or permission of instructor.* (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.* (1cr)

**PE 1810 Volleyball**

This course will include instruction of the basic rules, techniques and skills needed to play volleyball at any level. Students will also be able to identify the mental, social, and physical benefits of participation in volleyball as a lifetime sport. No previous volleyball skills are necessary. (1cr)

**PE 1820 Softball**

This course will include instruction of the basic rules, techniques and skills needed to play softball at any level. Students will also be able to identify the mental, social, and physical benefits of participation in softball as a lifetime sport. *(1cr)*

**PE 1830 Soccer**

This course will include instruction of the basic rules, techniques and skills needed to play soccer at any level. Students will also be able to identify the mental, social, and physical benefits of participation in soccer as a lifetime sport. No previous soccer skills are necessary. *(1cr)*

**PE 1840 Basketball**

This course will include instruction of the basic rules, techniques and skills needed to play basketball at any level. Students will also be able to identify the mental, social, and physical benefits of participation in basketball as a lifetime sport. No previous basketball skills are necessary. *(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. Students will also be able to identify the mental, social, and physical benefits of participation in field hockey as a lifetime sport. No previous field hockey skills are necessary. *(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. Students will also be able to identify the mental, social, and physical benefits of participation in lacrosse as a lifetime sport. No previous lacrosse skills are necessary. *(1cr)*

**PE 1870 Floor Hockey**

This course will cover the basic fundamentals of floor hockey such as stick handling, passing, shooting, etc, as well as more advanced concepts such as face-offs, goal tending, offensive and defensive tactics. The rules of the game and team aspects associated with floor hockey will also be taught. The emphasis will be on learning how to play floor hockey, practicing the various skills, and having fun.

**PE 1880 Flag Football**

This one credit course is designed to teach the basics fundamentals, rules and skills of flag football. Students will receive instruction in the rules of play, skills and strategies required to experience team play in the sport of flag football.

**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 SECTION)**

#### **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 1100 Introduction to Quantitative Reasoning

The goal of this course is to develop students' ability to think critically about quantitative statements and information. In this course, students will have opportunities to evaluate the strengths and weaknesses of numerical evidence and logical arguments, to apply mathematical methods in the context of real-world problems, and to study and employ strategies and methods for how to manipulate, understand, analyze, and interpret quantitative information. Students who do not need to take a higher level Algebra course should find this an interesting way of meeting the college-wide mathematics graduation requirement. *Prerequisites: MT 0990 or adequate 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: C- or better in 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. *Prerequisite: Grade of C or better in ED 2110 and MT 1020 or passing score on MPT. Offered every fall. (2cr)*

### **MT 2210 (ED 2210) Curriculum and Methods of Teaching Elementary Mathematics**

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. Offered every fall. (2cr)*

### **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: C- or better in 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: C- or better in 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: C- or better in 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: CT 1510 and C- or better in MT 2510. Offered every other year.*

**MT 3530 Calculus III**

This course covers the topics of conic sections, polar coordinates, parametric equations, vector algebra; vector functions, partial derivatives, and multiple integrals. *Prerequisites: C- or better in 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: C- or better in 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: C- or better in 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: C- or better in 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.*

*Language courses are offered on campus upon sufficient demand. A variety of language programs (e.g., Arabic, Mandarin Chinese, American Sign Language) are offered through a consortium agreement with other New Hampshire colleges and universities.*

### 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.

#### FR 1120 Beginning French II

This class is a continuation of Beginning French I with emphasis on oral practice, linguistic structure, reading and writing to develop an active command of the language. *Prerequisite: FR 1110 or equivalent.*

#### FR 2110 Intermediate French I

Students complete literary texts, review linguistic structure and explore oral and written expression of ideas. Discussion and papers will be in French. *Prerequisite: FR 1120 or equivalent.*

#### FR 2120 Intermediate French II

Students can expect to read complete literary texts, review linguistic structure, and explore oral and written expression of ideas. Discussion and papers are in French. *Prerequisite: FR 2110 or equivalent.*

#### 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.

#### 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.

#### 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.

#### 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.



## **Music**

### **Course Descriptions**

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

#### **MU 1210 Music Appreciation**

Students in this course will develop a fundamental knowledge of the basic elements of music (rhythm, melody, harmony, texture and form) and learn to apply them when listening to music. Insight will be gained as to why the music of different cultures and time periods sounds unique. The student will learn to identify music and instruments from various cultures and time periods and identify cultural influences in current music found throughout the world.

#### **MU 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, 1cr*)
  - OL 1210 - Kayaking (*1cr*)
  - OL 1215 - Trip Planning (*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
- 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

Select 3 activity Courses (1cr each):

- OL 1200 - Skills Development Topics Course
- OL 1210 - Kayaking
- OL 1220 - Backpacking and Hiking
- OL 1230 - Low Ropes Course Activities
- OL 1231 - High Ropes Course Activities
- OL 1240 - Rock Climbing
- OL 1250 - Biking Trips
- OL 1260 - Orienteering
- OL 1310 - Winter Camping
- OL 1320 - X-C Skiing/Snow Shoeing

## 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 1215 Trip Planning

This course focuses on essential trip management skills including: route planning, budgeting, purchasing, transportation, logistics, safety and equipment repair. As part of this course, students will plan and lead an overnight wilderness trip utilizing their particular physical and technical strengths.

### 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. *(1cr)*

**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.

**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 Frerre, 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 (1-16).*

**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 (1-16).*

## **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 a minimum of 32 semester hours, or 8 four-credit courses, that would include:

- One four-credit course from each of the four designated Course Areas
- PA 4990 - Senior Project
- *Plus* 3 four-credit electives

#### **Requirements to Minor in Philosophy**

The minor in Philosophy will consist of a minimum of 20 semester hours, or five four-credit courses, that would include:

- One four-credit course from 3 designated Course Areas [I, II and IV]
- *Plus* 2 four-credit electives

Courses will be selected with the consultation of the student's Philosophy Department Advisor.

#### **COURSE AREAS**

The four designated Course Areas are designed to provide students with a strong foundation for pursuing philosophical inquiry. Working with their Philosophy Department advisor, students will select courses suited to their interests and goals from each of the required Course Areas.

Courses would include:

#### **AREA I: ENTRY LEVEL/CRITICAL THINKING**

PA 1919 - Critical Thinking

PA 2110 - Introduction to Philosophy

PA 2210 - Philosophy of Art  
PA 2230 - Introduction to Symbolic Logic  
Topics Courses, as announced

**AREA II: ANCIENT/MEDIEVAL PHILOSOPHY**

PA 3050 - Ancient Philosophy  
PA 3110 - Philosophy of Religion  
PA 3150 - Medieval Philosophy  
Topics Courses, as announced

**AREA III: MODERN/CONTEMPORARY PHILOSOPHY**

PA 2810 - Philosophy of Science  
PA 3250 - Modern Philosophy  
PA 3350 - Contemporary Philosophy  
PA 3510 - Existential Philosophy  
PA 4110 - Feminist Philosophies  
Topics Courses, as announced

**AREA IV: VALUES**

PA 2210 - Philosophy of Art  
PA 2220 - Introduction to Ethics  
PA 2310 - Business Ethics  
PA 2330 - Legal Ethics  
PA 2750 - Social and Political Philosophy  
PA 4010 - Moral Philosophy  
PA 4110 - Feminist Philosophies  
PA 4120 - Philosophy of Human Rights  
Topics Courses, as announced

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 2230 Introduction to Symbolic Logic**

This course serves as an introduction to deductive symbolic logic. Topics to be covered include traditional/Aristotelian logic, sentential and predicate logic, translation between natural language and symbols, argument forms, truth table analysis, and both direct and indirect proofs. Students will hone and refine their analytical and critical thinking skills by identifying premises and conclusions of arguments and analyzing arguments for validity. *Offered as needed.*

**PA 2310 (BU 2310) Business Ethics**

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

**PA 2320 (CJ 2320) Criminal Justice Ethics**

Introduces basic ethical theories, emphasizing how ethical theory can be applied to contemporary problems in law enforcement, corrections and adjudication. Topics covered include criminal justice policy, and the ethics of law enforcement, court processes, and corrections. The course also considers issues such as police corruption and brutality, race, class and gender disparities, capital punishment, gun control, drug policy, pornography, gambling, and other current issues in criminal justice. Especially pertinent for those planning careers in criminal justice professions, but designed for all interested students.

**PA 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?



## 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 or completes a substantive capstone project.

#### **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 4980 - Senior Thesis

##### **B. POLITICAL SCIENCE CONCENTRATIONS**

###### **American Politics/Pre-Law Concentration (36 credits)**

- PO 2410 - Political Economy  
or EC 2110 - Macroeconomics  
or EC 2120 - Microeconomics
- HS 1130 - Origins of American Democracy

28 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 (36 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

28 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 3580 - 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. 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 3580 International Security**

This course examines international security in a broad context. Beginning with notions of national security and domestic sources of foreign policy, it will expand to include analysis of timely security issues such as the proliferation of weapons of mass destruction, ballistic missile defense, arms control and disarmament, arms sales, and the military industrial complex.

**PO 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.

**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 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 4980 Senior Thesis**

Students have two options in the undertaking of the senior capstone course. Option 1 includes 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. Option 2 includes the planning and execution of a major civic engagement project the scope of which is to be developed in consultation with the instructor of the course. In both cases, students will present their work 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, health, conflict resolution, motivational and emotional difficulties, and personal development.

As one of the social sciences, psychology relates well to programs in business, economics, education, communication, political science, and sociology. As a health science, psychology is concerned with individual and collective well-being and, therefore, encourages important connections to medicine, law and environmental studies. Additionally, psychology is becoming more attentive to cross-cultural and international issues. 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, prosocial behavior, human sexuality, violence, attachment theories and environmental influences on childhood learning abilities and behaviors, life-span developmental issues, clinical psychology, existential, imaginal, and contemplative approaches to psychology, multicultural and cross-cultural considerations, and 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. Numerous 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, developmental, 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 her/his 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.
- Students are encouraged to select an independent study or internship as one of the courses.

#### **B. DEVELOPMENTAL PSYCHOLOGY CONCENTRATION**

- PS 2140 - Human Development I - Cross-Cultural Perspectives
- PS 2150 - Human Development II - Cross-Cultural Perspectives
- PS 2170 - Youth at Risk  
or PS/CJ/SO 3110 - Juvenile Delinquency
- PS/SO 3910 - Aging & Society  
or PS 3990 - Abnormal Child Psychology  
or PS 3160 - The Exceptional Child
- PS 4830 - Independent Study in Psychology (*1-4cr*)  
or PS 4910 - Internship (*1-16cr*)

#### **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 (*1-16cr*)

#### **D. CLINICAL PSYCHOLOGY CONCENTRATION**

- PS3310 - Culture & the Practice of Psychology
- PS 3210 - Abnormal Psychology
- PS 3650 - Theories of Personality  
or PS 3660 - Social Identity Development
- PS 4320 /SW 3510 - Fundamentals of Counseling and Therapy
- PS 4830 - Independent Study in Psychology (*1-4cr*)  
or PS 4910 - Internship (*1-16cr*)

### **Requirements to Minor in Psychology (20 Credits)**

Students must take: PS 1110 - Introductory Psychology and 4 (*four*) additional courses in Psychology, two of which must be at the 3000 or 4000 level.

## 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.

### **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 2120 Using the Internet to Understand Your World**

In this course we view many videos from YouTube and other internet sites, including a number of talks from the TED series. The first videos stress important concepts about community, personal responsibility, and the critical place that art and beauty play in society. Later videos stress how education can succeed or fail to enlighten and move us, and how the ways in which we tend to our own health and those around us can shape our communities. Students also choose videos for the entire class to view, and all students write brief reaction papers on each of the videos seen.

### **PS 2130 (ED 2130) Educational Psychology**

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. It is recommended that this course be taken after a student has completed 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.

**PS 2230 (KI 2130/SM 2230) Psychology of Sport and Movement**

This course explores the influence of psychological skills on sport/movement performance as well as the reciprocal influence of participation on the individual. The general areas examined include motivation, confidence, stress/arousal/anxiety, attention, personality, anxiety, coping, social influences, and psychobiological aspects. *Prerequisites: None, but not recommended for first year students. Offered every spring.*

**PS 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  $\chi^2$ ), how to interpret them, and how to write up an APA-style results section. *Offered every spring.*

**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.

**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 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 3310 Culture and the Practice of Psychology**

This course is an effort to critique the practice of psychotherapy, counseling, psychology research, and applied psychology through the lens of culture. From this critique, students will be given tools to develop sensibilities reflecting a commitment to grow in their understanding of diversity. Concepts such as race, ethnicity, gender, sex, sexual orientation, age, religion, mental and physical abilities, socio-economics, profession, spirituality, and a host of other ideas will serve as touchstones for discussion and learning. Students will learn to think critically about themselves, their learning process, asking questions and research, and the prospects for making change in this world as well as examine assumptions that underpin the professions and practices of psychology. This course will branch into a myriad of other topics and fields to illustrate its points. Students will participate in active discussions and learn to work the ideas from the course into personal learning. *Prerequisite: PS 1110 or SO 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 1110, PS 2310 or MT 2310 and one PS or SO 3000-level course. Offered every fall.*

**PS 4250 Health Psychology**

Health psychology examines how psychological factors contribute to the prevention of illness, the treatment of illness, the recovery from illness, and the maintenance of good health. Based on the assumption that "treating only the physical body is not enough," psychologists are playing an ever-expanding role in improving health habits, increasing the effectiveness of medical care and delivery, and facilitating recovery. *Prerequisites: PS 2000-level and PS 3000-level course. Offered every other spring.*

**PS 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. Variable credit (1-4cr).*

**PS 4830 Independent Study in Psychology**

Topic to be determined by arrangement with departmental faculty. *Contract required. Variable credit (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 4920 - 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 3100 Health and Society**

This course examines many important health and illness topics relevant to the people of the United States and the world, such as HIV/AIDS, world hunger, infant mortality, life expectancy, illness prevention, the medical community, inequality and its relationship to health, environmental factors related to health, and more. Very much included in this course will be a look at the U.S. health care system, the recent health care reform debate and an examination of other health care systems in the world.

#### **SO 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 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 4920 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 in 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
- SM 4950 - Senior 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/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**

#### **Requirements to Minor in Sport and Recreation Management**

- SM 1510 - Introduction to Sport and Recreation Management
- SM 2750 - Organization and Administration of Sport

In conjunction with a faculty member from the sport and recreation management program, select at least 20 credits from the following list of courses. See suggested course groupings below.

- BU 2220 - Management Accounting

- BU 2510 - Principles of Marketing
- KI 2010 - Standard First Aid & Cardiopulmonary Resuscitation (*1cr*)
- KI 2150 - Fitness/Nutrition for Wellness
- KI 3190 - Adaptive Physical Activity
- KI 3720 - Coaching Education Seminar
- PS 2230 - Psychology of Sport and Movement
- OL 3610 - Theory of Outdoor Leadership
- SM 3120 - Sport in the Global Society
- SM 3540 - Sports Marketing
- SM 3550 - Sport and Adventure Tourism
- SM 3710 - Recreation Facilities Management
- SM 3720 - Event Management (*2cr*)
- SM 3730 - Sports Finance
- SM 3760 - Non-Profit Management
- SM 3990 - Topics in Sport
- SM 4710 - Legal Issues in Sport and Recreation
- SM 4910 - Internship in SRM (*Variable credit*)
- SM 4920 - Practicum in Sport and Recreation Management (*Variable credit*)

### **Recommended Course Groupings:**

#### **Emphasis on Sport Marketing**

- BU 2220 - Management Accounting
- BU 2510 - Principles of Marketing
- SM 3540 - Sports Marketing
- SM 3550 - Sport and Adventure Tourism
- SM 3720 - Event Management (*2cr*)
- 1 Additional Course from the approved list

#### **Emphasis on Coaching**

- KI 2150 - Fitness/Nutrition for Wellness
- KI 3720 - Coaching Education Seminar
- PS 2230 - Psychology of Sport and Movement
- SM 4710 - Legal Issues in Sport and Recreation
- 1 Additional Course from the approved list

#### **Emphasis on Facility Management**

- BU 2220 - Management Accounting
- BU 2510 - Principles of Marketing
- SM 3710 - Recreation Facilities Management
- SM 4710 - Legal Issues in Sport and Recreation
- 1 Additional Course from the approved list

### **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) 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 cultures around the world. 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, and SM 1510 or BU 1110.*

**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**

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 (1-16).*

### **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. Each sport and recreation major is strongly advised to consult with an advisor to select a placement that best matches student skills, interests, and career goals. *Prerequisite: junior status or permission of instructor. Variable credit (1-16).*

### **SM 4950 Senior Seminar in Sport and Recreation Management**

This course serves as a capstone course for the major. Students will bring all previous coursework together in preparation for a career in the profession. Issues in professional practice will be covered through a variety of assignments: essays and discussion, research paper and presentation, a group project and presentation, and a daily review of “current events” topics pertinent to the industry. Additionally, the seminar will engage students in the various job search techniques; all students will write a resume, list of

references, and several letters of application. Students will locate job sources, develop interview skills, and practice professional presentation. *Prerequisites: Senior status, 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 (2c.r)
- [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
- 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 (2cr)
- TH 4340 - Seminar in Costume Design (2cr)
- 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 main stage 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 upon sufficient demand. (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 main stage 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.*

**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**

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. Variable credit (2-4).*

**TH 4210 Advanced Acting**

Focused studies of a range of acting forms and techniques. Courses may include: Oral Interpretation of Literature, Acting for Film and Video and Period Styles. *Prerequisites: TH 3210. Offered every other spring. May be repeated for credit with different topics. Variable credit (2-4).*

**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 main stage 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. Variable credit (1–4).*

#### **TH 4830 Independent Study in Theatre**

This course involves study in an area of theatre done independently by a student under supervision of a faculty sponsor. *Prerequisites and Notes: Permission of Instructor required. Contract required. Variable credit (1–4).*

#### **TH 4910 Internship in Theatre**

The student serves as a theatre intern with an appropriate theatre company. Potential interns must meet the college wide internship requirements and must be approved by the theatre faculty. *Prerequisites: Permission of instructor and contract required. Variable credit (1–15).*

## Wellness

### The Study of Wellness

"Wellness" is an interdisciplinary minor within the Education Division 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 contemporary 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. 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 (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 1020 - 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 & Gender Studies

New England College offers a Minor as well as the opportunity for an Individually Designed Major in Women's & Gender Studies.

### About Women's & Gender Studies

Women's & Gender Studies is an interdisciplinary academic field which explores issues of power, gender identity, and hierarchy, based on sexual difference. Drawing upon a variety of traditional disciplines, such as philosophy, psychology, sociology, literature and the arts, Women's & Gender studies offers students an opportunity to learn how women and men of various racial, ethnic, economic and sexual identities are affected by the 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 & Gender 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 & Gender Studies

Interested students may develop a course of study built around the Women's & Gender Studies theme by drawing from appropriate courses from the various disciplines at New England College. Following the publication "Guidelines for Submitting an Individually Designed Major (IDM) Proposal" students will work with the Women's & Gender Studies Coordinator to design the major. The completed proposal will be presented to the Academic Standards Committee for their approval before mid-term of the first semester of the junior year. First year students are not eligible to submit IDM's.

### Requirements to Minor in Women's & Gender Studies (20 credits)

- WS 1010 - Perspectives in Women's & Gender Studies (4cr)
- One course from each of the following 3 categories: (12cr)
  - Representations of Women and Gender
  - Theoretical Perspectives
  - History and Social Change
- One Upper Level Women's & Gender Studies Elective (4cr)

### 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 & GENDER

- WS/EN 2070 - Comparative Mythology
- WS/PS 1110 - Gender Differences in Children's Literature
- WS/EN 1170 - Women and Poetry
- WS/AR 2220 - Women in Art
- WS/CO 3280 - Gender and Power in the Media
- WS/EN3990 - Major Writers: Atwood, Duras, Lessing

## **B. THEORETICAL PERSPECTIVES**

- WS/PA 2710 - Philosophy of the Irrational
- WS/PA 2810 - Philosophy of Science
- WS/PA 3150 - Medieval Philosophy
- WS/PS 4310 - Psychology of Women
- WS/PA 4319 - 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 & Gender Studies can count toward fulfilling requirements within these three categories. Courses not currently cross-listed with Women's & Gender Studies may count toward the minor when 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 & Gender 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 & Gender Studies**

Women's studies exist 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 and gender? 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 2420 (KI 2420) Women in Sport**

This course will introduce students to the history of women in sports and will give them the avenue to gain understanding and knowledge of the dramatic changes that have taken place in regard to women in the athletic arena. Perceptions, attitudes, and roles of women have been in constant change throughout history, and in this class students will learn how "sport" has had a dramatic impact on this constant change.

**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 & Gender Studies**

Courses provided under this rubric will explore aspects of the study of women and gender 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 and gender 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 & gender studies. *Contract required. May be repeated for credit. Variable credit (1-4).*

**WS 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).*

## **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 1910 - 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, memoir, 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:

- Bachelor of Science in Healthcare Administration;
- Master of Arts in Professional Writing;
- Master of Arts in Public Policy;
- Master of Education; Master of Education: Literacy/Language Arts, Special Education, Curriculum and Instruction, School Principal; CAGS: School Climate Leadership and Facilitation, School Superintendent;
- Teacher Certification and Teacher Conversion Program;
- Master of Fine Arts in Creative Writing (Poetry);
- Master of Science in Accounting, concentration in Forensics available;
- Master of Science in Health Informatics;
- Master of Science in Higher Education Administration;
- Master of Science in Management with concentrations in Sustainability, 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 and Master of Science in Human Services;
- Master of Science in Sports and Recreation Management, with a concentration in Coaching;
- Doctor of Education, with concentrations in K-12 Leadership and Higher Education Administration.

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.

The School for Graduate and Professional Studies' Bachelor of Science degree completion program in Healthcare Administration is 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, other locations throughout New Hampshire and Maine, and online.

### **Accreditation**

New England College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC).

### **Graduate Admissions**

New England College's School of Graduate and Professional Studies follows a rolling admissions policy, although program admissions may be closed when a class cohort is filled. The admissions committee for

each degree program reviews applications when they are completed. Applicants are encouraged to use the graduate online application, found on the New England College website.

All graduate programs require a minimum undergraduate grade point average of 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. The admission decision will specify the conditions for admission to a School for Graduate and Professional Studies degree program. Such enrollments, including non-applicants who elect to take courses, are typically restricted to a maximum of nine credits.

To apply for admission, the following information is required:

- Completed application form accompanied by a \$35 application fee, payable to New England College. The application form is available at [www.nec.edu](http://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
  - The admissions committee may require other transcripts from individual applicants and will inform those applicants of that requirement during the admissions process
- 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;
- 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*

*98 Bridge Street*

**Policy on reapplying to SGPS programs**

Applications to programs in the School of Graduate and Professional Studies are saved for one year. Individuals may reapply to the program within this period, by filling out a new application form with a note indicating that it is a reapplication, paying a new application fee and submitting the following materials:

**Personal statement:** one document that responds to the following question:

What activities have you been carrying out since you previously applied to our programs, and what impact have these activities had on the clarification of your goals? Include any steps you have taken to enhance your preparation for admission to the School of Graduate and Professional Studies at New England College. Make sure to explain what specific elements in this reapplication will contribute to your successful acceptance that were not in place the first time you applied.

**Recommendation letter:** (optional) one additional letter of recommendation. Candidates may forward the electronic evaluation form to the recommender or send them a hard copy, which the evaluator should then complete and mail directly to the NEC graduate admissions office.

**Transcript:** If you have completed any new coursework since your original application, an official transcript from the appropriate college or university.

Applicants who wish to reapply after one year will be considered a new applicant and need to submit all application materials accordingly.

**Transfer of Credits**

For graduate degree programs, up to eight credits will be awarded for graduate courses taken at other regionally accredited institutions of higher education provided that the final 30 credits of any degree are earned at New England College. The completed course(s) must have a grade of “B” or better, and must be analogous to the NEC graduate course requirement for which credit is requested.

**Transfer Policies**

Transfer credit will be awarded only for course work completed at regionally accredited institutions of higher education or the equivalent in other countries. New England College awards credit only; grades and other academic honors from other institutions are not recorded on a student’s academic record, with the exception of courses taken through New Hampshire College and University Council (NHCUC) schools after a student has matriculated at New England College.

The evaluator reviews each course on an individual basis by comparing catalog course descriptions and reviewing any other appropriate documents. A course equivalent will be assigned to each course granted transfer credit and the evaluator will indicate if that credit will apply to general education requirements. If the student has indicated a major, the evaluator will indicate if that credit will apply to degree requirements. Transfer credits are awarded on a credit-by-credit basis only. For example, a four-credit course elsewhere will be granted four credits at New England College even if the equivalent course has a three-credit base here. Students transferring from institutions on the quarter-hour system will be granted .67 semester hours per quarter hour. Not all credits granted will necessarily be applicable to degree requirements. If previous course work is deemed to have no applicability to a degree program, or if no comparable course at New England College can be identified, and yet the course work is deemed comparable to college-level work, then unassigned elective credit may be granted.

Evaluation for transfer credit will be made at the time of a student’s admission to New England College. Transcript credit awards are contingent upon official admission into the graduate or professional studies program. Students who have attended other institutions of higher education must include official transcripts from all previous institutions in their application, regardless of whether or not they wish to be granted credit for that work. Course work in progress at the time of application will be evaluated on a tentative



basis and credit awarded pending receipt of an official transcript.

Courses taken at other institutions after a student is enrolled at New England College must be cleared in advance through the Graduate Student Services office. Students must complete the Course Approval Form and submit it to the Student Services Office, which coordinates with the respective academic director for approval prior to enrolling in a course at another institution. Students who do not receive prior approval will need to petition the Dean for acceptance of the transfer credit and are not guaranteed approval.

Students who repeat courses at New England College for which they have already received transfer credit will lose that transfer credit.

Students transferring from institutions where course work is graded by non-traditional mechanisms will be asked to request that the institution provide letter equivalents or written evaluations from individual instructors.

All transfer credits are tentative until substantiated by official transcripts or documents provided by the original educational institution.

### **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 website.

All payments and or questions regarding student bills should be addressed to:

*New England College*  
*Student Financial Services*  
*98 Bridge Street*  
*Henniker, NH 03242-3500*  
*Telephone: 603.428.2226*  
*FAX: 603.428.2266*  
*[sfs\\_gps@nec.edu](mailto:sfs_gps@nec.edu)*

### **Financial Aid**

Entering students should apply for financial assistance when applying for admission. Aid offers are made only after a student is accepted for admission and the Office of Student Financial Services has received all required forms. Students who are U.S. citizens or resident aliens may apply for financial aid by submitting a Free Application for Federal Student Assistance (FAFSA). The processing of financial aid applications and awards is a complex and lengthy procedure; therefore, applicants are encouraged to apply at least two months prior to the anticipated enrollment date.

NEC also offers graduate assistantships for qualified graduate students. These positions offer students unparalleled leadership opportunities in the NEC community. The positions are competitive, and are based on prior academic record and practical experience. Assistantships are compensated through a scholarship credited to current tuition. Assistantships have included opportunities in Undergraduate and Graduate Admissions, Career and Life Planning, Residence Life, International Programs, Information Technology, NEC Athletics, and the NEC Office of Public Information.

In general, most financial aid programs available to graduate students are those offered through the Federal government, such as the Federal Stafford Loan (see Financial Aid section in the Undergraduate Catalog for a full description of this program as it relates to graduate students and BSHCA students). There are no automatic renewals of financial assistance and all returning students receive updated application materials. A student must reapply for financial aid each academic year.

Financial aid awards are credited directly to student accounts upon registration each semester. All required forms must have been received and verified by this time. Stafford Loan checks require the student's signature prior to being credited or disbursed. If a student's account with the College is paid in full, the student may receive a cash disbursement to cover other educational costs such as books and supplies.

Refund Procedure: If a student officially withdraws during a term, a portion of any refund calculated under

the College's withdrawal policy will be returned to federal, state, and College programs. Details of this pro-rated policy are available from Student Financial Services. For complete information and application forms, contact:

*New England College  
Student Financial Services  
98 Bridge Street  
Henniker, NH 03242-3500  
Telephone: 603.428.2226  
FAX: 603.428.2266  
[sfs\\_gps@nec.edu](mailto:sfs_gps@nec.edu)*

### **Graduate and Professional Degree Programs – Graduation Requirements**

New England College confers degrees at the annual May commencement ceremony as well as on January 31, July 15, September 15 and December 31. To be considered for degree candidacy, the student must submit an Intent to Graduate Form by December 1 of the year *preceding* degree completion. Failure to submit this form could delay official degree awarding until the college's next official conferral date.

All graduation requirements must be met within six years of entering the program. Petitions for extension must be submitted in writing to the Dean of the School of Graduate and Professional Studies.

Questions about graduate degree requirements should be addressed to Student Support Services ([studentservices\\_gps@nec.edu](mailto:studentservices_gps@nec.edu) or 603.428.2258).

#### **Graduation Requirements for the Doctorate of Education**

Candidates for the degree of doctor of education must successfully complete at least 60 hours of doctoral coursework with at least a B- average, attain a minimum 3.00 cumulative grade point average on all graduate credit earned at New England College (based on a 4.00 scale), complete of dissertation paper and oral presentation of this work to the dissertation committee, and construct of a comprehensive project which meets the requirements of the faculty review committee.

#### **Graduation Requirements for the Certificate of Advanced Graduate Study (CAGS)**

CAGS programs provide professional development for educators beyond the master's degree. Program requirements vary. It is the student's responsibility to consult the graduate catalog to ensure successful completion of program requirements.

CAGS candidates must complete all degree requirements, as outlined in the individual program descriptions, including successfully earning a minimum of thirty six to forty graduate credits. All candidates must earn a final grade of B- or better in each required course and attain a minimum 3.00 cumulative grade point average on all graduate credit earned at New England College, based on a 4.00 scale.

Course credits used by the student to fulfill requirements for a previous graduate degree may not be used by the student to fulfill the requirements for any other graduate degree at New England College.

**Graduation Requirements for Master's Degrees Program requirements vary.** It is the student's responsibility to consult the graduate catalog to ensure successful completion of program requirements.

Master's degree candidates must complete all degree requirements, as outlined in the individual program descriptions, including successfully earning a minimum of thirty to sixty graduate credits. All candidates must earn a final grade of B- or better in each required course and attain a minimum 3.00 cumulative grade point average on all graduate credit earned at New England College, based on a 4.00 scale.

Course credits used by the student to fulfill requirements for a master's degree may not be used by the student to fulfill the requirements for any other graduate degree at New England College.

**Bachelor of Science in Healthcare Administration Graduation Requirements**  
See program description.

**Grading System**

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

<b>Letter Grade</b>	<b>Meaning</b>	<b>Quality Points Per Credit</b>
<b>A</b>		<b>4.0</b>
<b>A-</b>		<b>3.7</b>
<b>B+</b>		<b>3.3</b>
<b>B</b>		<b>3.0</b>
<b>B-</b>		<b>2.7</b>
<b>C+</b>	<b>Unsatisfactory</b>	<b>2.3</b>
<b>C</b>		<b>2.0</b>
<b>C-</b>		<b>1.7</b>
<b>D</b>		<b>1.0</b>
<b>D</b>		<b>0.7</b>
<b>F</b>	<b>Failure</b>	<b>0</b>
<b>I</b>	<b>Incomplete</b>	<b>none</b>
<b>P</b>	<b>Passing (B or higher for MFA only)</b>	<b>none</b>
<b>NR</b>	<b>Below passing</b>	<b>none</b>
<b>AU</b>	<b>Audit</b>	<b>none</b>
<b>ADI*</b>	<b>Administrative Incomplete</b>	<b>none</b>
<b>W</b>	<b>Withdrawal</b>	<b>none</b>
<b>WD</b>	<b>Withdrew from school</b>	<b>none</b>

*\* 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 for 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 for 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 for 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. All grades remain on the student's permanent record, but only the highest grade is used in computation of the grade point average.

Suspended students who wish to reenter the College may contact the Dean of the School for Graduate and Professional Studies for readmission after they have complied with the conditions of their suspension. Students who are readmitted following suspension are expected to achieve a minimum GPA of 3.0 for the duration of their program. Failure to do this will result in suspension from the College.

### Notification

Students placed on probation, suspended, or dismissed shall be notified in writing by the Dean of the School of Graduate and Professional Studies, in consultation with the director of the program.

### Appeals

Students who have been placed on probation or who are suspended may appeal their status to the Vice President of Academic Affairs, whose decision is final. Appeals requests must be submitted in writing, together with any evidence in support of such appeal, within 30 days.

### **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.

### **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 *The Publication Manual of the American Psychological Association* or, in the case of students in the Master of Arts in Public Policy, the *Chicago Manual of Style*.

### **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. If a second report of cheating or plagiarism occurs, the student will be subject to expulsion.

### **Procedures for Assigning Penalties**

In order to protect the interests of the College community, including those of students and instructors, the following procedure shall be followed in cases of cheating and/or plagiarism. If an instructor is convinced 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 for 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 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 for 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.

## Administrative Withdrawal Policy: online-only programs

### Background:

- Nonattendance (understood in the online environment as lack of participation in the discussion boards, and failure to submit the required assignments) does not constitute a withdrawal, nor does stopping payment on a check for registration fees constitute a request for refund;
- It is the student's responsibility to add or drop classes—not the instructor;
- This Administrative Withdrawal procedure is not needed for students that have **NEVER ATTENDED** a course.

Students that have never attended a course(s) will be automatically withdrawn if they have been accurately reported as **NEVER ATTENDING** on the attendance rosters submitted to the Student Services office at NEC during the first week of the course.

**Policy:**

If a student misses two or more consecutive weeks of class during the term, or if the student has missed enough assignments that the instructor believes s/he cannot meet the goals of the course within the remaining timeframe, s/he may be subject to administrative withdrawal. In the absence of extenuating circumstances and 48 hours after the student has been notified, the administrative withdrawal will take place and the student will be removed from the class. This Administrative Withdrawal Policy will be implemented in all graduate level online courses subject to the following provisions:

- The Student Services staff will carry out a good faith effort to contact the student and advise him or her of the situation and the consequences of an administrative withdrawal;
- The instructor will attempt to contact the student and issue a warning prior to the decision of administrative withdrawal;
- The administrative withdrawal must be approved by the program director, upon recommendation from the instructor and/or the student services staff. If the instructor does not initiate the administrative withdrawal process, s/he must be fully informed by the Student Services staff so that s/he can contact the student (via email) and issue the warning;
- The Administrative Withdrawal Policy must be included in the course syllabus with specific language as to the policy. Students must be informed that administrative withdrawal may have an impact on their Financial Aid awards and status in the program;
- The Student Services office must have sufficient documentation of student notification prior to the administrative withdrawal. This documentation, together with the instructor's warning, will become part of the student's file at NEC;
- Administrative withdrawal will take place after the fee refund period. Students who are administratively withdrawn from the course will not be eligible for a tuition refund;
- For the purpose of withdrawals, term weeks start on Mondays and end on Sundays;
- No withdrawals are permitted during the last week of the term.

**Audited Courses**

Students wishing to audit a course may do so by contacting the Graduate and Professional Studies Office. Permission of the instructor is required. The workload and attendance policy in the course is to be determined by the instructor and should reflect expectations of both the instructor and the student. No credit is granted for an audited course. A grade of "AU" will not be entered on the student's permanent record unless a student satisfactorily completes the attendance and workload requirements of the course. Students will be charged one-half the current tuition rate for that course. All students will be charged any course-related fees. After the end of the add/drop period, a student may not convert an audited course back to the letter grading system.

**Directed Study Contract**

A directed study is an academic tutorial course that allows a student to do an in-depth study with a faculty member in an area of mutual interest. Students will meet weekly (face-to-face or online) with the faculty member.

**Guidelines for Directed Study**

- The Dean of the School of Graduate & Professional Studies reserves the right to deny requests for directed study option;
- Directed Study courses may not duplicate courses scheduled within a 12 month period, unless approved by the Dean;
- Directed Study courses may not be for more than 4 (four) credits;
- Students may present for graduation no more than a total of 12 (twelve) credits for Directed Study.

**Eligibility and Registration**



1. Directed Study courses **MUST** be approved by the Dean of the School of Graduate & Professional Studies Office prior to initiating contract.
2. Student must have a minimum cumulative GPA of 3.0.
3. Student must have no record of cheating or plagiarism in prior course work.
4. Student must have a faculty sponsor for the Directed Study.
5. Student must coordinate the completion of the Directed Study Contract form and obtain all necessary signatures.
6. The Directed Study Contract (complete with course syllabus and necessary signatures) must be submitted, in legible form, to the Office of Graduate & Professional Studies no later than the two weeks prior to the term start date.

### **Incomplete Grades**

*To request an Incomplete ("I"), the student must first approach his/her instructor. If the instructor agrees to grant the Incomplete, s/he must inform the SGPS Dean and the Associate Director of Students Services of this decision. Please note that an Incomplete is given only in exceptional circumstances beyond the student's control (e.g., illness, unexpected delay in receiving materials for which the student is not responsible, etc.). Incompletes will only be approved for students who have already completed at least 50% of the required coursework. A student has 30 calendar days from the last day of the term to complete any grade of Incomplete. Unless the instructor notifies the Dean's Office that another grade has been issued, grades of incomplete are automatically converted to grades of "IF" or "F".*

Students requiring an extension to complete the work in a course that has been graded Incomplete must submit a request to the SGPS Dean. The Dean will consult with the student's instructor for additional information regarding the matter. This policy is also applicable to students not registered in the term following the Incomplete. Extensions will be granted only for extenuating circumstances.

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

### **Exceptions to Academic Policy**

Exceptions to the College's academic policies may be requested only by petition, and must be approved by the Dean of the School of Graduate and Professional Studies.

### **Class Attendance Policy**

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

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

### **Withdrawals and Leaves of Absence**

A student who wishes to withdraw from the College during the academic year must notify the Office of Graduate Student Services in writing.

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

The normal limitation for a leave of absence from the College is one year. Students whose absence exceeds this limitation may be required to file for formal readmission to the College, in which case they would reenter under the

major and graduation requirements in effect at the time of their readmission. Students who withdraw during a semester may be required to apply for readmission before returning the following semester.

## **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.

### **Program Outcomes**

Graduates of the Bachelor of Science in Healthcare Administration will be able to:

- Understand current organizational theory and apply it to contemporary healthcare issues
- Identify leadership qualities unique to the healthcare professional and show how to apply them in supervisory and managerial situations
- Recognize current public and community health issues and their impact on healthcare leaders
- Understand contemporary financial management and economic issues in healthcare and recognize and apply analytical tools to relevant problems
- Demonstrate problem-solving and communication skills by applying leadership concepts in an investigative research project

### **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 Evaluations

#### **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 21<sup>st</sup> 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.

## **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. Program coursework integrates the theoretical foundations of rhetoric, communication and professional practice with continuous skill development. Each course asks students to apply their knowledge and writing skills to cutting-edge communication challenges. Students also gain an understanding of the various jobs in the field.

### **Program Outcomes**

Graduates of the Master of Arts in Professional Writing program will be able to:

- Assess the theoretical principles that underlie rhetorical choices and decisions made in professional writing
- Develop and expand writing skills that are demanded in a variety of professional settings
- Build an awareness of audience, markets, and current standards of publishing professionalism
- Develop practical strategies for purposeful, effective communications that fit specific circumstances and client needs
- Write for publication and distribution in real professional contexts
- Work within a community of professional writers in an online format
- Produce a capstone project that develops a grasp of research methodology and critical thinking skills essential to the field

### **Required Courses for 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 6005 - Special Topics in Professional Writing

PW 6010 - Portfolios in Professional Writing

PW 7100 (1-4) - Capstone 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 MA in Professional Writing program, and specifically 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. Throughout this inquiry students will study the theories, history, and concepts of professional writing in relation to professional writing practices and situations. Students will also start the process of maintaining a working electronic portfolio they will keep throughout the program in preparation for the final portfolio course.

#### **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 proposal that includes the creation of professional writing documents for a specific intended audience in preparation for the capstone.

#### **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 editing for business and organizations. Comprehensive editing processes will be developed and students will gain the skills needed to work in copyediting.

#### **PW 5400 Writing for the Media and Public Relations**

This course focuses on understanding the basic concepts, skills, and practices of writing for the media and public relations. Communication protocols that involve the media and specific writing tasks such as writing for television, print, and radio are covered. Specific writing assignments may include articles, press releases, and scripts, media kits, personality profiles, speeches, and writing for public relation campaigns and media conferences.

#### **PW 5500 The New Media**

This course will introduce students to critical concepts and practical skills related to writing for those new media that have developed out of the use of digital computers, such as writing for the internet (online publications, blogs, email, chat, social networks, text messaging, etc.) and computer games. Image manipulation, software developments, desktop publishing tools, and instructional design concepts will also be covered in relation to actual professional writing tasks and opportunities.

#### **PW 5600 Business and Technical Communication**

The course is designed to cover the purposes and styles of business and technical writing and to offer students a variety of focused writing exercises structured around scenarios or actual work situations. Within the course students will learn how to write a wide assortment of business and technical documents ethically such as letters, memorandums, reports, proposals, cover letters, resumes, questionnaires, brochures, technical reports, FAQs, presentations, and/or manuals and technical documents that require technical explanations.

#### **PW 6005 Special Topics in Professional Writing (4 credits)**

Topics for this course will vary from term to term. Special topics of particular interest to professional writers will be explored within the context of student generated writing assignments.

#### **PW 6950 Portfolios in Professional Writing**

All students maintain a digital Working Portfolio throughout the course of the Professional Writing Program. In this course students will conceptualize, arrange, and realize their Working Portfolio into a final Academic Portfolio, as well as into a quality online Professional (Marketing) Portfolio targeted at a specific employer or professional writing specialty. Student portfolios will include writing from an assortment of genres and should demonstrate versatility as well as depth.

#### **PW 7100 (1-4) Capstone in Professional Writing**

The culminating project for the Master of Arts in Professional Writing program will be the completion of a Master's thesis or Capstone project. This will be an original document that involves research based upon methodologies learned in the Research Methods course and may take a variety of forms such as a major research paper that contributes to the scholarship within the field of Professional Writing, or an experiential writing project on a subject that reflects audience-centered design principles in any relevant form (websites, blogs, trade articles, etc.). Students may focus their Capstone on a specific rhetorical issue related to the discipline of Professional Writing, or the project itself may be reflective of other interests as long as the project demonstrates the student's ability to carry out independent research, reflect upon that research, and articulate new knowledge through skills learned throughout the Professional Writing program. The process of working on the Capstone is broken into four one-credit sequences. Capstone projects must be approved by the MA in Professional Writing Program Director, must demonstrate excellence in writing, and must display mastery of skills learned throughout the MA in Professional Writing program. *This course is taken as a Pass/Fail course.*

## **Master of Arts in Public Policy (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 the 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.

### **Program Outcomes**

Graduates of the Master of Arts in Public Policy program will have:

- A clear understanding of the origins of American political institutions and thought;
- A strong foundation in ethics and leadership;
- An applied understanding of the key governmental institutions that formulate and implement public policy in our society, including Congress, the Judiciary, the Presidency, and state and local governments; the role America plays on the world stage, and how our public policy decisions and actions have an impact around the globe;
- An in-depth grasp of the political process in America, including the mechanics of campaigns, elections, campaign finance, and the media. In addition, they will be introduced to the political and policy implications of persistent questions of class, poverty, and race in America, and the impact these have on the pursuit of the "American Dream"; and
- An ability to effectively analyze public policy issues, including basic economic analysis, as well as the ability to present arguments persuasively and logically, and to write and speak clearly, correctly, and convincingly;
- Each of our graduates will have a renewed desire to play a constructive role in their community, at whatever level, in promoting and expanding the common good.

### **Graduation Requirements**

After the successful completion of their coursework, candidates for the Master of Arts in Public Policy are required to develop a capstone project. Incorporating the coursework, independent research, and professional experiences as appropriate, students will construct a research design model that addresses a major public policy issue. The work will be guided by a member of the faculty and will be conducted with ample peer review.

### **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**

The Capstone project provides an integrative experience through the student's efforts in developing an actual program or public policy. The students assume all components of completing the policy paper, from selecting the topic, preparing a research design and writing of the policy solutions. This capstone experience requires students to integrate principles, theories, and methods learned in courses required through their program. Students creatively analyze, synthesize, and evaluate learned knowledge in the project having a professional focus and communicate the results of the project effectively at a professional level.

## **Graduate Education Programs**

### **Master of Education**

### **Master of Education: School Principal**

### **CAGS: School Superintendent**

### **Doctor of Education (see description)**

*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.

#### **Competencies for the Master of Education and Certificate of Advanced Graduate Study Programs**

In addition to the objectives of the Education Program the Graduate Education Program aspires to the INTASC standards.

The INTASC standards are as follows:

##### **Standard One – Knowledge of Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

##### **Standard Two – Knowledge of Human Development and Learning**

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

##### **Standard Three – Adapting Instruction for Individual Needs**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard Four – Multiple Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard Five – Classroom Motivation and Management Skills**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard Six – Communication Skills**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard Seven – Instructional Planning Skills**

The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

**Standard Eight – Assessment of Student Learning**

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

**Standard Nine – Professional Commitment and Responsibility**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard Ten – Partnerships**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**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 7015 - Supervision of Personnel *required only for students seeking Maine certification*  
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 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 terminologies, such as validity and reliability, associated with evaluation and assessment and the roles various related service providers perform in assessment and evaluation. They will also develop the skills that will enable them to (a) determine what test to use for what purpose, (b) use a test manual, (c) conduct an assessment, (d) read and understand test reports from a variety of related service providers, (e) write a test report and (f) determine eligibility for coding. Emphasis will be placed on the tests used to identify students with learning disabilities. *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 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 (1-6cr).*

**ED 6830 Independent Study in Education**

This course offers the advanced student an independent study of a specific topic. The course of study for this class will be arranged with a faculty member. *Contract required. Variable credit (1-6cr).*

**ED 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, conceptual and practical foundations of curriculum development, instructional design and assessment theory as they relate to the supervisory role of the principal. One of the most important jobs of the principal is the recruitment, supervision, and retention of effective personnel. In this course we will develop systems for you to use as you approach supervision in your schools. Students will learn to use and supervise the Understanding by Design (UbD) pedagogical process. Participants will review their school district's supervision model and compare that model to the important domains of teaching. Students will develop a supervision plan including the following components: teacher evaluation and supervision model, school professional development plan, and a school curriculum development plan. The major goals of this course are to assist participants in their quest to become instructional leaders and effective supervisors for their schools.

### **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 importance of inequities, and to assess progress in improving students' learning results, learning opportunities, and learning climate. Participants will also develop an understanding of important dimensions of educational equity and an appreciation of the factors of diversity (e.g., gender, socio-economics, race, language, culture) and proven strategies and resources for addressing them. The goal is for the participants to understand and be able to develop a community of learners that has a positive impact on achievement.

**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 7015 Supervision of Personnel**

This course will assist you in your quest to become an effective school principal. One of the most important jobs of the principal is the recruitment, supervision, and retention of effective personnel. In this course we will develop systems for you to use as you approach supervision in your schools. We will review the leadership supervision process from a variety of perspectives including: setting the context for ethical and effective supervision, developing of teachers and other personnel, evaluating, supervising and retaining personnel, and including the supervision model in the creation and maintenance of a positive and productive school culture. Participants will review existing models and develop models of supervision that align with their philosophy of educational leadership.

**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 460 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 Fine Arts in Creative Writing (Poetry)**

*Telephone: 603.219.9172*

### **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.

### **Program Outcomes**

Graduates of the Master of Fine Arts in Creative Writing will have:

- Developed strong poetic and critical skills;
- The ability to take bold risks in their writing;
- A mastery of memorization and recitation techniques;
- Worked collaboratively with peers and faculty;
- A mastery of the student's chosen literary genre;
- A broad comprehension of literature.

### **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 responds 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 1 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 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), or Certified Internal Auditor (CIA).

The MSA degree is also offered with a concentration in Forensic Accounting which is designed for those students interested in fraud prevention or criminal investigation. This concentration helps prepare you for the Certified Fraud Examiner (CFE) designation.

### **Learning Outcomes (as adapted from AICPA core competencies):**

- Decision Modeling: consider issues, identify alternatives, choose and implement solutions
- Risk Analysis: identify and manage audit risk and understand how business risk affects business strategy
- Measurement: use traditional and non-traditional (e.g. quantitative and qualitative) measures that are relevant and reliable
- Reporting: communicate clearly and objectively the work done and the resulting findings in accordance with professional standards
- Research: access relevant guidance/information, understand it, and apply it
- Strategic Thinking: link data, knowledge, and insight together to provide information for decision making
- Legal: describe and apply the legal, regulatory, and ethical requirements of the profession

### **Prerequisite Courses and 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 six core courses and four concentration courses of four credits each.

- AC 5230 - Financial Reporting
- AC 5260 - Financial Statement Analysis
- AC 5550 - Federal Taxation
- AC 5620 - Government and Non-Profit Reporting
- AC 5730 - Accounting for Mergers and Acquisition
- MG 5640 - Business Finance

Concentration Courses – MSA degree

- AC 5240 - Cost Accounting
- AC 5640 - Auditing and Assurance
- MG 5660 - Business Law
- MG 6430 - Accounting Ethics

Concentration Courses – Forensic Accounting

AC5660 - Litigation Services, the Role of the Accountant as an Expert

AC6440 - Business Crime and Ethical Behavior

AC6230 - Financial Reporting Fraud

AC6640 - Auditing for Fraud

**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 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 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 5620 Government and Non-Profit Reporting**

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

**AC 5640 Auditing and Assurance**

This course introduces the student to the audit process, with emphasis on the perspective of management in a CPA firm, but with consideration to internal processes. Topics include implementing control procedures and assessments using both the compliance and management methods. Audit planning, staffing and training are considered. Special topics include enterprise risk management and auditing non-profit and public organizations.

**AC 5660 Litigation Services, the Role of the Accountant as an Expert**

This course studies the value of the Accountant in the field of litigation services. Econometric valuation and statistical estimation will be studied. Cost of capital, valuation of losses, and intellectual property damages will be among the subjects covered.

**AC 5730 Accounting for Mergers and Acquisitions**

This course focuses attention on all key stages of the M&A lifecycle including conception, planning, the first 100 days post merger/acquisition, due diligence of intellectual property (IP), and ongoing evaluation and improvement.

**AC 6230 Financial Reporting Fraud**

This course studies the nature of financial reporting fraud. Topics include where it is most likely to occur and what methods of fraud and deception are commonly employed. Earnings manipulation and management, fictitious revenue, loss contingencies and asset impairments are some of the categories studied.

**AC 6440 Business Crime and Ethical Behavior**

This course will consider the acts, necessary intent, and defenses related to organizational, occupational, and white collar crimes. The course will review crime prevention, the criminal justice system, and punishment. The code of ethics of the American Institute of Public Accountants (AICPA), the Association of Fraud Examiners (ACFE), and the Federal Sentencing Guidelines will be reviewed.

**AC 6640 Auditing for Fraud**

This course studies the responsibilities of the auditor in detecting fraud, focusing on Statements of Auditing Standards No. 53, 82, and 99. The roles and responsibilities of the audit committee, senior management, financial management, and internal and external auditors will be reviewed. Securities and Exchange Commission Staff Accounting Bulletins 99 on Materiality and 104 on Revenue Recognition will be covered. Specific fraud audit methods and checklist will be studied.

**MG 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 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 5260 - Financial Statement Analysis  
MG 6430 - Accounting Ethics  
AC 5310 - Accounting Information Systems  
AC 5560 - Corporate Taxation  
AC 5620 - Government and Non-Profit Reporting  
AC 5630 - International Accounting  
AC 5640 - Auditing and Assurance  
AC 5730 - Accounting for Mergers and Acquisitions  
AC 5810 - Contemporary Issues in Accounting  
AC 5900 - Review and Preview (2cr)

## **Courses for the Master of Science in Accounting (4 + 1)**

### **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.

### **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 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 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 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**

This two credit course, taught by various members of the department, is designed to review elements all elements of the program, focusing specifically on auditing and attestation, financial accounting and reporting, regulation and taxation, ethical and professional standards, and fundamental business concepts.  
(2cr)



## **Master of Science in Health Information Management (Informatics)**

*Telephone: 603.428.2252*

### **Program Overview**

New England College's Master of Science in Health Information Management is a 36 credit hour program consisting of eight, four credit courses and a two part capstone research project. All of the courses listed under course descriptions are degree requirements. The program design is based to a large extent on the knowledge domains established by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM). In addition, the program can also offer training for the American Health Information Management Association (AHIMA)'s certification examination by way of the contents embedded in the program. The domains determined by these associations to be necessary components of the curriculum include: health care data; health information statistics and analysis; health services organization and delivery; information technology and systems; organization and management.

### **Learning Outcomes**

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As a result of completing this program, students will:

- Apply leadership, communication, and conflict resolution skills and concepts to identify, analyze and creatively solve complex organizational problems connected to the design and implementation of health informatics systems;
- Comprehend the challenges and opportunities of working effectively with other people across a wide array of departments, outside vendors, and individuals with diverse backgrounds who interact with health informatics systems;
- Understand the main principles and practices of healthcare data management and how information technology and systems can help interpret and use biomedical information across departmental units;
- Apply a broad range of interpersonal and project management skills to design processes and design and implement team and group projects to optimize performance;
- Develop expertise in all business aspects of health informatics: this includes departmental design and management, capital and operating budgeting, the art of the budget planning process, infrastructure design and strategic planning.

### **Course descriptions**

#### **HIM 5110 Principles of Health Informatics**

This course introduces the history and current status of information systems in health care, and introduces students to the study of information technology and information management concepts relevant to the delivery of high quality and cost-effective healthcare. Theoretical frameworks such as data management, decision support, strategic planning and implementation, change management, knowledge management and privacy and other ethical aspects of health informatics are included.

#### **MG 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.

#### **HIM 6000 Healthcare Technology and Systems**

An in-depth study of the basic concepts surrounding clinical information systems, with emphasis on electronic health records - terminology and standards, clinical configuration, user interface design, computerized physician order entry, clinical decision support, and clinical reporting. The course then focuses on the practical application of these concepts, including implementation, clinical workflow, privacy and security, certification, medical device integration, and community health information exchange.

**HIM 6020 Knowledge Management in Healthcare**

This course explores the relationship between clinical data and clinical knowledge and how organizations develop and deploy them to support improvements in patient care and research. The course content includes topics such as available medical data and how it should be accessed, analyzed, and organized to support evidence-based medicine and research. Throughout the course, students will analyze current and prospective approaches to clinical decision support and expert system development and how to deploy them via new or existing knowledge-management infrastructures.

**HIM 6240 Research and Evaluation**

Research and development projects in the broad field of biomedical informatics can take many forms, from field studies that improve understanding of the tasks and information needs of users, to development projects that design, build, and deploy information systems, to studies that assess the impact of information systems on health care processes and outcomes. This course provides an overview of the concepts, vocabularies, and strategies needed to design and evaluate projects in biomedical informatics, including a breadth of methodologies drawn from qualitative research, quantitative research, and software engineering.

**HIM 6010 The Business of Informatics in Healthcare**

The goal of this course is to provide skills and knowledge in the area of business practices relating to Healthcare Information Technology. This includes departmental design and management, capital and operating budgeting, the art of the budget planning process, infrastructure design and strategic planning. Also included in this class is the process of defining system requirement, determination of return on investment, delivery modes (ASP vs. in-house), evaluation of vendors, vendor selection, contractual matters, risk analysis, project management, implementation and support strategies. Within this discussion, the pros and cons of "buy vs. build" will be evaluated. The various types of information systems will be discussed. This will include enterprise systems, developmental systems, data warehouse, and decision support systems. It will also include challenges presented by various regulatory agencies and laws that have been enacted.

**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 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.

**HIM 6970 Capstone Project I (1 credit)**

In this course, the student will be introduced to research methods and prepare a formal proposal for their final Capstone project (HIM 6975).

**HIM 6975 Capstone Project II (3 credits)**

In this course, each student will undertake a major investigation of a major leadership and management challenge in the workplace as it connects to the field of health informatics. 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.

## **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.

### **Learning Objectives**

Graduates of the MSHEA program will demonstrate:

- an understanding of contemporary issues in higher education administration
- knowledge of administrative, leadership, and management practices and structures found in diverse institutions of higher education
- information literacy incorporating of a broad range of higher education resources and scholarship
- the ability to connect theory to practice, applying course learning to professional work experiences
- the ability to make evidence-based decisions and recommendation related to professional practice
- awareness of personal leadership skills and styles
- effective and inclusive written and oral communication skills

### **Courses for the Master of Science in Higher Education Administration** \*Core Courses

HEA - 5130 The American College Student\*  
HEA - 6390 Contemporary Issues in Higher Education  
HEA - 6240 Educational Research and Assessment  
HEA - 5410 Enrollment and Retention  
HEA - 5250 Finance and Budgeting\*  
HEA - 6920 Legal Issues in Higher Education\*  
HEA - 6830 Managing People in Colleges and Universities  
HEA - 5110 Organization and Administration\*  
HEA - 5210 Student Affairs Administration  
HEA - 6970 Capstone\*  
Special Topics: Diversity in Higher Education

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**

#### **HEA 5040 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.

#### **HEA 5110 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.

#### **HEA 5130 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.

#### **HEA 5210 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.

#### **HEA 5250 Finance and Budgeting**

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.

#### **HEA 5410 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.

#### **HEA 6240 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.

#### **HEA 6390 Contemporary Issues in Higher Education**

The administration of higher education is fraught with complex debates on topics of concern to internal and external constituencies, and those who work in higher education are required to communicate professional and scholarly positions, institutional commitments, and strategic decisions to a variety of audiences. The class explores the foundations of higher education through critical analysis of contemporary issues in the field. Students will assess potential implications of policy recommendation and administrative decisions in areas such as affordability, access, academic freedom, privacy concerns, and commercialization.

#### **HEA 6830 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.

#### **HEA 6920 Legal Issues in Higher Education**

This course provides an understanding of the broad scope of higher education law, general legal principles relevant to higher education, and the role of law on campus. Through discussion of a diverse range of

administrative problems and practices with legal implications (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.

**HEA 6970 Capstone**

The capstone experience requires a synthesis of theories, conceptual frameworks, and experiential learning throughout the program. Students must develop a research or professional development project 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. *This course is taken as a Pass/Fail course.*

**HEA 5990 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.

## **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. Nine concentrations are offered: sustainability, healthcare administration, nonprofit leadership, project management, strategic leadership, banking and finance, marketing management, operations management and real estate management. The curriculum, always evolving, explores the challenges and opportunities of the current business climate and capitalizes on the climate of opportunity in New Hampshire and Northern New England. The NEC School of Graduate and Professional Studies has formed partnerships with New Hampshire and Maine businesses, healthcare institutions and the nonprofits to offer the Master of Science in Management program on-site at their location. The M.S. in Management Strategic Leadership concentration is also offered on the Henniker Campus.

### **Learning Outcomes**

- Communication: Effectively demonstrate the ability to communicate through verbal, well-written professional documentation and reports, and other forms of communication to express ideas clearly, logically and persuasively.
- Management skills: Apply management skills and concepts to identify, analyze and creatively solve complex organizational problems through financial, economic, and organizational constraints.
- Strategic thinking: Demonstrate proficiency in thinking and planning strategically within an organization and all associated stakeholders.
- Ethical behavior: Identify legal and ethical challenges faced by organizations, by possessing and demonstrating the acumen to confront and address the issues effectively, ethically, and in a socially responsible manner to successfully manage human and material resources.
- Interpersonal skills: Understand and apply the fundamental principles of essential business functions and broad range of interpersonal skills to effectively lead relationships to individuals, society, and other organizations within team and group projects to optimize performance.
- Collaboration and teamwork: Comprehend the challenges and opportunities of working effectively with other people in a diverse environment while displaying an understanding of the culturally and ethnically diverse nature of the changing workforce.
- Leadership: Apply necessary leadership skills required for managing change, organizational design and performance, through delegating, empowering and through and environment of life-long learning.

### **Core requirements for the Master of Science in Management**

MG 5110 - Organizational Management and Leadership

MG 6610 - Strategic Planning and Policy

MG 6410 - Professional and Organizational Ethics: A Global Perspective

MG 6970/6980 - Capstone Project I/ II

### **Sustainability concentration Courses**

AC 5250 - Managerial Accounting and Finance for Leadership

ES 5510 - Sustainability: Principals and Models

ES5650 - Sustainable Communities

ES 5850 - Sustainability in Practice: Renewable Energy

ES6250 - Sustainability in Practice: Natural Resources, Environmental Law

ES6610 - Value Chain and Operations Strategy

### **Project Management Concentration Courses**

AC 5250 - Managerial Accounting and Finance for Leadership  
MG 5610 - Economics for Leadership  
MG 6110 - Project Management  
MG 6880 - Supply Chain Management  
MG 6820 - Quality Analysis for Technology  
MG 6950 - Contract Management

**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 6110 - Project Management  
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 6110 - Project Management  
MG 6630 - Strategic Fundraising  
MG 6620 - Dynamics of Non-Profit Governance  
MG 6830 - Strategic Human Resource Management

*\*Not required in the fully online program.*

**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 6110 - Project Management  
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 6110 - Project Management  
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 - Relationship Selling Strategies  
MG 5330 - Market Research  
MG 6110 - Project Management  
MG 5410 - Organizational Communication, Negotiations & Conflict Resolution  
MG5990 - Special topics: Advertisement and Promotion

**Operations Management Concentration courses**

AC 5250 - Managerial Accounting and Finance for Leadership

MG 6110 - Project Management

MG 6210 - Managing Global Operations

MG 6725 - Facilities Management

MG 6880 - Supply Chain Management

**Real Estate Management Concentration courses**

MG 5220 - Customer Relationship Management

AC 5250 - Managerial Accounting and Finance for Leadership

MG 6110 - Project Management

MG 6320 - Principles of Finance and Insurance

MG 6950 - Contract Management

**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.

**ES 5510 Sustainability: Principles and Models**

This course sets the landscape of sustainability theories and case studies of sustainability in practice for creating long-term competitive advantage and growth that takes into account the environment, the business model, and the impact of the organization in the social and economic wellbeing of the communities affected by the presence and activity of private, not for profit, and government agencies. The course will focus on the discussion of the triple-bottom line: people, planet, and profits, and will extend the analysis to the quadruple bottom line as a recently emerging trend in sustainability management.

**ES 5650 Sustainable Communities**

Sustainable urban development practices aiming at building and fostering sustainable communities. The course investigates how multiple demographic, socio-cultural, political, economic, technological and environmental forces intertwine to shape community development practices locally, nationally and globally. The course focuses on an in-depth analysis on the impact of corporations in local communities and how the private and public sectors, together with not for profit organizations, can work together to foster well being and community development in the regions where they operate.

**ES 5850 Sustainability in Practice: Renewable Energy**

An overview of traditional and alternative energy sources, with a special focus on renewable energies. The course intends to provide students with a deep understanding of the technologies associated with renewable and sustainable sources energy. This includes hydropower, solar, wind, hydrogen, among others. Course content also addresses operational issues associated with production, storage, transportation, distribution use of energy, as well as discussing the trade-offs of various forms energy in terms of their technological merits and economic viability.

**ES 6250 Sustainability in Practice: natural Resources, Environmental Law**

Environmental Law affects all components of sustainable business management. This course addresses how companies need to address issues in water use and pollution, air permits, hazardous waste Clean Air Act



regulations and requirements, real estate construction and transaction issues, and environmental litigation. Business managers and leaders must develop a solid understanding of vital rules and regulations associated with Environmental Law. Of particular importance is the discussion of the National Environmental Policy Act of 1969 (NEPA) and of constantly evolving legal issues that affect sustainable business practices.

#### **ES 6610 Value Chain and Operations Strategy**

Strategic effectiveness requires two basic components: strategic design and strategy implementation. This course emphasizes the effective execution of strategy by discussing the multiple dimensions of operational management in sustainable operations. In addition to learning traditional operational concepts such as operational strategy, process and supply chain management, production and inventory management, and quality management tools such as Six Sigma and TQM, students will discover principles, tools and techniques associated with growing fields such as business re-engineering, green management and industrial ecology.

#### **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 Relationship Selling Strategies**

This course focuses on CRM at a strategic marketing level. The goal is to use customer information to build customer loyalty and relationships. Applying differential attention to more valuable customers improves both customer satisfaction and the firm's bottom line. Built around the notion of the customer lifecycle, this course emphasizes analytical approaches to customer relationship management. Topics include identifying good prospects and customer acquisition; customer development via up-selling, cross-selling and personalization; customer attrition and retention; and customer lifetime value.

#### **MG5990 Advertisement and Promotion**

This course provides an understanding of key concepts in IMC (Integrated Marketing Communications) and IMC Management through how the major types of marketing communications messages are created and delivered. This will provide a theoretical foundation for strategic brand management and the tools to implement marketing communications. Assignments are designed after “real world” scenarios.

#### **MG 5310 Marketing Management**

This course introduces marketing strategy in the context of a variety of businesses. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning. This course focuses on formulating and implementing marketing management strategies and policies, a task undertaken in most companies at the strategic business unit level. This course will provide a systematic framework for understanding marketing management and strategy.

#### **MG 5320 Marketing Management in Healthcare and Service Sectors**

The course introduces fundamental marketing principles then layers issues specific to service industries, health organizations, and fund raising structures. Students will develop a foundational knowledge of

marketing concepts and practices, marketing decision-making techniques, sources of financial support and strategies for their development and apply that knowledge in the healthcare or services industry.

#### **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 Project Management**

This course will define terminology, describe the stages of the project life cycle, and introduce the various techniques available and principles underlying managing new programs and projects. Topics include: the management of human resources and team building, planning and control, scope management, time and cost management, quality and risk management, and technical tools including GANTT and PERT charting.

#### **MG 6210 Managing Global Operations**

This course addresses issues and problems related to managing global operations and current practices. Topics include international operations comparisons, international operations improvement and competitive leverage, issues critical to global operations, international cross- functional coordination, coordinating international material flow, coordinating international process and product design, and leading global initiatives.

#### **MG 6310 Financial Management**

The goal of this course is to introduce financial decision-making and management techniques in a firm, including its relationship to financial markets and institutions. Topics include: balance sheet analysis,

capital budgeting, working capital management, capital structure of the enterprise, business valuation and managing risk.

#### **MG 6320 Principals of Finance and Insurance**

This course incorporates managerial finance and concepts of insurance. Topics include the nature of risks, types of insurance carriers and markets, insurance contracts and policies, property and casualty 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. (6cr)

**5990 Special Topics: Quality and Lean for Healthcare**

This course focuses on the tools and philosophies applied to create a total quality work environment. Emphasis is on improving leadership capabilities, employee / team performance. The term “Lean manufacturing” is used to describe a business philosophy whose ultimate aim is to meet the needs of the customer by efficiently providing a defect-free product in a timely fashion through the elimination of waste. Waste is broadly defined and considered to be any activity, delay, or resource consumed that does not directly add value toward meeting the needs of a customer. Students will have opportunities to analyze and apply lean concepts and tools in a healthcare environment.

## **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-track degree and must comply with the curriculum requirements mandated by the State of New Hampshire. Completion of the degree requires two years of continuous study and the completion of a 700 hour internship. Minimally, 300 of those 700 hours must be direct, clinical client activity. There will be a faculty assessment, with final approval from the Program Director, within the first year of the program regarding student readiness for placement in clinical internship. The degree qualifies an NEC graduate to apply for candidacy as a Licensed Clinical Mental Health Counselor (LCMHC) or an equivalent mental health provider in most other states. Students from neighboring states are responsible for supplementing or adapting the curriculum to meet the requirements in those states where they intend to practice. Students are required to become a member of the American Mental Health Counselor Association, or the NH branch, within the first term. Students will also be required to purchase student liability insurance prior to beginning internship placement. Students will be required to successfully complete a capstone project, as a component of the Research Methods course, to demonstrate attainment of competency in core professional skills.

Although the 36-credit M.S. in Human Services is not designed to meet licensure requirements for counseling professions, graduates of this program are prepared for leadership positions in social services, education, behavioral health management, counseling-related fields and health care. This program is designed for learners within the counseling, psychology, or related human services fields who wish to pursue careers in private or public human services or counseling settings. Core courses provide knowledge in the discipline, while electives provide an examination of contemporary issues that allow the student to focus on human services populations and/or areas of interest in supportive counseling and leadership/management. Students will be required to successfully complete a capstone project, to demonstrate attainment of competency of core professional skills, as a requirement of graduation.

#### **Master of Science in Mental Health Counseling Program Outcomes**

As a result of participating in this program, students will:

- Demonstrate an ability to be self-reflective and engaging in personal awareness and growth regarding their intra- and interpersonal processes;
- Understand and incorporate an identity as a professional counselor;
- Demonstrate the ability to develop helping relationships with diverse populations and demonstrate sensitivity and competency in skills in cultural diversity;
- Understand and demonstrate developmentally appropriate individual counseling, group counseling, and systemic interventions;
- Demonstrate the ability to understand concepts and skills relating to career interventions;
- Evidence skills in effective written and oral communication, including those most utilized in the mental health counseling field;
- Demonstrate technological competence to meet the needs of course work and employment in the field of counseling;
- Understand and apply ethical reasoning and decision making to dilemmas faced by professional counselors, and demonstrate understanding of common legal issues within the field;
- Show leadership and advocacy skills in supporting both individual and systemic change;
- Understand and demonstrate appropriate assessment techniques, considering presenting problem, developmental, cognitive and cultural perspectives;
- Identify contemporary issues in the human services field and their impact on clients, consumers, organizations, and human service providers;
- Research and evaluate the effectiveness of counseling and systemic interventions and service programs;
- Demonstrate an understanding of research methods for clinicians including completing an active

- research project as a capstone;
- Demonstrate acquired fund of knowledge and clinical skills through a successful internship placement of at min.700 hrs, with at least 300 of those hours requiring direct, clinical client activity.

### **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 5220 - Fundamentals of Scholarly Writing and Research (1cr)  
 PS 5510 - Theories of Counseling \*

#### **Term 2**

PS 5140 - Human Growth and Development  
 PS 5520 - Counseling and Psychological Skills \*  
 PS 6350 - Career Development

#### **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 6180 - Program Planning and Evaluation  
 PS 6970 - Internship 2 (5cr)

#### **Term 7**

PS 5920 -Testing and Assessment  
 PS 6980 - Internship 3 (5cr)

#### **Term 8**

PS 6220 - Research Methods

PS 6170 - Substance Abuse and Addiction in the Counseling Field (3cr)

Students must also take two additional elective weekend seminars (1cr) - *offered at the central location of NEC in Henniker*

### **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 6170 - Substance Abuse and Addiction in the Counseling Field

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 5220 Fundamentals of Scholarly Writing and Research**

This course will set the stage for graduate school writing and research expectations. An overview of APA style will be provided; Library and data base resources will be reviewed. Students will develop the ability to discern peer reviewed articles from general literature. (1cr)

#### **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 6170 Substance Abuse and Addiction in the Counseling Field**

This course is designed to provide mental health counselor and human services students with an overview of substances abuse and dependency. This course examines the various etiological factors that contribute to substance abuse and dependence, including neurobiological, genetic, psychological, socio-cultural, environmental, spiritual, and contextual factors. Emphasis will be placed on a biopsychosocial model, highlighting the inter-relationship between such factors. Special emphasis will be placed on comorbid disorders, differential diagnostic issues, and the various methods used to evaluate substance use problems. Historical & contemporary treatment modalities will be reviewed, including detoxification, self-help philosophies, assessment techniques, individual, group and family modalities, dynamics of motivation, and relapse prevention. Barriers to effective treatment will also be discussed. This course examines the various aspects of professional practice, including case management functions, record keeping, report writing, consent to treatment, confidentiality and disclosure.

#### **PS 6180 Program Planning and Evaluation**

It is essential for practitioners to determine whether the mental health 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. Mental Health Counseling students will demonstrate proficiency by completing and presenting a Capstone project as a component of this course.

**PS 6910 Crisis Intervention**

Focusing on the growing need for skills in crisis management, this course will help students build competency in the handling of emergency or crisis situations in the field of mental health. 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, as available. Students will learn skills in crisis intervention, as well as legal and ethical issues specific to the area of emergency service.

**PS 6960, PS 6970 & PS 6980 Internship Seminar I, II & III**

This course is intended to facilitate students' development during the completion of their Master's level 700 hour clinical internship requirement (300 face-to-face direct clinical client contact hours are required for completion.) It is designed to support the direct internship clinical experience of the internship placement. This will occur via feedback & discussion with peers and faculty in a small group format on a regular basis, as well as through the texts and supplemental articles provided by the instructor and class. Students will demonstrate their internship experience and skills by discussion, audio & videotaping, journaling, periodic written assignments and the completion of a final project. By the end of this seminar, students will be able to state that they have experienced an increase in their theoretical framework and will demonstrate an understanding and utilization of concepts concerning assessment, treatment planning, counseling, and 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 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.

### **Requirements for the Master of Science in Sports and Recreation Management**

SM - 6220 Research Methods

SM - 5130 Theoretical Aspects of Sport Psychology

SM - 5330 Practical Applications of Sport Psychology

SM - 5750 Management Practice in Sports and Recreation

SM - 6710 Legal and Ethical Issues in Sport

SM - 5540 Marketing and Communications in Sport

SM - 6390 Current Issues in Sports and Recreation Management

SM - 6950/SM - 6960 Coaching Portfolio I/II

SM - 6975 Capstone Project

The program is designed for a student seeking a comprehensive understanding of sport and recreation management as it relates to the roles and responsibilities of intercollegiate coaches. The program includes courses in which the theoretical and conceptual aspects of sport management and the psychological dimensions of coaching are explored. Research courses have been designed to provide students with the necessary skills to investigate problems of practice and increase evidence-based decision-making.

### **Courses for the Master of Science in Sports and Recreation Management (with a concentration in Coaching)**

#### **SM 5130 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.

**SM 5330 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.

**SM 5540 Marketing and Communications in Sport**

Community, college and professional sports programs exist in a dynamic and market based environment. This course is designed to examine marketing and communication theory as it relates to sport. The use of cases will be emphasized and students are expected to develop and present marketing and communication plans in the context of the situations.

**SM 5750 Management Practice in Sports and Recreation**

This course examines effective management practices of sport and recreation including facility and event management, organizational structure and governance, hiring practices, policy development, diversity, and financial principles. The main focus of these topics will be with regard to the profession of intercollegiate coaching and the practical application of the topics covered.

**SM 6220 Research Methods**

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.

**SM 6390 Current Issues in Sports and Recreation Management**

This course is designed to present current issues in sport with intent to facilitate discussion and thinking about how organizations and leaders might respond to these issues. Course content will be presented with the intent of stimulating discussion. Critical thinking with regard to controversial subjects will be encouraged. Topics may include gender equity, substance abuse, racial equity, and sporting behavior of players and fans.

**SM 6710 Legal and Ethical Issues in Sport**

This course explores relevant legal issues as they relate to amateur and professional sport, including tort law, contracts and statutory law. Additionally, as leaders in sport are asked to make ethical decisions, this course will examine ethical decision making and the influence of relevant stakeholders on the decision process.

**SM 6950/SM 6960 Coaching Portfolio I and II**

The Coaching Portfolio is a standards-based, self-directed collection of materials related to academic and professional development experiences of the student while enrolled in the Sports & Recreation Management – Coaching graduate program. Portfolio materials will be chosen to demonstrate competence in each of the eight domains that reflect the scope of coaching responsibilities according to the National Standards for Sport Coaches (NASPE, 2006).

**SM 6975 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.

## **Doctor of Education (Ed.D.)**

*Telephone: 603.428.2252*

### **Program Overview**

The Ed.D. program prepares educators to take leadership roles in improving educational systems and advancing student learning and success. The low residency, cohort-based structure of the program is ideal for working professionals, and the focus on applied research allows participants to have an immediate impact on the quality of education in their work environments. The K-12 Leadership and Higher Education Administration concentrations allow participants to develop expertise in specific settings and issues. The program will also engage students, faculty, and other members of the education community in integrated inquiry into issues that span our educational systems. This unique combination of deep understanding, expanded vision, and diverse professional networks positions participants for innovative, entrepreneurial leadership in a complex and changing world.

### **Program Outcomes**

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

- Articulate a personal philosophy of professional practice and a vision for educational organizations which is responsive to societal challenges of complexity, diversity, and social justice
- Understand and address critical, contemporary issues in educational policy and practice
- Understand the relationships between K-12 and higher education systems, policies, and practices and shape coordinated strategies for student success
- Demonstrate knowledge of administrative, leadership, and management practices and structures found in diverse institutions of education
- Assess teaching and learning and create professional development opportunities to enhance educator effectiveness and student learning
- Demonstrate information literacy incorporating a broad range of education resources and scholarship
- Use data to inform evidence-based decision-making about educational issues, enhance professional practice, and promote organizational change/reform
- Demonstrate skills to work effectively with others, be advocates for members of the learning community, and lead organizational change and reform
- Design and conduct independent and collaborative research
- Demonstrate effective and inclusive written and oral communication skills

### **Requirements for Doctorate of Education: K-12 Leadership Concentration**

ED/HEA 8010 - Seminar in Educational Research I

ED 8020 - Seminar in Critical Issues in the Future of Education

ED 8030 - Seminar in Futuristic Organizational Theory

ED/HEA 8040 - Seminar in Educational Research II

ED 8050 - Seminar in the in Creation and Implementation of Best Educational Practices

ED/HEA 8060 - Dissertation Seminar I

ED 8080 - Seminar in Visionary Educational Leadership

ED 8090 - Seminar in Recreating Educational Policy

ED 8070 - Seminar in Reforming Educational Practices

ED 8100 - Seminar in Brain Research and Learning

ED/HEA 8110 - Dissertation Seminar II

ED/HEA 8120 - Promoting Access, Retention and Achievement

ED 8130 - Seminar in Curriculum Development for the Information Age

ED 8150 - Comprehensive Project

ED 8140 - Dissertation Completion, Presentation and Action Plan

### **Requirements for Doctor of Education: Higher Education Administration Concentration**

ED/HEA 8010 - Seminar in Educational Research I  
HEA 8020 - Contemporary Issues in Higher Education  
HEA 8030 - Organizational Leadership and Change  
ED/HEA 8040 - Seminar in Educational Research II  
HEA 8050 - Advanced Student Development  
ED/HEA 8060 - Dissertation Seminar I  
HEA 8080 - Strategic Management in Higher Education  
HEA 8090 - Public Policy in Higher Education  
HEA 8070 - Budgeting and Finance  
HEA 8100 - Teaching and Learning in Higher Education—Innovative Pedagogies  
ED/HEA 8110 - Dissertation Seminar II  
ED/HEA 8120 - Promoting Access, Retention and Achievement  
HEA 8130 - Preventative Law  
HEA 8150 - Comprehensive Project  
HEA 8140 - Dissertation Completion, Presentation and Action Plan

### **Courses for the Doctor of Education**

#### **ED/HEA 8010 Seminar in Educational Research I**

The Educational Research Seminars combine the exploration of the research process with the development of specific qualitative and quantitative research skills. Students will gain a fundamental understanding of the statistics, methods, and organizational strategies and data collection tools associated with educational research. The first seminar, Educational Research I, will provide an overview of the modes of inquiry in educational research. Participants will develop the capacity to analyze a variety of types of literature critically and review the processes for connecting appropriate analysis of research data in the development and implementation of quantitative, qualitative, and hybrid research projects. The first seminar will also concentrate on developing competency in qualitative research methods. Students will begin to develop their preliminary research questions in order to apply their learning to their final research dissertation. (4cr)

#### **ED 8020 Seminar in Critical Issues in the Future of Education**

This seminar will assist students in answering the following essential questions: What critical issues will our students and educational leaders encounter and how can we prepare them to successfully face those issues? How will educational and other organizations have to change to meet the challenges of our changing world? Participants will review and connect vital issues in education today to the critical issues we foresee in the future of education. This seminar will focus on critical issues in relation to educational organization, pedagogy, curriculum, policies, philosophies, mission, economics, and public policy. Students will begin to develop their critical issues to connect to their dissertations.

#### **HEA 8020 Contemporary Issues in Higher Education**

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 recommendations and administrative decisions in areas such as affordability, access, academic freedom, privacy concerns, and commercialization.

#### **ED 8030 Seminar in Futuristic Organizational Theory**

In this seminar students will build on their foundational ideas surrounding the critical issues in education as we begin our approach to building the future face of education. This seminar will answer the essential questions: How will educational and other organizations have to change to meet the challenges of our changing world? What do educators and other leaders say about the future of education in our nation and the world? If we do not know the future, how do we create a vision for it? Students will begin to define the concepts, knowledge and skills necessary for the future success of educational organizations of the future.

**HEA 8030 Organizational Leadership and Change**

In times of scarce resources and great competition, colleges and universities face growing demands for greater accountability, entrepreneurial leadership, and pedagogical innovation. This course examines organizational change in higher education, with emphases on organizational cultures, constituent perspectives, governance structures, and professional ethics. Students will review current theories of change in educational and other settings and apply these frameworks in case studies.

**ED/HEA 8040 Seminar in Educational Research II**

Students in this seminar will continue in their process to develop their research skills and designs, with an emphasis on quantitative and survey methods. Participants will also begin their review of the literature in relation to their dissertation topic. Based on their understanding of quantitative and qualitative methods, students will formalize their research questions and connect their dissertation questions to specific research designs and techniques. Students will articulate designs and corresponding data collection tools and analytical processes for their dissertations.

**ED 8050 Seminar in the in Creation and Implementation of Best Educational Practices**

This seminar will assist students in their quest for the identification, development, implementation and assessment of best pedagogical and assessment practices for future educators and students. In this seminar we will address the following essential questions: What will be the best pedagogical practices in the next twenty years? How do educational leaders incorporate research about the human brain into educational policy and daily practice? Students will develop a futuristic educational philosophy to use as the basis for their pedagogical and assessment endeavors in their work as future educational leaders.

**HEA 8050 Advanced Student Development**

The development of competencies needed to address and assist diverse populations of students the focus of the course. The seminar will critically explore the evolution of student development theories, including those related to identity development, moral and cognitive development, and learning and engagement. Student will apply theoretical knowledge to the development of programs and services which facilitates student development and achievement.

**ED/HEA 8060 Dissertation Seminar I**

The dissertation presents an opportunity for students to develop in-depth expertise in a topic of professional interest and selected research methods. The dissertation seminars build on coursework in educational inquiry and research methods, and they structure the dissertation research and writing process. Students will then finalize their research questions, research design, data collection tools, letters of consent and formal proposal. Upon acceptance of the proposal by their committees students will complete their IRB requests for approval.

**ED 8080 Seminar in Visionary Educational Leadership**

In this seminar students will investigate existing leadership theories and theories about future leadership. The purpose of this seminar is to assist participants in the development of their own philosophy and theory of futuristic educational leadership. Students will be asked to produce an educational philosophy based on sound theory of how to create transformational educational institutions. The course will also concentrate on the organization of decision-making systems used by institutions. Students will develop their ideas in relation to communication and decision making patterns for their organizations.

**HEA 8080 Strategic Management in Higher Education**

Demographic, social, legal, financial, and geographic factors all affect the educational capacity of higher education institutions. This course will explore the strategic use of institutional resources and planning to enhance college and university students. Topics will include enrollment management, external affairs, campus planning, and institutional research. The use of assessment and other data to plan and facilitate change will also be addressed.

**ED 8090 Seminar in Recreating Educational Policy**

This seminar works from the premise that education policy development should be based in large part from the work done in the field by professional educators. Education leadership must be developed throughout

the system and professionals have a responsibility to conduct and consume research in order to develop schools and colleges that will move students into the future. This seminar will give students an understanding of the role and processes of policy development and implementation.

#### **HEA 8090 Public Policy in Higher Education**

This seminar examines the roles of the states, the federal government, coordinating and governing boards, media, scholars, and other interested parties in shaping the public-policy context of higher education. The course will explore selected public policy issues and the dynamic political processes that affect higher education.

#### **ED 8070 Seminar in Reforming Educational Practices**

This seminar will review educational reform from two perspectives: 1. What are the elements of successful education reform processes? 2. What will future successful schools, educators and students need to know and be able to do to become successful throughout the 21<sup>st</sup> Century and beyond? Students will connect their learning to their philosophies of educational leadership and their dissertation work.

#### **HEA 8070 Budgeting and Finance**

This course provides an overview of strategic financial resource management 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.

#### **ED 8100 Seminar in Brain Research and Learning**

Participants in this seminar will review the latest research on the brain and what the research means for motivation and learning. Students will develop applications for the use of brain research in the organization, culture and instructional practices in schools at the k-12 and higher education levels. During this seminar participants will also formulate strategies for raising the levels of pedagogical and student thinking, learning and academic achievement.

#### **HEA 8100 Teaching and Learning in Higher Education—Innovative Pedagogies**

This course will examine the philosophical, historical, sociological, and organizational issues that shape academic programs, curriculum development, and co-curricular initiatives in American higher education. The course will explore recurring tensions that drive curriculum reform and innovative pedagogies that support student learning.

#### **ED/HEA 8110 Dissertation Seminar II**

In this seminar students will focus on the organization and analysis of data and the writing of the dissertation. Students are expected to have made significant progress in data collection by the beginning of year 3 of the program. The seminar will assist students with rigorous analysis of data as appropriate for their chosen methodologies, synthesis of findings, and strategies for writing and presenting the work.

#### **ED/HEA 8120 Promoting Access, Retention and Achievement**

Building on previous coursework in educational policy, student learning and development, and organizational leadership, this course investigates the challenges of access, retention, and completion from K-12 through postsecondary settings. Students from the K-12 and higher education administration concentrations will analyze collaboratively issues such as preparation and articulation. Effective strategies for the promotion of access and retention will be explored.

#### **ED 8130 Seminar in Curriculum Development for the Information Age**

The goal of this seminar is the assist students in their work to develop concepts for the future curriculum processes for educational institutions. Since the world is an ever changing environment students will work to develop curriculum processes that will assist educators in maintaining a forward looking approach to teaching and learning and the recreation of important curriculum models. The essential questions for this seminar are: How is technology going to help us change the face of education? What kind of curriculum and curriculum development process will be necessary to help our students be successful in the future of their world?

**HEA 8130 Preventative Law**

Legal issues influence educational and administrative practices on college campuses in direct and indirect ways. This course provides an understanding of the broad scope of higher education law, the contemporary legal environment and general legal principles relevant to higher education, and the role of law and risk management on campus. Through discussion of a diverse range of case law, scholarly literature, and administrative problems and practices with legal implications, students will explore emerging legal issues and best practices and will develop their problem-solving, risk management, and supervision skills related to legal issues in higher education.

**ED/HEA 8150 Comprehensive Project**

The comprehensive project challenges students to synthesize their learning in the doctoral program and their professional experiences. Students will work with their advisors to develop a project plan which integrates at least three areas of learning in the program and will produce a professional product (e.g., scholarly article, business or program plan, policy analysis, curriculum) which demonstrates integrative learning and advanced skill. In this seminar students will finalize comprehensive projects. Upon acceptance of their comprehensive project plan, students will prepare their final projects both in a written and presentation formats. Students will present their written products to their committee two weeks prior to their final presentation. *(Note: Students will begin work on comprehensive projects in year 2 and present the final projects at the beginning of year 3)*

**ED/HEA 8140 Dissertation Completion, Presentation and Action Plan** Students will finalize their Dissertation, Final Dissertation Presentation and their Final Action Plan. Students will pass their final Dissertation and Action Plan into their committee two weeks prior to their final presentation. *Prerequisite – successful completion of Seminars in Dissertation ED/HEA - 8060 and 8110 and ED/HEA - 8150 Comprehensive Project.*



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M.B.A., Plymouth State University

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M.B.A., Plymouth State University

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Director of the Annual Fund  
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Assistant to the Vice President for Academic Affairs  
B.A., University of Massachusetts

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Art Gallery Director  
Assistant Professor of Art  
B.F.A., McKendree College  
M.F.A., University of Idaho

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A.B., Dartmouth College  
M.L.S., State University of New York, (SUNY) - Albany

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M.L.I.S., University of Rhode Island

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**Chelsea Hanrahan**

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B.A., University of New Hampshire  
M.L.S., Indiana University

**Catherine Ryan**

Reference Librarian  
B.F.A., Philadelphia College of Art  
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Associate Professor of Writing  
B.A., New England College  
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B.A., New England College  
M.S., New England College

**Keri L. Bresaw**

Coordinator of Academic Advising  
B.A., New England College

**Anna Carlson**

Director of Disability Services  
B.A., Roosevelt University  
M.A., DePaul University  
Certification in Developmental Education, Appalachian State University

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B.A., University of Rhode Island  
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**Erin Brooks**

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**Beth Gray**

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B.S., Fitchburg State College  
M.S., New England College

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Director of Disability Services  
B.A., Roosevelt University  
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Ph.D., Brown University

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Program Director, M.S. in Mental Health Counseling and Human Services  
B.S., University of New Hampshire  
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Graduate Student Services Coordinator  
B.A., Southern New Hampshire University  
M.S., New England College



**Carlton J. Fitzgerald, Ed.D.**

Associate Professor of Education  
Program Director, Master of Education  
B.A., Bates College  
M.Ed., University of Maine  
C.A.G.S., University of Maine  
Ed.D., University of Vermont

**Jacqueline J. Gens**

Administrative Director, M.F.A. in Poetry  
B.A., Smith College  
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M.A.T., Marlboro College

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Vice President for Academic Affairs  
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Program Director, M.S. in Higher Education Administration  
B.A., University of Virginia  
M.Ed., University of Vermont  
C.A.S., Syracuse University  
Ph.D., Syracuse University

**Chelsea P. Hanrahan**

Graduate and Professional Studies Support Librarian  
B.A., University of New Hampshire  
M.L.S., Indiana University

**James Harms**

Program Director, M.F.A. in Poetry  
B.A., University of Redlands  
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B.S., M.A., Old Dominion University  
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Program Director, M.S. in Sports and Recreation Management  
B.A., Providence College  
M.S., Springfield College  
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**Michael Michalski**

Instructor, ESL Program  
B.S., Mexico Highlands University  
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B.S., Franciscan University of Steubenville  
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Graduate Academic Affairs Coordinator  
B.A., Trinity College  
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Program Director, M.S. in Management  
B.S., Plymouth State University  
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B.A., University of Rhode Island  
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B.A., New England College  
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J.D., Franklin Pierce Law Center

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M.A., University of New Hampshire  
Ph.D., University of Toronto

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M.A., University of Wisconsin-Milwaukee

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M.S., Dartmouth College  
Ph.D., University of New Hampshire

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Associate Professor of Psychology  
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M.A., M.S.T., Ph.D. University of New Hampshire

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M.T.S., Harvard Divinity School  
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M.S., Antioch College

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B.A., Williams College  
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B.A., New England College  
M.S., Ph.D., University of New Hampshire

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Associate Professor of Education  
Associate Dean of Education Division  
B.A., Bates College  
M.Ed., University of Maine  
CAGS, University of Maine  
Ed.D., University of Vermont

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M.F.A., University of Idaho

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B.A., New England College  
M.Ed., Plymouth State University  
M.S., Ph.D., University of New Hampshire

**Farid Haddad 1979-**

Professor of Art  
B.A., American University of Beirut  
M.F.A., University of Wisconsin-Milwaukee

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B.A., University of Virginia  
M.Ed., University of Vermont  
C.A.S., Syracuse University  
Ph.D., Syracuse University

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B.A., Rutgers University  
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Ph.D., Boston College

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Professor of Sociology  
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M.A., Boston College  
Ph.D., The Union Institute

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B.S., Duquesne University  
M.A., University of Massachusetts  
J.D., Quinnipiac University School of Law

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Dean of the School of Graduate and Professional Studies  
Program Director, M.S. in Management  
Program Director, M.A. in Public Policy  
Sociologist, Universidad Central de Venezuela  
Associate Professor of Organizational Management  
M.A., Brown University  
Ph.D., Brown University

**Wayne F. Lesperance, Jr. 1999-**

Professor of Political Science  
B.S., M.A., Old Dominion University  
LP.D., Northeastern University

**John W. Lyons 1973-**

Senior Professor of Business  
B.A., M.S., SUNY Albany

**Maura MacNeil 1987-1993, 1998-**

Professor of Writing  
B.A., New England College  
M.F.A., Vermont College

**Chani Marchiselli 2010-**

Assistant Professor of Communications  
B.A., State University of New York  
M.A., New York University  
Ph.D., University of Minnesota

**Cynthia Burns Martin 1985-**

Professor of Business  
Assistant Dean of the Management Division  
A.B., Smith College  
M.B.A., Boston University

**Inez McDermott 2000-**

Associate Professor of Art History  
B.A., University of Massachusetts-Lowell  
M.A., Boston University

**Thomas P. McGrevey 1988-1997, 2000-**

Professor of Business  
B.S., University of New Hampshire  
M.B.A., New Hampshire College

**Don W. Melander, 1969-**

Senior Professor of English  
B.A., Northern Illinois University  
M.A., Ph.D., Syracuse University

**Mark Mitch 1998-**

Associate Professor of Environmental Science  
B.A., Hiram College  
M.En., Miami University

**Andrew Morgan 2007-**

Assistant Professor of Writing  
B.A., Plymouth State College  
M.F.A., University of Massachusetts Amherst

**Susan M. Murray 1992-**

Associate Professor of Sport and Recreation Management  
B.S., Keene State College  
J.D., Western New England College School of Law

**Cindi A. Nadelman 2001-**

Associate Professor of Business Administration  
B.S., Slippery Rock University of Pennsylvania  
B.S., University of Tampa  
M.A., Georgia College  
M.B.A., North Central University

**Susan L. Nagelsen 1985-**

Professor of Special Education  
Director of the Writing Program  
B.A., Florida Technological University  
M.Ed., University of Central Florida

**James Newcomb 2006-**

Assistant Professor of Biology  
B.S., Keene State College  
B.S., M.S., University of New Hampshire  
Ph.D., Georgia State University

**Debra Nitschke-Shaw 1985-**

Professor of Education  
Director of Teacher Certification  
B.A., New England College  
M.Ed., Keene State College  
M.A., Ph.D., The Fielding Institute

**John O'Connor 1988-**

Professor of Business  
A.B., Dartmouth College



M.B.A., Rice University

**Bryan Partridge 2006-**

Assistant Professor of Writing  
B.A., The College of Wooster  
M.A., Dartmouth College  
Ph.D., Union University

**Karen Penrod 1993-**

Reference Librarian IV  
B.A., Nathaniel Hawthorne College  
M.S.L.S., Simmons College

**Michele D. Perkins, 2001-**

President  
Professor of Higher Education  
B.S.S., Northwestern University  
M.A., Emerson College  
Ed.D., University of Pennsylvania

**Theodore Petro 2004-**

Lecturer in History  
B.A., University of Pittsburgh  
M.A., Ball State University

**S. Alexandra Picard 2008 -**

Assistant Professor of Theatre  
B.A., Education, New England College  
M.F.A., Theatre, University of Illinois, Urbana-Champaign

**Wallace J. Pineault 1986-**

Senior Professor of Theatre  
B.A., Saint Anselm College  
M.A., Emerson College  
Ph.D., Bowling Green State University

**Glenn Powell 2010-**

Assistant Professor of Business  
B.A., Colby College  
M.B.A., Suffolk University  
J.D., University of Maine

**William Preble 1995-**

Associate Professor of Education  
B.A., New England College  
M.Ed., University of Washington  
Ed.D., University of Maine

**Tod F. Ramseyer 2007-**

Assistant Professor of Mathematics-Physics  
B.A., Haverford College  
M.A., Ph.D., University of Texas

**Susan Redditt 2006-**

Assistant Professor of Education  
B.S., SUNY Geneseo  
M.S., Nazareth College of Rochester  
Ed.D., Boston University

**Neil Rennie 2006-**

Assistant Professor of Art  
B.A., University of Massachusetts, Amherst  
M.F.A., Rhode Island School of Design

**Lori Runksmeier 2000-**

Lecturer in Kinesiology  
Director of Athletics  
B.S., Mankato State University  
M.A., Mankato State University

**Jolene Schillinger 1985-**

Senior Professor of Mathematics  
B.A., University of Maine  
M.Ed., Antioch/New England  
Ph.D., The Union Institute

**Eric J. Simon 2002-**

Associate Adjunct Professor of Biology  
B.A., M.A., Wesleyan University  
Ph.D., Harvard University

**Glenn M. Stuart 1984-**

Professor of Theatre  
B.A., St. Michael's College  
M.A., State University of New York

**Laurence I. Taylor 1977-**

Professor of Psychology  
Chair of Knowledge, Growth & Action Collegium  
B.A., Cornell University  
M.S., Ph.D., Rutgers University

**Nicholas D. Tirone 2005-**

Associate Professor of Philosophy  
B.A., University of Scranton  
M.A., Ph.D., Fordham University

**Katherine A. Van Weelden 1981-**

Professor and Library Director  
A.B., Dartmouth College  
M.L.S., State University of New York, (SUNY) - Albany

**Raelyn Viti 2008-**

Instructor of Outdoor Leadership  
B.S., Plymouth State College  
M.Ed., Lesley University

**James L. Walsh 1999-**

Professor of History  
Chair of Veritas Collegium  
B.S., Florida Southern College  
M.A., Ph.D., University of New Hampshire

**Marguerite Walsh 1976-**

Professor of Art  
B.S., Skidmore College  
M.F.A., University of Pennsylvania

**Mark Watman 2005-**

Associate Professor of Writing  
Associate Dean of Academic Services  
B.A., New England College  
M.F.A., Bennington College

**Kittie Weber 2008-**

Assistant Professor of Psychology  
B.S., Psychology – Northern Michigan University  
Ph.D., Psychology, Child Development – The Union Institute

**FACULTI EMERITI**

**Edith B. Allison**

Associate Professor Emerita of Biology  
B.A., Swarthmore College  
M.A., University of Illinois

**Donald G. Blanchard**

Professor Emeritus of Engineering  
B.S., University of New Hampshire  
M.E., University of California

**Thea G. Braiterman**

Professor Emerita of Economics and Business  
B.S., The Johns Hopkins University  
M.A., University of Maryland  
Ph.D., Union Graduate School

**Mira P. Braunstein**

Associate Professor Emerita of Psychology  
A.B., M.A., University of Zagreb

**Joseph D. Considine**

Professor Emeritus, Library IV  
B.A., University of New Hampshire  
M.L.S., University of Rhode Island

**Robert D. Elinor**

Professor Emeritus of Humanities  
B.A., U. of California, Los Angeles  
B.D., Union Theological Seminary  
Ph.D., University of Edinburgh

**R. Bruce Elliott**

Professor Emeritus of Accounting  
B.S.B.A., M.B.A., University of Denver

**Mary Jo Faulkner**

Associate Professor Emerita of Physical Education  
B.S., Ed.M., Boston University

**George L. Fearnley, Jr.**

Professor Emeritus of Business  
B.S., University of Massachusetts  
M.B.A., Cornell University

**Lyman G. Gilmore**

Professor Emeritus of Education  
B.A., Middlebury College  
M.A., University of Bridgeport  
Ed.D., Boston University

**Merle E. Hagen**

Professor Emeritus of Business  
A.B., Dartmouth College  
M.B.A., Dartmouth College

**Brian Hopkins**

Professor Emeritus of Environmental Science  
B.Sc., University of Manchester  
Ph.D., University of London  
Fellow, Linnean Society of London  
Fellow, Science Association of Nigeria

**Richard Hudson**

Professor Emeritus of Humanities  
A.B., Syracuse University  
B.D., S.T.M., Yale University  
Ph.D., Syracuse University

**Judy Jones**

Professor Emerita of Communication  
B.S., M.A., Eastern Illinois University  
Ph.D., University of Illinois

**Rimas Kalvaitis**

Professor Emeritus of Business  
B.S., Drexel University  
M.S., California State University  
M.S., University of Southern California

**Neal M. Kurk**

Professor Emeritus of Business  
A.B., Brown University  
LL.B., Harvard University Law School

**Ian W. Morrison**

Associate Professor Emeritus of History  
B.A., Knox College  
M.A., University of Chicago  
C. Phil., University of California,  
Los Angeles

**W. Clapham Murray**

Professor Emeritus of Theatre Arts  
B.A., Wesleyan University  
M.A., Emerson College

**Henry B. Nichols, Jr.**

Associate Professor Emeritus of Communication  
B.A., University of New Hampshire

**Jean-Louis Nicknair**

Associate Professor Emeritus of Mathematics  
B.A., Saint Anselm College  
M.S.T., University of New Hampshire

**F. Van Pattee**

Associate Professor Emeritus of Economics  
B.S., Youngstown State University  
M.B.A., Western Reserve University

**Charles R. Puglia**

Professor Emeritus of Biology  
B.A., Elmhurst College  
M.S., Ph.D., University of Illinois

**John C. de V. Roberts**

Professor Emeritus of International Studies  
B.A., M.A., P.G.C.E., University of London  
Fellow, Royal Society of Arts

**Angela Robinson**

Associate Professor Emerita of Music  
M.S., State University of New York  
SUNY Albany  
M.A., University of New Hampshire

**John J. Santos**

Professor Emeritus of Chemistry  
B.S., Lowell Technological Institute  
M.S., Ph.D., University of New Hampshire

**Montford H. R. Sayce**

Professor Emeritus of Political Science  
A.B., Dartmouth College  
M.A., University of California  
J.D., Cornell University  
D.H.L., (hc), New England College

**Robert B. Seaman**

Associate Professor Emeritus of Environmental Science  
B.S.C.E., New England College  
M.R.P., Cornell University

**Marvin Seperson**

Professor Emeritus of Humanities  
B.S., M.S., University of Kansas  
Ed.D., Columbia University

**Edward F. Ulmer, Jr.**

Associate Professor Emeritus of Music  
B.S., Columbia University  
M.M., Philadelphia Conservatory of Music

**Michael S. Wireman**

Associate Professor Emeritus of Sociology and Anthropology  
B.A., M.A., University of Chicago

**Marilyn Ziffrin**

Associate Professor Emerita of Music  
B.M., University of Wisconsin  
M.A., Columbia University

**HONORARY FACULTY**

**Yigal Ne'eman**

President, The Israel College  
Tel Aviv, Israel

**Evelyn Goodenough Pitcher**

Professor Emerita, Tufts University  
Henniker, New Hampshire

**Sr. Helen Prejean, C.S.J.**

Author, *Dead Man Walking*

**Carol Rosenbleeth**

President, Ronald J. Rosenbleeth, Inc.  
Henniker, New Hampshire

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