

Keene State College

2007-08

Please note the Corrections pages for any edits to the print or online catalog versions.

CATALOG

UNDERGRADUATE AND GRADUATE

Catalog Errata

The following is a list of changes we've made to the online catalog, where those changes depart from the printed 2007-08 edition of the catalog:

Date Corrected	Printed Page	Online Page	Section	Correction
08/13/2007	159	Philosophy	PHIL 313	Description was different from crosslisted HOLO 313. Description corrected to match HOLO 313. PHIL 313 PHILOSOPHY AND THE HOLOCAUST This course examines ethical, philosophical, and theological issues relating to the experience of the Holocaust and the broader human concerns of evil and suffering. Topics include the uniqueness and universality of the Holocaust as well as questions of justice. Prerequisite: One course in Philosophy and either HIST 252 or HIST 253, or permission of instructor. Cross-listed with HOLO 313. Once every three years. <i>(This description was corrected online 8/14/07 by the Registrar. Version in printed catalog is incorrect.)</i>
08/13/2007 and 01/08/2008 <i>(see below)</i>	14	Undergraduate	Requirements	Students must complete a total of 44 credits as follows including a minimum of two courses (8 credits) at the 300 or 400-level. Students may enroll in the upper level courses once they have completed a minimum of 24 credits of lower level (100 and 200-level) courses in the Integrative Studies Program. The upper-level requirement must be completed at Keene State College. Students should complete ITW 101 within their first two semesters and IQL 101 within their first three

Date Corrected	Printed Page	Online Page	Section	Correction
08/15/2007	184	Academic Policies	Enrollment Status	<p>semesters. (This paragraph was corrected online 8/15/07 and 1/8/08 by the Registrar. Version in printed catalog is incorrect.)</p> <p>Course Load. The maximum credit load for matriculated undergraduate students is 20 credits. Exceptions to this policy must be approved by the director of Academic Advising prior to registration for credit overloads. A student requesting an exception must do so in writing, including the number of credits to be attempted, specific courses, rationale, and an unofficial copy of his or her academic transcript. Additional tuition will be charged for credit overloads. (This paragraph was corrected online 8/15/07 by the Registrar. Version in printed catalog is incorrect.)</p>
08/31/2007	52	Music, BA	Music for Elementary Teachers	<p>Music for Elementary Teachers</p> <ul style="list-style-type: none"> • MU 207 Teaching Music to Children (The line above was added online 8/31/07 by the Registrar. Printed catalog is incorrect.)
09/05/2007	118	Education: School Counselor Courses	ESECSC 696 ESECSC 697	<p>ESECSC 696 INTERNSHIP: ELEMENTARY SCHOOL</p> <p>Weekly seminar in conjunction with supervised practice in required, semester long, minimum 300-hour elementary/middle school counseling internship. Cannot be taken in conjunction with ESEC 697.</p> <p>Prerequisites: Completion of all required school counseling program courses with the exception of ESEC 601 and/or ESEC 699; electives may</p>

Date Corrected	Printed Page	Online Page	Section	Correction
				<p>be taken concurrently. Fall, Spring. (This paragraph was corrected online 9/5/07 by the Registrar. Printed catalog is incorrect.)</p> <p>ESECSC 697 INTERNSHIP: SECONDARY SCHOOL Weekly seminar in conjunction with supervised practice in required, semester long, minimum 300-hour secondary/middle school counseling internship. Cannot be taken in conjunction with ESEC 696. Prerequisites: Completion of all required school counseling program courses with the exception of ESEC 601 and/or ESEC 699; electives may be taken concurrently. Fall, Spring. (This paragraph was corrected online 9/5/07 by the Registrar. Printed catalog is incorrect.)</p>
09/26/2007	41	General Science, Bachelor of Arts	Core Courses	INMET 225 Meteorology (The line above was corrected online 9/26/07 by the Registrar. Printed catalog is incorrect.)
09/27/2007	11	Programs of Study	School of Professional and Graduate Studies	Deleted listing for Technology Studies minor
10/10/2007	73	Political Science Minor	Distribution requirements	<p>Inserted omitted text to include distribution requirements</p> <p>The distribution requirements are: (This following was corrected online 10/10/07 by the Registrar. Printed catalog is incorrect.)</p> <ul style="list-style-type: none"> o three courses in Political

Date Corrected	Printed Page	Online Page	Section	Correction
				<p data-bbox="1023 294 1395 430">Science at the 200 level or higher (12 credits), in two of the three content areas defined below</p> <ul style="list-style-type: none"> <li data-bbox="1071 451 1395 556">• Content Area 1: U.S. Politics and Public Policy <ul style="list-style-type: none"> <li data-bbox="1112 577 1395 640">○ ISPOSC 210 U.S. Politics <li data-bbox="1112 661 1395 766">○ ISPOSC 211 State and Local Politics <li data-bbox="1112 787 1395 892">○ ISPOSC 215 Public Administration <li data-bbox="1112 913 1395 1081">○ ISPOSC 218 Understanding U.S. Politics through Literature and Film <li data-bbox="1112 1102 1395 1249">○ POSC 310 Participation and Democracy in America <li data-bbox="1112 1270 1395 1375">○ POSC 312 Public Policy Analysis <li data-bbox="1112 1396 1395 1501">○ POSC 315 Environmental Politics <li data-bbox="1112 1522 1395 1585">○ POSC 316 Constitutional Law <li data-bbox="1071 1606 1395 1711">• Content Area 2: Global and Comparative Politics <ul style="list-style-type: none"> <li data-bbox="1112 1722 1395 1785">○ ISPOSC 220 Global Politics <li data-bbox="1112 1806 1395 1869">○ ISPOSC 223 Comparative

Date Corrected	Printed Page	Online Page	Section	Correction
				<ul style="list-style-type: none"> Analysis of Government <ul style="list-style-type: none"> ○ ISPOSC 228 Understanding Global Politics through Literature and Film ○ POSC321 U.S. Foreign Policy and Globalization ○ POSC 322 Global Political Economy ○ POSC 323 Advanced Comparative Analysis of Government ○ POSC 324 Conflict Management • Content Area 3: Political Thought and Analysis <ul style="list-style-type: none"> ○ ISPOSC 230 Foundations of Political Thought ○ ISPOSC 238 Understanding Political Thought through Literature and Film ○ POSC 301 Writing and Research ○ POSC 334 Modern Political Thought

Date Corrected	Printed Page	Online Page	Section	Correction
				<ul style="list-style-type: none"> o at least one additional course in political science at the 300 or 400 level (4 credits) o POSC 401 Keystone in Political Science
10/15/2007	100	Art	ART 356 Time-Based Media I	<p>Corrected prerequisite to read ART 350</p> <p>ART 356 TIME-BASED MEDIA I</p> <p>This project-based course introduces fundamental vocabulary, principles, tools, and techniques of time-based multimedia design. Students learn to design effective interfaces, create motion graphics, work with video and audio, study logical navigation methodologies, and produce interactive multimedia projects. Emphasis is on visual design strategies as well as some programming language. Prerequisite: ART 350. Fall, Spring.</p> <p>(This paragraph was corrected online 10/15/07 by the Registrar. Printed catalog is incorrect.)</p>
10/18/2007	114	Education/Special Education/ Early Childhood Courses	EDUC 332: Secondary Classroom Management	<p>Added credits: 2 credits</p> <p>EDUC 332: SECONDARY CLASSROOM MANAGEMENT</p> <p><i>2 credits</i></p> <p>An examination of techniques for positive classroom management, tools for intervention, and strategies for creating a positive classroom environment. Legal issues and responsibilities will be discussed. Corequisite or prerequisite: EDUC 331. Fall, Spring.</p> <p>(This paragraph was corrected online 10/18/07 by the Registrar. Printed catalog is incorrect.)</p>
10/18/2007	114	Education/Special	EDUC 431:	Corrected prerequisite to read EDSP

Date Corrected	Printed Page	Online Page	Section	Correction
		Education/ Early Childhood Courses	Secondary Methods II	333 EDUC 431: SECONDARY METHODS II <i>4 credits</i> Advanced secondary methods of instruction, including standards-based unit plans, current issues, and reflective professional practice. Includes a minimum of 30 hours of fieldwork. Prerequisites: EDUC 331, 332, and EDSP 333. Fall (May be offered in the spring for Social Studies.) (This paragraph was corrected online 10/18/07 by the Registrar. Printed catalog is incorrect.)
10/19/2007	96	Anthropology Courses	ANTH 413 Anthropological Thought	Corrected prerequisites to include option for ANTH 315 or ANTH 316 ANTH 413 ANTHROPOLOGICAL THOUGHT Anthropology, throughout its history, has attempted to understand the similarities and differences among human populations and their cultures. This course will examine different anthropological schools of thought in regard to how cultures should be studied and understood. Prerequisite: ANTH 212 or ANTH 315 or ANTH 316 or permission of instructor. Spring. (This paragraph was corrected online 10/19/07 by the Registrar. Printed catalog is incorrect.)
12/17/2007	75	Women's Studies Minor		Clarified requirements (The following was corrected online 12/17/07 by the Registrar. Printed catalog is incorrect.) o Core Course

Date Corrected	Printed Page	Online Page	Section	Correction
				<ul style="list-style-type: none"> ○ IIWS 101 Introduction to Women's Studies ○ Select one IIWS 200-level course ○ WS 301 Feminist Theories ○ WS 495 Capstone in Women's Studies ○ Select one course from the list of approved electives. Special topics may also be available each semester. A Women's Studies faculty member can advise you about current offerings from various disciplines that will fulfill this requirement. ○ ANTH 315 Women, Gender, and Culture ○ EDUC 206 Women and Education ○ ENG 203 Women's Writing ○ ENG 208 Topics in Writing: Creative Process, Culture, and Gender (specific title required) ○ ENG 381 Women Writers ○ FILM 352 Film Genres and Directors: Contemporary Women Directors (specific title required) ○ FILM 495 Seminar: Feminist Issues in Film ○ FR 240 Franco-American Women's Voices ○ HIST 269 Women in Modern America ○ HIST 495 Seminar: Gender in Early North America (specific title required) ○ HLSC 220 Women and Health

Date Corrected	Printed Page	Online Page	Section	Correction
				<ul style="list-style-type: none"> o HOLO 254 Women and the Holocaust o MU 115 Women in Music o PSYC 425 Psychology of Women o PSYC 495 Seminar: Psychology of Prejudice (specific title required) o SOC 321 Women in Society o SOC 345 Sociology of Families o SOC 455 The Body/Sexuality in Society
01/08/2008	14	Undergraduate	Requirements	<p>Second correction: changed "minimum of 28 credits" to "minimum of 24 credits":</p> <p>Students must complete a total of 44 credits as follows including a minimum of two courses (8 credits) at the 300 or 400-level. Students may enroll in the upper level courses once they have completed a minimum of 24 credits of lower level (100 and 200-level) courses in the Integrative Studies Program. The upper-level requirement must be completed at Keene State College. Students should complete ITW 101 within their first two semesters and IQL 101 within their first three semesters.</p>
1/22/2008	20	Applied Computer Science		Clarified requirements. Removed General Education requirements from online version.
2/18/2008	40	French		Clarified requirements. Major Requirements: 44 credits.
3/14/2008	32	Computer Mathematics		Corrected requirements for Mathematics Core Courses. MATH 225 not MATH 235 as printed.

PHOTOGRAPHER AND
COVER DESIGNER
JULIO DEL SESTO '07

ASSISTANTS
J. J. PRIOR '08
RANDY BOOTH '09



*Emily Glavey: senior, Architecture major,
Spanish and Philosophy minor*

Professional Development

A transfer student for her major, Emily found that her architecture/design professors are more than instructors. "They treat us like we're professionals and go out of their way to create a better student."



*Jason Beckta: junior, individualized
major – Behavioral Biology*

Power to Lead

Jason, a Keene native, found opportunities to develop a personal educational path – and the guidance to make it reality. "Whatever I'm willing to put in, I'm going to get back from my professors."



*Claire Woodcock: junior, Sociology
major, Music minor (violin)*

Personal Growth

Small class sizes give Claire the confidence to express her opinions. "I've grown in the sense that I'm a lot more open in my classes. And if I have any questions, I'm not afraid to ask my professors."



*Chip Duggan: senior, individualized
major – Philosophy of Aesthetics in
Film Production*

Possibilities for Your World

College is more than a path to a degree. Chip created a major with personal significance, and Keene State met his potential. "Keene is ready to take on that challenge, whoever the individual."

Welcome to the 2007-08 Catalog



MARK CORLISS

On behalf of all the faculty and staff at Keene State, I am pleased to offer you the 2007-08 Keene State College Undergraduate and Graduate Catalog, an important introduction to the programs, the people, and the policies that make this College such an extraordinary place. Keene State College is New Hampshire's public liberal arts college, a distinction we embrace and celebrate. Our programs demonstrate our commitment to academic excellence and to engaging our students in a learning process grounded in service, citizenship, and ethical awareness.

Inside the covers of this catalog is an array of important information that students need to achieve academic success. I encourage all students to read this information and to keep a catalog close at hand for reference.

No student is alone at Keene State. The faculty and staff are prepared to support students on every step of their journey. Student success is a shared responsibility. It is the College's responsibility to provide information about programs and services, and students are obligated to review this material and to seek assistance from faculty and staff when needed. The catalog describes many services that are available to help you navigate Keene State College. Each of these offices is staffed by knowledgeable and helpful professionals who can help you find answers to your questions.

We want you to be successful and will work with you to make your dreams come true. Together, we create a world of possibilities.

Sincerely,

Helen F. Giles-Gee
President

Inquiries and Visits



JULIO DEL SESTO

We welcome your inquiries about Keene State College. You may contact us by mail or telephone. You may also visit us at www.keene.edu. Send letters to a specific person or office at:

Keene State College
229 Main Street
Keene, NH 03435

Or call:
603-352-1909
800-KSC-1909
800-RELAYNH (800-735-2964) TDD

Visitors are always welcome. The official business hours of the College are Monday through Friday from 8 a.m. to 4:30 p.m. Visits may be arranged through the Office of Admissions by calling 800-KSC-1909 or 603-358-2276, or sending an e-mail to admissions@keene.edu.

Contents

4	What's New for 2007-08	129	Geology
6	The College	130	German
9	2007-08 Academic Calendar	131	Health Science
10	Programs of Study	134	History
12	Undergraduate Programs	138	Holocaust Studies
13	Bachelor's Degree Programs	139	Integrative Studies
66	Minors	144	Interdisciplinary
76	Associate Degree Programs	145	Journalism
79	Teacher Education/Certification Programs	146	KSC Courses
81	Advanced Study in Education	147	Management
84	Advanced Study in Education Programs	149	Mathematics
84	Master of Education	152	Meteorology
90	Post-Master's Certification Programs	152	Modern Languages
91	Post-Baccalaureate Teacher Certification Programs	153	Music
94	Courses of Instruction	158	Philosophy
94	American Studies	160	Physical Education
95	Anthropology	164	Physics
96	Architecture	166	Political Science
98	Art	168	Psychology
101	Astronomy	170	Safety Studies
101	Biology	172	Social Science
104	Chemistry	172	Sociology
106	Communication	175	Spanish
108	Computer Science	176	Special Education
111	Criminal Justice	178	Technology Studies
112	Economics	179	Theatre and Dance
113	Education	183	Women's Studies
116	Education: Curriculum and Instruction	184	Academic Policies
117	Education: Educational Leadership	207	Academic Support Programs
117	Education: School Counselor	211	Academic Resources
118	Education: Special Education	215	Undergraduate Admission
119	English	221	Student Financial Services
122	English as a Second Language	229	Student Life
123	Environmental Studies	234	Appendix
124	Film	259	Index
125	French		
126	Geography		

What's New for 2007-08

Keene State College reviews the information published in the Undergraduate and Graduate Catalog on a continuous basis. This process may result in annual revisions to the list of academic programs available, academic program requirements, courses, College policies, procedures, and resources. Revisions typically reflect a modification of existing information, but may include additions and deletions as Keene State College faculty and staff implement the adjustments necessary to more effectively fulfill the mission of Keene State College.

Catalog revisions potentially impact students, faculty, and staff. This list of revisions is intended to assist students and advisors to quickly identify the most significant changes that become effective with the 2007-08 Keene State College Undergraduate and Graduate Catalog.

Undergraduate Programs

Baccalaureate Degrees

The most significant revisions include:

Due to the move to 4-credit-based courses, all Baccalaureate Degree programs have some changes applied to the program.

In all programs, General Education Program requirements have been replaced with the new Integrative Studies Program requirements.

Tuition will cover up to 20 credits, with full-time status defined as 12 to 20 credits per semester.

The Language Requirement for Students with Majors in the School of Arts and Humanities has been revised.

A new Bachelor of Science degree in Architecture has been added.

The Bachelor of Science in Physical Science has been discontinued beginning Fall 2007.

The Technology Studies courses have been reorganized into ARCH, Architecture courses, SAFE, Safety Studies courses, and TDS, Product Design courses.

Minors

A new Criminal Justice Studies minor has been added.

The Mathematics Education minor has been discontinued beginning Fall 2007.

The Technology Studies minor has been discontinued beginning Fall 2007.

Honors Program

Keene State College's Honors Program is an enriched track of five courses in the Integrative Studies (IS) Program. In their first semester, Honors students will enroll in designated Honors Thinking and Writing

sections. In the spring of 2008 and each semester in their sophomore year, they will enroll in designated Honors IS Perspectives sections, participate in a study-abroad experience, and share a senior capstone IS course. In addition, residential Honors students may be housed together in a living/learning community for their first year.

Academic Policy

Course Retake Policy – The current Forgiveness Policy has been revised as the Course Retake Policy. Based on requests from faculty, we have added information about retaking the course to meet program requirements. We have also clarified what the process entails (registering, paying, and completing and submitting forms).

Affirmative Action Statement

Keene State College, in accordance with federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, veteran's status, handicap, or sexual orientation in any of its programs or activities. Inquiries regarding this policy should be made to the affirmative action officer, who is also the director of Human Resource Management. Students with special needs may contact the associate vice president for Student Affairs. When necessary, class locations are changed

to accommodate the requests of students with disabilities. Further inquiries may also be addressed to: Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

Catalog Limitations

This catalog contains policies, programs, and procedures of Keene State College in effect at the time of preparation: January 2007. Keene State College reserves the right to change any of its rules and regulations at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase tuition or other fees similarly is reserved. All changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who are already enrolled in the College. The provisions of this catalog are not, and should not be construed to be, a contract between the student and the College.

Catalog Contact

As part of an ongoing effort to insure the accuracy and effectiveness of the information printed in the catalog, questions, concerns, and suggestions regarding catalog content should be directed to Jack Sears at jsears@keene.edu, 603-358-2183, or MS 2600.

The College

Description

Keene State College, New Hampshire's foremost public liberal arts college, celebrates its centennial in 2009 as a dynamic institution offering nearly 40 majors in the liberal arts and sciences, professional programs, and selected graduate degrees. Recognizing that a true education engages the whole person, Keene State challenges students to develop the habits of mind and character that prepare them for productive lives and work. Keene State draws on strong academic programs, faculty scholars, and a tradition of small classes and spirited inquiry. The College's commitment to academic excellence is founded on integrative learning for all students. Rich and varied cocurricular experiences move the classroom into the community and the world, making the College motto, "Enter to learn, go forth to serve," a touchstone in the lives of students and alumni. Students who walk down Appian Way, the campus thoroughfare, find civility, diversity, and collegiality among students, faculty, and staff. The attractive residential campus in the heart of the small New England city of Keene opens students' lives to a world of possibilities.

Mission

It is the mission of Keene State College to provide and maintain an intellectual environment grounded in the liberal arts that fosters both the personal and professional growth of our students. In support of this mission, the College promotes and sustains strong relationships among students, faculty, and staff that emphasize creative and critical thinking, scholarship and research, and a passion for learning. Through a mature commitment to learning

and service, students will be able to integrate different forms of scholarship and will graduate with substantive knowledge in a chosen field of study. Through the retention and support of a caring staff and a faculty of effective teachers and active scholars, the College prepares students for success in a complex, interdependent world.

Campus Values

As a campus community, we value:

- Excellence in teaching, learning, and scholarship
- Diversity in our curriculum and in our community
- Creativity and intellectual curiosity
- Environmental stewardship and sustainability
- Cultural enrichment
- Service to the community
- A healthy balance between mind and body
- Lifelong learning
- An attractive and functional campus environment.

To further these values, we accept the following responsibilities:

- To provide access and educational opportunities to a diverse population
- To conduct ourselves with dignity and treat others with respect
- To devote time and attention to mentoring students
- To sustain a rich intellectual and social environment
- To protect and preserve the property of others
- To enhance the quality of life at Keene State College

and the Monadnock region by sharing resources and sustaining the common good.

History

On April 9, 1909, New Hampshire Governor Henry B. Quinby signed legislation creating Keene Normal School, known today as Keene State College. With Jeremiah M. Rhodes as principal, the College opened on September 28 with 27 students enrolled. Programs in secondary education, trades and industries, and home economics were added under President Wallace E. Mason. In 1926, the New Hampshire Legislature granted the school authority to award the bachelor of education degree.

The curricula expanded into four-year programs by 1939, when the institution was officially named Keene Teachers College. Dr. Lloyd P. Young became president and served for 25 years. Graduate studies were introduced through summer sessions and extension courses following World War II and, by 1951, graduate offerings warranted the granting of the Master of Education degree.

In 1963, the College was named Keene State College and became an affiliate of the University System of New Hampshire. In that same year, the state legislature authorized the College to develop curricula in the liberal arts and sciences leading to Bachelor of Arts and Bachelor of Science degrees.

Dr. Roman J. Zorn became president in 1964 and served until 1969.

Associate in Science degree programs began in 1968, and the Associate in Arts in General Studies was introduced in 1974.

Dr. Leo F. Redfern was named the College's fifth president in 1969 and served until August 1979.

Dr. William E. Whybrew served as interim president during the 1979-80 academic year.

Dr. Barbara J. Seelye became the sixth president in 1980 and served until 1986.

Dr. Richard E. Cunningham served as interim president during the 1986-87 academic year.

Dr. Judith A. Sturnick became president in August 1987 and served until September 1993.

Dr. Richard E. Cunningham again served as interim president for the 1993-94 academic year.

Dr. Stanley J. Yarosewick became the eighth president of Keene State College on August 1, 1994.

Dr. Helen F. Giles-Gee became the ninth president of Keene State College on July 1, 2005.

The campus is located on Main Street in Keene (population 25,000), a small New England city chartered in 1753. Keene is surrounded by hills arising from the Connecticut River, while Mount Monadnock overlooks the city from 18 miles to the southeast. From its original 20 acres, the campus has expanded to 150 acres, with 70 buildings of traditional and contemporary architecture. Three of the buildings are registered as National Historic Landmarks. The College also owns a camp on Wilson Pond in nearby Swanzey and the 400-acre Louis Cabot Preserve on Lake Nubanusit in the towns of Nelson and Hancock.

Keene State College currently has an enrollment of 5,127 full- and part-time students and offers nearly 40 major programs of study, as well as individualized study, cooperative education, and study abroad.

Accreditation

Keene State College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate edu-

cational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed

to the administrative staff of the school or college. Individuals may also contact the Association:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Rd.
Bedford, MA 01730
781-271-0022

In addition, Keene State is accredited by the New Hampshire State Board of Education, the National Council for Accreditation of Teacher Education, the National Association of Schools of Music, and the Commission for the Accreditation of Allied Health Education Programs. (See Athletic Training Program for related information.)

2007-08 Academic Calendar

Fall Semester – 2007

AUGUST

- 25 Residence halls open for new students at 9 a.m.
- 26 Residence halls open for returning students at 9 a.m.
- 27 Classes and schedule adjustment period begin at 8 a.m.
- 31 Schedule adjustment period ends at 4:30 p.m.

SEPTEMBER

- 3 Labor Day holiday
- 4 Course withdrawal (W) period begins at 8 a.m.
- 13 Rosh Hashanah*
- 22 Yom Kippur*

OCTOBER

- 5 Fall break (one day only) for faculty and students
- 15 Second quarter begins
- 21 Fall Honors Convocation

NOVEMBER

- 9 Last day to withdraw from a course
- 12 Veterans Day holiday observed
- 20 Classes end at 9:30 p.m.
- 21 Thanksgiving recess begins
Residence halls close at noon
- 25 Residence halls reopen at 10 a.m.
- 26 Classes resume at 8 a.m.

DECEMBER

- 7 Classes end at 5 p.m.
- 10 Reading day
Final exams begin at 6 p.m.
- 14 Final exams end at 5:30 p.m.
- 15 Residence halls close at noon

Spring Semester – 2008

JANUARY

- 20 Residence halls open at 10 a.m.
- 21 Martin Luther King Jr. Day holiday
- 22 Classes and schedule adjustment period begin at 8 a.m.
- 29 Schedule adjustment period ends at 10 p.m.
- 30 Course withdrawal (W) period begins at 8 a.m.

MARCH

- 10 Fourth quarter begins
- 14 Spring break begins at 4:30 p.m.
Residence halls close at 6 p.m.
- 23 Good Friday*
- 23 Easter.* Residence halls reopen at 10 a.m.
- 24 Classes resume at 8 a.m.

APRIL

- 11 Last day to withdraw from a course
- 20 Passover*

MAY

- 2 Classes end at 5 p.m.
- 5 Reading day
Final exams begin at 6 p.m.
- 9 Final exams end at 5:30 p.m.
- 10 Residence halls close at 6 p.m., except for graduates
Spring Honors Convocation begins at 4 p.m.
- 11 Commencement ceremony begins at 1 p.m.
Residence halls close at 6 p.m.

Summer Semester I – 2008

MAY

- 18 Residence halls open at 1 p.m.
- 19 Classes and schedule adjustment period begin at 7:30 a.m.
- 21 Schedule adjustment period ends at 4:30 p.m.
- 22 Course withdrawal (W) period begins at 7:30 a.m.
- 26 Memorial Day holiday

JUNE

- 13 Course withdrawal (W) period ends
- 27 Classes/exams end at 4:30 p.m.
Residence halls close at 7 p.m.

Summer Semester II – 2008

JUNE

- 29 Residence halls open at 1 p.m.
- 30 Classes and schedule adjustment period begin at 7:30 a.m.

JULY

- 2 Schedule adjustment period ends at 4:30 p.m.
- 3 Course withdrawal (W) period begins at 7:30 a.m.
- 4 Fourth of July holiday
- 25 Course withdrawal (W) period ends

AUGUST

- 8 Classes/exams end at 4:30 p.m.
Residence halls close at 7 p.m.

**Not a College holiday but listed here for use in planning College events.*

Programs of Study

BACHELOR DEGREES

B.A.: Bachelor of Arts
B.S.: Bachelor of Science
B.F.A.: Bachelor of Fine Arts
B.M.: Bachelor of Music

ASSOCIATE DEGREES

A.A.: Associate in Arts
A.S.: Associate in Science

School of Arts and Humanities

BACHELOR DEGREES

American Studies, B.A.

Art, B.A.
options in
Graphic Design
Studio Art

Art, B.F.A.
options in
Graphic Design
Graphic Design and Studio Art
(dual option)
Studio Art

Communication, B.A.
options in
Communication Studies
Philosophy

English, B.A.*

Film Studies, B.A.
options in
Critical Studies
Film Production

French, B.A.*

History, B.A.*²
specializations in
U.S. History
European History
19th-Century Studies
20th-Century Studies

Journalism, B.A.

Music, B.A.
specializations in
Composition
Music History
Music for Elementary Teachers
Music Technology
Music Theory

Music Education, B.M.*
specializations in
Instrumental
Choral

Music Performance, B.M.

Spanish, B.A.*

Theatre and Dance, B.A.
option in
Theatre Arts
specializations in
Acting
Directing
Design and Technical Theatre

option in
Dance

MINORS

American Studies
Art
Communication
Dance

English
Film Studies
French
German
History
Journalism – Broadcast Media
Journalism – Print Media
Music
Philosophy
Spanish
Theatre
Writing

ASSOCIATE DEGREE

General Studies, A.A.

School of Professional and Graduate Studies

BACHELOR DEGREES

Architecture, B.A.

Education, B.S.*
options in
Early Childhood Development*
Elementary Education*
Secondary Education*
Elementary Special Education*
Secondary Special Education*

Health Science, B.S.
options in
Health Promotion and Fitness
Nutrition
Substance Abuse/Addictions

Physical Education, B.S.*options in*Athletic Training
Teacher Certification***Safety Studies, B.S.****Technology Studies, B.S.**

Product Design and Development

MINORSSafety Studies
Technology Studies**ASSOCIATE DEGREES**Chemical Dependency, A.S.
Technology Studies, A.S.**ADVANCED STUDY IN EDUCATION***Certification is available in each graduate program.***Master of Education**Curriculum and Instruction
Educational Leadership
School Counselor
Special Education**Post-Master's Certification Program**Educational Leadership
School Counselor**Post-Baccalaureate Certification Program****School of Science and Social Science****BACHELOR DEGREES****Applied Computer Science, B.S.****Biology, B.A./B.S.*****Chemistry, B.A.*/B.S.****Chemistry-Physics, B.S.*¹****Computer Mathematics, B.S.****Economics, B.A.****Engineering, B.S. (transfer program)****Geography, B.A.*²****Geology, B.S.*³****Management, B.S.****Mathematics, B.A.****options in*
Pure/Applied
Middle School/Junior High**Mathematics-Physics, B.S.****Psychology, B.A.**

DEPARTMENT HONORS PROGRAM

Sociology, B.A.*²**MINORS**Anthropology
Applied Computer Science
Biology
Chemistry
Criminal Justice Studies
Economics
Environmental Studies
Geography
Geology
Management
Mathematics
Mathematics Education
Physics
Political Science
Psychology
Sociology
Statistics**ASSOCIATE DEGREES**Applied Computer Science, A.S.
General Studies, A.S.**Interdisciplinary Programs****BACHELOR DEGREES****Environmental Studies, B.S.****General Science, B.A.****options in*
Elementary or Early Childhood
Education
Middle School**Individualized Major, B.A./B.S.****Social Science, B.A.*²***options in*
Social Science Educator
Social Science Analyst**MINORS**Holocaust Studies
International Studies
Women's Studies**Majors in which teacher certification is available.**Note: All elementary, early childhood, elementary/special, and secondary special education majors must incorporate an additional major into their programs of study.*¹ Certification is in Chemistry Education or Physical Science Education.² Certification is in Social Studies.³ Certification is in Earth Science Education.

Undergraduate Programs

Academic Program Planning

Education in the liberal arts and sciences and in several professional fields is provided through associate and bachelor's degree programs. These programs include three basic components: **INTEGRATIVE STUDIES REQUIREMENTS**, established by the College, purposefully and intentionally help students engage ethical issues, approach global issues from multiple perspectives, apply diverse perspectives to their thinking and their actions, and analyze key social and environmental issues confronting us all; **MAJOR/OPTION/SPECIALIZATION** or **CONCENTRATION REQUIREMENTS**, specified by discipline faculty, offer depth of scholarship through specialization in a field of interest; and **ELECTIVES**, selected by the student, provide the opportunity to develop a minor, to fulfill teacher certification requirements, or to take courses in other areas for personal and professional growth. Detailed descriptions of the various degree programs are found in the following pages of this catalog.

Because curriculum development is a continuing process, program changes may be made after publication of this catalog. Therefore, the College reserves the right to add, change, or delete curricular offerings and/or make curricular refinements. Sometimes changes are necessitated by agencies that accredit the College or certify students. Check with academic disciplines, the Elliot Center, or the Teacher Education Programs Office to learn of any recent changes.



JULIO DEL SESTO

Bachelor's Degree Programs

Bachelor's Degrees

A liberal education emphasizes breadth and balance in developing intellectual resources and cultural perspectives. It encourages the student to achieve the fullest possible development as a person and as a member of society. It also promotes enlightened citizenship and provides basic preparation for students planning to enter professional or graduate schools or embark on a career. Building on an integrated study foundation, this degree allows a specialized emphasis while at the same time encouraging social responsibility.

The general aspects of the curriculum are designed to enhance the student's capacity for thought and effective expression and facilitate both the expansion and the integration of knowledge. Depth of scholarship is developed in the major field of specialization. The goal of a liberal education is the formulation of a philosophy of life based on knowledge and reflection relevant and appropriate to the contemporary world.

The Bachelor of Arts degree consists of a minimum of 120 credit hours.

The Bachelor of Science degree normally consists of 124 credit hours.

Definitions

Major. A program of study comprising a coherent set of courses and experiences within a discipline, related disciplines, or a professional area, which represents the curricular content of a bachelor's degree. Normally, a bachelor's degree major consists of at least 30 credit hours. Courses required in the major may not be used

to fulfill Integrative Studies requirements unless specified in the program description.

Option. A coherent subset of courses that constitutes a prescribed track within a major. Normally, an option consists of 12 to 48 credit hours.

Specialization. An area of special interest comprising a cluster of related courses that are selected by the student in consultation with an academic advisor. Normally, a specialization consists of 12 to 20 credit hours within a degree option.

Language Requirement

for Students with Majors in the School of Arts and Humanities

The minimal requirement for all students with a major in American Studies, Art, Communication, English, Film Studies, History, Journalism, Music, or Theatre and Dance is one course in a foreign language, normally French, Spanish, or German. Students should complete this requirement as early in their college careers as possible. Those with two or more years of recent high school study in French, Spanish, or German must enroll in 102 or above. Those with three or more years of recent high school study should enroll in 201 or above. Individual student placements will be verified on the basis of a placement test available to students before they register. Students may also satisfy the requirement through AP or CLEP credit.

Those with near-native fluency in a language should consult Modern Languages faculty for appropriate placement.

Students may also fulfill this requirement by enrolling in a study abroad program in a non-English speaking country, provided the program has been approved by their major department in consultation with the National and International Exchange Center.

Students with documented learning disabilities should apply to the Office of Disability Services and then to the chair of Modern Languages to seek a waiver.

101- to 201-level courses completed to satisfy the language requirement may be applied to the Arts and Humanities component of the Integrative Studies Program.

Integrative Studies Program

Students at Keene State College complete two programs of study to earn a degree – the College’s Integrative Studies Program and their major program of study.

Keene State College’s Integrative Studies Program purposefully and intentionally helps students engage ethical issues, approach global issues from multiple perspectives, apply diverse perspectives to their thinking and their actions, and analyze key social and environmental issues confronting us all. The program provides students with the opportunity to develop the skills necessary for success in academics and careers and preserves the breadth of a liberal arts education that enables students to succeed in a global environment. The integrative teaching and learning process approaches teaching and learning in intentionally connected ways.

Integrative learning is a process by which students will connect knowledge and skills from multiple sources and experiences, apply knowledge and skills in varied settings, utilize diverse points of view, and understand issues contextually. Knowledge in both individual and multiple disciplines is the foundation upon which integrative learning builds. Integrative learning often occurs as students put theory into practice, “making meaning” as students apply abstract concepts in practical settings.

As students participate in this integrative learning experience they will: see connections in seemingly disparate information and connect skills and knowledge from multiple sources and experiences; apply skills learned in one situation to problems encountered in another; become aware of complex interdependencies; be able to utilize diverse and contradictory points of view in their discussions and decision-making; and be able to understand contextual frames and take into account different dimensions of an issue, seeing it from different perspectives, making conceptual links.

Though they are not required as part of the Integrative Studies Program, students should also consider as part of their learning, developing competence in a second language, participating in a study abroad program, and participating in experiential learning in which disciplinary, interdisciplinary, and multidisciplinary knowledge can be applied.

REQUIREMENTS

(minimum) 44 credits

Keene State College students will complete a total of 44 credits as follows:

I. FOUNDATIONS

8 credits

Essential question: How do critical and creative thinking, researching, writing, and evaluating quantitative information inform scholarly endeavors?

Thinking and Writing (ITW course prefix)

4 credits

Students will be able to:

- demonstrate skills and ways of thinking that are essential for all students as they move through the academic curriculum
- write about an issue of special interest to them by focusing on a creative and complex question; investigating the question with critical analysis of readings, research, and data; and using appropriate research techniques in documentation.

Quantitative Literacy (IQL course prefix)*4 credits*

Students will be able to:

- apply the basic methods of descriptive statistics, including both pictorial representations and numerical summary measures, to analyze data
- use appropriate software to create spreadsheets, tables, graphs, and charts
- read and interpret visually represented data
- distinguish among various types of growth models (e.g., linear, exponential) and the types of situations for which the models are appropriate
- critically read and interpret a quantitative problem
- pose a question in the form of a mathematical model in order to solve the problem
- apply prior knowledge to solve a new problem.

II. DEVELOPING PERSPECTIVES AND BREADTH OF KNOWLEDGE*32 credits**Modes of Inquiry***Perspectives Distribution**

Four courses in the Arts and Humanities (IA and IH course prefixes) 16 credits

Courses must be taken in four different disciplines.

Two courses in the Humanities (IH)

One course in the Fine and Performing Arts (IA)

One additional course in either the Humanities or the Fine and Performing Arts (IH or IA)

Four courses in the Sciences (IN and IS course prefixes) 16 credits

Courses must be taken in four different disciplines.

Two courses in the natural sciences (IN)

Two courses in the social sciences (IS)

Essential questions: How are the arts and humanities constructed and defined, and how do they change, shape, provoke, and represent our perceptions and our world? What assumptions, methodologies, and theoretical constructs define today's sciences, and how are they used to understand our world?

Perspectives Outcomes

After completing the eight courses in the perspectives area, students will be able to:

- articulate an understanding of representative theories in the natural and social sciences
- explore language use, linguistic forms, and language's ability to change society and ourselves
- distinguish and assess the impact that knowledge and methodology in the natural and social sciences have on our understanding of self, society, and environment
- critically and creatively engage in the aesthetic and intellectual components of the fine and performing arts
- articulate the ways that the arts and humanities shape, change, provoke, and represent our world and our perception of the world
- understand and interpret diverse evidence about past societies and cultures
- understand how the scientific method differs from other modes of inquiry and ways of knowing
- evaluate diverse approaches to the study of history and their relationship to power, privilege, and difference
- use and understand the power of mathematics, statistics, and qualitative analysis to represent and investigate ideas and evidence, as well as evaluate data-dependent arguments
- analyze a creative text within its cultural, aesthetic, historical, and intellectual contexts
- identify the values and concerns expressed in creative works.

III. MAKING CONNECTIONS*4 credits**Integrating Modes of Inquiry*

One course in Interdisciplinary Studies (II course prefix) 4 credits

Essential question: How are the skills, concepts, and values developed across disciplines applied to questions fundamental to today's interdependent world?

Interdisciplinary Outcomes

Students will be able to:

- cross disciplinary boundaries to reveal new patterns and connections that reframe knowledge
- analyze the assumptions and actions of society from multiple perspectives
- examine national and international issues through artistic, philosophical, cultural, scientific, technological, economic, social, and political lenses
- assess their own roles and responsibilities as members of diverse communities.

Integrative Outcomes

The integrative outcomes provide students with the opportunity to learn and discuss overarching themes, perspectives, and paradigms that necessitate their active engagement in the KSC learning environment. In order to achieve this engagement, every course in the Integrative Studies Program must address at least one of the integrative outcomes.

Diversity

After completing the Integrative Studies Program, students will be able to:

- recognize how differences shape approaches to identity, knowledge, and power
- apply diverse perspectives and experiences to develop disciplinary arguments.

Ethics

After completing the Integrative Studies Program, students will be able to:

- identify the ethical issues within a discipline
- solve an ethical problem associated with a discipline.

Global Issues

After completing the Integrative Studies Program, students will be able to:

- approach global issues from multiple perspectives in deriving solutions to potential conflicts
- critique a discipline through the lens of other cultural values
- demonstrate a commitment to analyzing and/or solving global issues
- demonstrate knowledge about cultures, societies, religious worldviews, and/or political/economic systems outside of the western context
- demonstrate an understanding of nonwestern cultures from the context of those cultures.

Social and Environmental Engagement

After completing the Integrative Studies Program, students will be able to:

- identify elements of social and/or environmental structures: individual, group, and system
- demonstrate a commitment to analyzing and/or solving social and/or environmental issues
- articulate the interrelations of natural and social-cultural systems and the ways in which human agency can both degrade and sustain the environment.

Integrative Studies Program Skills Outcomes

Students will be given the opportunity throughout their course of study to further develop and demonstrate these skills:

Reading	Writing	Information Literacy	Critical Thinking	Creative Thinking
<ul style="list-style-type: none"> Identify contextual issues (author, date of publication, etc.) Read with an awareness of purpose Identify goals to focus attention Ask questions that lead to a greater understanding of material Select information relevant to a purpose Demonstrate the ability to summarize and identify key points Demonstrate an understanding and ability to relate discipline or interdisciplinary-specific information to theories presented in a course 	<ul style="list-style-type: none"> Write with purpose Write for an audience Organize, state, and develop ideas clearly Write with syntactical and grammatical competence Understand and value academic honesty Write with an organizational schema Ask questions that lead to a richer product Incorporate research appropriately Write with authority Cultivate disciplinary and interdisciplinary expertise necessary to question sources, develop ideas, and offer interpretations Develop complex positions or arguments through writing 	<ul style="list-style-type: none"> Identify general kinds of information available in Mason Library and at KSC Find a broad array of informational material – physically in the stacks and using electronic sources Evaluate usefulness and reliability of information and sources Incorporate information into written work and oral presentations Properly cite sources Identify discipline-specific scholarly sources within and beyond KSC Utilize discipline-specific resources in order to find information Evaluate sophistication of sources for potential information appropriate to task Develop research (paper or project) using information appropriately 	<ul style="list-style-type: none"> Demonstrate the ability and willingness to approach a particular idea, problem, task, or goal from multiple perspectives Ask sophisticated questions when engaging an idea, problem, task, or goal Analyze and interpret evidence, conjectures, and alternative strategies related to a given idea, problem, task, or goal Gather evidence, formulate conjectures, and implement alternative strategies related to a given idea, problem, task, or goal Analyze and interpret arguments made by oneself and by others to formulate and defend a conjecture or thesis Synthesize information, arguments, and perspectives in order to create new meaning, insight, and understanding Develop analytical arguments Apply critical thinking to important ethical and societal issues and problems Acknowledge and develop both insight and perspective 	<ul style="list-style-type: none"> Use novel ideas, perspectives, or solutions when engaging with a problem, task, or goal Engage a problem, task, or goal with sustained effort over a period of time Use multiple models or representations of ideas Express personal ideas, points of view, or feelings and bring those to a product and invent and reapply ideas Confront questions with multiple answers Form new combinations of ideas Reframe new ideas (metaphors, analogies, use of models) Consider diverse points of view in order to reconstruct them imaginatively, emphatically, and accurately Demonstrate open-mindedness and flexibility in thinking Create new uses for existing patterns or structures Go beyond standard schema when investigating a problem Solve unstructured problems

Critical Dialogue	Technological Fluency	Quantitative Reasoning
<ul style="list-style-type: none"> • Organize what one wishes to convey • Speak with purpose when conveying thoughts or ideas • Avoid “fillers” (uh, you know, like) when conveying thoughts or ideas • Develop the skill to use emotional involvement as a tool of respectful engagement with the listener • Meet allotted time guidelines • Project voice so all can hear • Use language appropriate for the audience or other discussion participants • Demonstrate thoroughness of research and effective preparation in making a formal presentation • Engage the listener through verbal and nonverbal behaviors • Demonstrate an awareness of the listener and the response of others to what is being said • Use paraphrase or restatement in responding to a listener • Demonstrate active listening in order to avoid disengagement with the speaker • Maintain focus on the content of the presentation, regardless of the speaker’s style of delivery • Demonstrate appropriate nonverbal behaviors (attention, engagement) • Practice listening objectively • Recognize emotional involvement while listening • Practice mental engagement with the speaker in order to formulate thoughtful questions based on conversations and presentations • Make notes regarding key points in order to question or respond effectively 	<ul style="list-style-type: none"> • Use e-mail to communicate with classmates and professors (successfully sending, receiving, and manipulating a variety of file formats) • Use Internet search techniques and engines with discrimination to find resources and information • Format text documents, including academic papers, using an approved style • Use appropriate presentation software to deliver a formal presentation • Use a database and/or spreadsheet to access and set up information • Use an information management program (e.g., SPSS, e-portfolio, institutional repository) to organize, interpret, and convey ideas • Employ computer media (visual images, sound, graphical displays) as appropriate in academic work • Use an array of numerical manipulations to interpret basic information 	<ul style="list-style-type: none"> • Read and interpret graphs, charts, and tables in common media • Analyze the relationships between two variables • Use the basic measurements of statistics • Use symbolic expressions to represent, convey, and interpret relationships among variables • Develop and apply appropriate quantitative-oriented problem-solving strategies • Read and interpret graphs, charts, and tables in discipline-specific media • Perform simple data analysis, both numerical and graphical • Draw conclusions and inferences supported by own data analysis • Critically evaluate conclusions and inferences drawn by others based on data presented as support

American Studies

Bachelor of Arts

The American Studies program offers students an interdisciplinary liberal arts education. Students in American Studies engage in a challenging exploration of historical and contemporary American culture and the American multicultural identity, including its past and present values, conflicts, and experiences. Working closely with an advisor who is a core faculty member in American Studies, students design their course of study around three core courses; an individualized set of area requirements in American history, literature, and Arts and/or Social Sciences; and a thesis requirement. American Studies prepares students for career opportunities in elementary and secondary education; graduate school; law school; business; work in libraries, museums, and historic preservation; newspaper, magazine, or broadcast journalism; film or media work; work in federal, state, and local agencies, both public and private; government and politics; nonprofit organizations; writing, editing, or publishing; international relations and diplomacy; public relations and advertising; and social services.

LANGUAGE REQUIREMENT

Each student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

40 credits

At least one American Studies or English course must meet a Differing Cultural Perspectives Requirement. All course substitutions must be approved by the coordinator of American Studies.

Core Courses (16 credits)

IIAMST 210 Introduction to American Studies
AMST 350 Perspectives on American Culture
AMST 495 Seminar

Select *one* of the following:

AMST 390 Critical Approaches
AMST 490 Advanced Special Topics

Area Courses (24 credits)

Select *two* courses from American History:

HIST 261 U.S. Social History I: 1603-1865
HIST 262 U.S. Social History II: 1865 to Present
HIST 265 Military in U.S. Society I
HIST 266 Military in U.S. Society II
HIST 269 Women in Modern America
HIST 360 The American Colonies until 1763
HIST 361 The American Revolution
HIST 362 The Early American Republic 1789-1850
HIST 363 The United States in the Civil War Period:
1850-1876
HIST 364 19th-Century America
HIST 365 Gilded Age and Progressive Era America
HIST 366 U.S. in Crisis: 1920-1950
HIST 367 Modern America: 1950 to Present

Select *two* courses in American Literature:

ENG 247 Readings in American Indian Studies (Differing Cultural Perspectives)
ENG 280 Cultural Studies
ENG 341 Early American Literature
ENG 342 19th-Century American Literature
ENG 343 20th-Century American Literature
ENG 344 Studies in American Literature
ENG 345 Black American Literature (Differing Cultural Perspectives)
ENG 346 Transcendentalism
ENG 347 Modern American Indian Literature (Differing Cultural Perspectives)
ENG 370 Studies in Literatures of the Americas (Differing Cultural Perspectives)

Select *two* courses from Arts and Humanities and/or Social Sciences:

ART 214 19th- and 20th-Century Art
ECON 455 U.S Economic History
IIFR 240 Franco-American Women's Voices
GEOG 341 Geography of the United States & Canada
MU 112 Latin American Music
MU 216 History of Rock and Roll
MU 218 History of Jazz
IAMU 242 Listening to America
PHIL 304 American Philosophy
ISPOSC 210 U.S. Politics
ISPOSC 211 State and Local Politics
ISPOSC 218 Understanding U.S. Politics Through Literature and Film
POSC 316 Constitutional Law
POSC 321 U.S. Foreign Policy and Globalization

IICJS 101 Introduction to Criminal Justice
 SOC 320 Women, Gender, and Society
 SOC 345 Sociology of Families
 SOC 375 Community Studies
 SOC 425 Topics in Ethnic Relations
 SOC 475 Social Stratification
 SP 330 Latinos in the U.S.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Applied Computer Science

Bachelor of Science

This program provides students with a thorough grounding in computer programming and information science. Additional course work is required to form a minimal foundation in mathematics and a second discipline. Two additional advanced electives are required. These courses may be applied toward a second major in a non-computer-science field or an academic minor. Students are encouraged to obtain a non-computer-science minor in order to form a foundation of knowledge in another discipline to which Computer Science may be applied. This “dual track” approach prepares graduates for a wide range of government, commercial, and academic pursuits, either in computer/information sciences or in fields in which this discipline is commonly used in application or research. Emphasis is put on consultations with the departmental academic advisor to ensure that electives within and outside the Computer Science discipline meet student, academic, and industry objectives.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

62 credits

Core Courses (12 credits)

CS 140 Computer Programming I
 CS 185 Computer Programming II
 CS 280 Data Structures

Specialization (4 credits)

CS 160 Microcomputer Systems
 or CS 150 Web Page Construction

Capstone Course (4 credits)

CS 495 Seminar

Supervised Field Experience Requirement

Students are required to complete 2 credits in supervised field experience: CS 293 and/or CS 493. May be taken for 1-2 credits per experience. Requirement may be waived for students who complete a cooperative education experience (CS 294/ CS 494).

CS Electives (24 credits)

Two (2) CS 200-level courses in addition to CS 280. Eight (8) total credits, including a maximum of 4 credits of independent study (CS 298). Does not include credit from either the supervised field experience (CS 293) or cooperative education (CS 294).

Four (4) CS upper level courses (300 and 400 level) with a minimum of two (2) 400-level courses (in addition to and not including CS 495). Sixteen (16) total credits including a maximum of 4 credits of independent study (CS 498). Does not include supervised field experience (CS 493) or cooperative education (CS 494).

CS electives must include:

One CS course in a programming language other than the primary language taken in CS 140, CS 185, or CS 280, and approved by CS advisor. Current courses that satisfy this requirement are CS 205, CS 220, CS 225, CS 230, CS 265, and CS 367.

One CS course, approved by student's advisor, in a second, non-Windows computer operating system or architecture. Current courses that satisfy this requirement are CS 220, CS 230, CS 320, CS 362, and CS 367.

Students are encouraged to take additional CS electives after meeting above requirements.

INTERDISCIPLINARY REQUIREMENT

Select *one* of the following:

1. Applied Computer Science (16 credits)

- MATH 135 Foundations of Math for Computer Science (4 credits)
- Computer content-related electives from non-CS disciplines: Three elective courses (12 credits minimum) in any one single non-CS discipline with no more than one introductory course, to fit the student's interests and skills

in any discipline. (Computers are in such wide use today, they appear in all disciplines.)

2. Dual Major (credits vary)

Completion of course work for one of the following teacher certification majors (Note: Completion of student teaching is not required):

- Education – Early Childhood Education Option
- Education – Elementary Education Option
- Education – Elementary Special Education Option

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

Architecture

Bachelor of Science

The Architecture major at Keene State College is a pre-professional four-year program designed to give students a solid foundation in the artistic, scientific, and technical aspects of architecture. The curriculum offers a range of courses in studio design, building science, sustainable design, history/theory, digital technology, and practice. The education of KSC architecture majors, grounded in the liberal arts, focuses on teaching students to become effective, creative problem solvers with the tools to adapt and evolve their career paths to meet the needs of a rapidly changing world. Graduates in architecture are prepared to pursue graduate study or transition directly into careers in architecture, planning, building science, construction management, environmental design, design-build, or other related professions.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

ARCHITECTURE MAJOR REQUIREMENTS

52 credits

Core Courses (32 credits required)

- ARCH 120 Architectural CAD I (or any higher level Architectural CAD)
- ARCH 180 Introduction to Architectural Design

- ARCH 230 Architectural Design I
- ARCH 260 Sustainable Design and Building Science
- ARCH 270 Commercial Construction
- ARCH 280 Collaborative Architectural Project
- ARCH 355 Architectural History II
- ARCH 370 Architectural Systems

Architecture Electives (minimum 8 credits)

- ARCH 220 Architectural CAD II
- ARCH 235 Architectural Design II
- ARCH 275 Residential Construction
- ARCH 290 Special Topics
- ARCH 320 Architectural CAD III
- ARCH 330 Architectural Design III
- ARCH 350 Architectural History I
- ARCH 360 Solar Design and Building Science II
- ARCH 375 Statistics and Structural Analysis
- ARCH 430 Architectural Design IV
- ARCH 435 Architectural Portfolio Design
- ARCH 490 Advanced Special Topics
- ARCH 498 Independent Study

Architecture Capstone (4 credits required)

- ARCH 480 Senior Design Project

Architecture Allied Requirements

- ART 103 Three Dimensional Design
- MATH 120 Applied Algebra and Trigonometry (or any higher level MATH)

ELECTIVES

Students are encouraged to take ARCH 494 Advanced Cooperative Education.

MINOR/ADDITIONAL ELECTIVES

Select additional courses of your choice to bring total number of credits earned to 124. Students are encouraged to complete a minor or an organized cluster of courses related to their career interests.

DEGREE REQUIREMENTS

124 credits

Art

Bachelor of Arts

The Bachelor of Arts degree in Art is designed to meet a variety of student needs through courses in art history, painting, sculpture, printmaking, ceramics, drawing,

photography, and graphic design. Through the program's flexibility and rich variety, students are encouraged to develop their skills and broaden their knowledge in courses that can lead to graduate school or a variety of careers in visual art and graphic design. The Studio Art option introduces and fosters the individual development of four major areas of study: Painting, Sculpture, Printmaking, and Ceramics. Throughout introductory, intermediate, and advanced courses, a balance of theoretical and technical knowledge is emphasized. The Studio Art option is designed to enable each student to focus on one of these areas. The Graphic Design option provides students with a foundation in the theory and practice of graphic design. Graphic designers convert concepts into visual language. Graduates from the Graphic Design option are prepared for design-related careers such as publishing, advertising, web design, and multimedia graphics.

Admissions Criteria

Entrance into the Art major is highly competitive. To become an Art major (Graphic Design and Studio Art options), a portfolio of 10 to 20 pieces of artwork in Studio Art or Graphic Design must be submitted and accepted (see below). Upon acceptance, students will be assigned an Art faculty advisor and within their first year must officially declare their major. Due to the selective nature of the Art program, the number of available openings is limited. All students are accepted to the Art major through the portfolio approval process. It is anticipated that most students who enter the Art major do so directly from high school and will submit a portfolio of work before they begin classes at Keene State College. Transfer students are also required to submit a portfolio as part of the application process. Based on their artwork produced at other accredited institutions, transfer students may request a waiver of some requirements. Students who are already enrolled at Keene State College with another major or who have not declared a major must also submit a portfolio to be accepted into the Art major. The portfolio for enrolled students must include work from a minimum of two Keene State College art courses. The portfolio acceptance process for enrolled students is conducted at the beginning of the fall and spring semesters. It is highly recommended that enrolled students submit their portfolios by the beginning of their sophomore year at Keene State College.

Portfolio Requirements

1. Ten to 20 pieces of original artwork in Studio Art or Graphic Design.
2. The portfolio should include original artwork in 35mm

slide or digital format compatible with Macintosh operating system.

3. All slides or discs must be clearly labeled with your name and be numbered.
4. A sheet numbered with each work's title, medium, dimensions, and level of completion (freshman, sophomore, junior, or senior). If the work was completed independently, be sure to clearly state your idea.
5. It is advisable to include examples of your drawing ability.
6. Indicate your area of interest with regard to Studio Art, Graphic Design, or both.
7. Please include your name, address, telephone number, and e-mail address.
8. Please include the following information:
 - a. List the number and description of all art courses taken on the high school or college level.
 - b. List extracurricular activities and interests.
 - c. Statement of your career goals.
9. Please send portfolio to:

Art Department Portfolio Review Committee
Art Department Office
Keene State College
229 Main Street
Keene, NH 03435-2405

Portfolios without the above information will be automatically placed on a waiting list while all other portfolios are reviewed. After this time, if there are any remaining openings, incomplete portfolios will then be considered.

All portfolios will be accepted, refused, or put on a waiting list. With regard to portfolios on the waiting list, all decisions will be made by April 1.

Art 350 Graphic Design II Portfolio Review

At the end of ART 350 Graphic Design II students will submit a portfolio of work completed during the core Graphic Design courses (ART 151, ART 250, ART 258, and ART 350). A panel of three Graphic Design faculty will review the portfolio and a written evaluation will be supplied to each student. This portfolio review is a graduation requirement for all students in the Graphic Design Options.

Graphic Design Transfer Students

Graphic Design transfer students must take ART 151, ART 250, ART 258, and ART 350. ART 151 and/or ART 250 may be substituted for equivalent courses from an accredited institution; however, ART 258 and ART 350 must be taken at Keene State College. Transfer students will be required to submit a portfolio

of quality work from these classes at the completion of ART 350 (see ART 350 Graphic Design II Portfolio Review).

Art Department Fellowships

The Art Department offers five fellowships for outstanding junior and senior Art majors. The stipend is for one academic year and requires some service to the Art Department on a weekly basis. The application process is conducted annually during the spring semester.

Use of Student Artwork

As a student in the Art Department, you own all of your artwork. However, on occasion the Art faculty holds pieces of student artwork for exhibitions and demonstrations for up to two years. The greatest possible care is exercised to protect the work.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

44 credits

MAJOR REQUIREMENTS

48 credits – Studio Art Option

50 credits – Graphic Design Option

Foundation Core (12 credits)

ART 101 Foundations of Design

ART 111 Introduction to Art

ART 125 Drawing I

An Art major must select *one* of the following options:

Graphic Design Option (38 credits)

100-level course (2 credits)

ART 151 Technology Workshop

200-level courses (12 credits)

ART 250 Graphic Design I

ART 253 Digital Imaging I

ART 258 Typography I

300-level courses (12 credits)

ART 350 Graphic Design II

ART 354 Web-Based Media I

ART 356 Time-Based Media I

400-level courses (12 credits)

ART 450 Graphic Design III

ART 455 Topics in Graphic Design

ART 459 Graphic Design Portfolio

Studio Art Option (36 credits)

200-level courses (22 credits)

ART 208 Ceramics I

ART 225 Drawing II

ART 226 Painting I

ART 244 Sculpture I

ART 295 Sophomore Studio/Exhibit Practice (2 credits)

Select *one* from the following Art History courses:

ART 211 Ancient Art

ART 212 Medieval Art

ART 213 Renaissance and Baroque Art

ART 214 19th- and 20th-Century Art

ART 290 Topics in Art History

ART 492 Art History Seminar

300-level courses (8 credits)

ART 333 Printmaking I

Select *one* from the following:

ART 308 Ceramics II

ART 325 Drawing III

ART 326 Painting II

ART 334 Printmaking II

ART 344 Sculpture II

400-level courses (6 credits)

ART 495 Senior Studio/Exhibit Practice (2 credits)

Select *one* from the following:

ART 408 Ceramics III

ART 426 Painting III

ART 490 Advance Studio Topics

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

It is recommended that students in the B.A. program in Studio Art take additional studio art courses at the 300 and 400 level as well as additional Art History courses.

It is recommended that students in the B.A. program in Graphic Design take ART 333 Printmaking I, ART 226 Painting I, and additional 300- and 400-level Graphic Design courses. Students who plan to apply to graduate programs in the visual arts should consider the B.F.A. program.

DEGREE REQUIREMENTS

120 credits

Art

Bachelor of Fine Arts

The Bachelor of Fine Arts degree program is designed to provide students with an intensely comprehensive course of study consisting of a minimum of 72 credits in visual arts courses. The B.F.A. degree can lead directly to graduate study (M.F.A.) or to professional careers in the Graphic Design field. To be eligible for the B.F.A. degree, students must first be accepted into the B.A. program in Art.

The B.F.A. degree is organized into the following three options:

Graphic Design

Following acceptance into the Art Department, students are encouraged to select the B.F.A. option in Graphic Design. Students will consult with their advisor when submitting their Declaration of Major form.

Studio Art

Studio Art and Graphic Design (dual option)

The Studio Art option and the Studio Art and Graphic Design dual option are highly selective programs. Accepted students will have the opportunity to have an individual studio space and work one on one with an Art professor mentor. All accepted candidates will mount a B.F.A. Solo Thesis Exhibition as a graduation requirement. Students may apply to the Studio Art option or the Studio Art and Graphic Design dual option after completion of a minimum of 6 courses (24 credits) that must include the Foundation Core. Studio Art and Graphic Design dual option applicants must take ART 250 Graphic Design I and ART 258 Typography as part of the 24-credit minimum. Students are expected to have maintained a minimum cumulative GPA of 3.0 in those 6 courses. Acceptance to the program is based on an assessment of a portfolio* of artwork from these courses. The portfolio, a written statement of personal educational goals, and an official transcript, must be submitted to the B.F.A. Studio Options Committee. Portfolio reviews for acceptance are conducted each spring prior to the course selection and registration period.

Transfer students are also eligible to apply for the B.F.A. Studio Art option or the B.F.A. Studio Art and Graphic

Design dual option provided they meet the admissions standards for the B.A. degree in Art as well as those for the B.F.A. Studio Art degree or the Studio Art and Graphic Design dual option degree. This must include a review by the Art faculty of a completed transfer course evaluation of all previously taken art courses.

Once accepted, all B.F.A. candidates must maintain a minimum cumulative GPA of 3.0 in the major (Art courses). The B.F.A. Studio Options Committee will also conduct mid-level reviews of accepted students during the fall semester. The purpose of the review is to assess the candidate's progress toward the completion of the degree as well as the development of their artwork. Individuals whose GPA falls below the minimum standard or whose artwork is not at the appropriate level for the B.F.A. Studio Art option or the Studio Art and Graphic Design dual option will no longer be eligible for the options and will be returned to the B.A. in Studio Art or B.F.A. in Graphic Design. Students who have not maintained B.F.A. standards in the Studio Art option or the Studio Art and Graphic Design dual option will be allowed to reapply provided the deficiencies have been corrected. B.F.A. candidates in the Studio Art option or the Studio Art and Graphic Design dual option will also meet with the B.F.A. Studio Options Committee after their completion of their B.F.A. Senior Exhibition. The committee will conduct an oral review in which the candidate will outline the rationale followed for their exhibition.

***Portfolio Criteria for B.F.A. in Studio Art or Studio Art and Graphic Design Dual Options**

1. Portfolios must consist of no fewer than 20 pieces of college-level artwork.
2. All work must be properly labeled with the following information:
 - A. Name
 - B. Medium
 - C. Size (slide and digital portfolios only)
 - D. Course title and date of execution

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog.

INTEGRATIVE STUDIES REQUIREMENTS*(minimum) 44 credits***MAJOR REQUIREMENTS***74 credits – Graphic Design**72 credits – Studio Art**74 credits – Studio Art and Graphic Design (dual option)***Foundation Core (12 credits)**

ART 101 Foundations of Design

ART 111 Introduction to Art

ART 125 Drawing I

Graphic Design Option (62 credits)*100-level courses (2 credits)*

ART 151 Technology Workshop

200-level courses (20 credits)

ART 250 Graphic Design I

ART 253 Digital Imaging I

ART 258 Typography I

*One 200-level Art History course**One 200- or 300-level Studio Art course**300-level courses (24 credits)*

ART 333 Printmaking I

ART 350 Graphic Design II

ART 351 History of Graphic Design

ART 354 Web-Based Media I

ART 356 Time-Based Media I

*One 300-level Graphic Design course**400-level courses (16 credits)*

ART 450 Graphic Design III

ART 455 Topics in Graphic Design

*or ART 497 Graphic Design/Studio Internship**(total 8 credits)*

ART 459 Graphic Design Portfolio

Studio Art Option (60 credits)*200-level courses (26 credits)*

ART 208 Ceramics I

ART 225 Drawing II

ART 226 Painting I

ART 244 Sculpture I

ART 295 Sophomore Studio/Exhibit Practice (2 credits)

Select *two* from the following:

ART 211 Ancient Art

ART 212 Medieval Art

ART 213 Renaissance and Baroque Art

ART 214 19th- and 20th-Century Art

ART 290 Topics in Art History

ART 492 Art History Seminar

300-level courses (16 credits)

ART 325 Drawing III

ART 333 Printmaking I

Select *two* from the following:

ART 308 Ceramics II

ART 326 Painting II

ART 334 Printmaking II

ART 344 Sculpture II

400-level courses (18 credits)

ART 495 Senior Studio/Exhibit Practice (2 credits)

ART 496 BFA Senior Studio (2 semesters)

Select *two* from the following:

ART 408 Ceramics III

ART 426 Painting III

ART 490 Advance Studio Topics

*It is strongly recommended that BFA Studio Art students repeat either ART 225 Drawing II or ART 325 Drawing III.***Studio Art and Graphic Design Dual Option (62 credits)***100-level courses (2 credits)*

ART 151 Technology Workshop

200-level courses (30 credits)

ART 250 Graphic Design I

ART 253 Digital Imaging I

ART 258 Typography I

ART 295 Sophomore Studio/Exhibit Practice (2 credits)

Select *three* from the following:

ART 208 Ceramics I

ART 225 Drawing II

ART 226 Painting I

ART 244 Sculpture I

Select *one* from the following:

ART 211 Ancient Art

ART 212 Medieval Art

ART 213 Renaissance and Baroque Art

ART 214 19th- and 20th-Century Art

ART 290 Topics in Art History

ART 492 Art History Seminar

300-level courses (20 credits)

ART 333 Printmaking I

ART 350 Graphic Design II

ART 354 Web-Based Media I

ART 356 Time-Based Media I

Select *one* from the following:

ART 308 Ceramics II

ART 325 Drawing III

ART 326 Painting II

ART 334 Printmaking II

ART 344 Sculpture II

400-level courses (10 credits)

ART 495 Senior Studio/Exhibit Practice (2 credits)

ART 496 B.F.A. Senior Studio

ART 459 Graphic Design Portfolio

It is strongly recommended B.F.A. Studio Art and Graphic Design dual option students take a second semester of ART 496 Senior Studio.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Biology*Bachelor of Arts*

The Bachelor of Arts in Biology provides an introduction to the discipline and an opportunity to integrate the study of Biology with another field. In contrast to the B.S. program, the B.A. requires fewer credits in both biology and related sciences, permitting a student to complete a second major or additional courses in another discipline such as Chemistry, Psychology, Elementary Education, Journalism, Art, Management, or Computer Science; thus, it satisfies the needs of students with a combination of interests.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

52 credits

Core Courses (20 credits)

BIO 110 Molecules and Cells*

BIO 111 Evolution*

BIO 210 Ecology

BIO 211 Genetics

BIO 212 Cells and Physiology

**Students must earn a grade C or higher in both BIO 110 and BIO 111 in order to take any 200-level or higher BIO course.*

Upper-Level Courses (16 credits)

Select *one* course from each of the following categories:

Animal Diversity

BIO 333 Invertebrate Zoology

BIO 334 Vertebrate Zoology

BIO 335 Ornithology

Plant and Microbial Diversity

BIO 363 Plant Biology

BIO 365 Plant Evolution

BIO 367 Microbial Diversity

Ecology and Evolution

BIO 343 Ecosystem Ecology

BIO 345 Animal Behavior

BIO 347 Plant Physiological Ecology

BIO 349 Population Genetics

Cell/Molecular/Physiology

BIO 371 Ecophysiology

BIO 373 Neurobiology

BIO 375 Biochemistry

BIO 376 Molecular Biology

BIO 377 Immunology

BIO 379 Comparative Animal Physiology

Related Science or Math Courses (16 credits)

INCHEM 111 General Chemistry I

CHEM 112 General Chemistry II

MATH 141 Introductory Statistics

Select *one* of the following:

INPHYS 141 College Physics I

INGEOL 151 Introductory Physical Geology

ELECTIVES

Select additional courses to reach a total of 120 credits.

DEGREE REQUIREMENTS

120 credits

For a dual major in Education, please refer to the appropriate Education program option.

Biology*Bachelor of Science*

The Bachelor of Science program in Biology is designed to stimulate intellectual and personal growth through an examination of the fundamental properties of living systems, the application of experimental and descriptive

methods of discovery, and the consideration of the social, ethical, and aesthetic aspects of biological knowledge. The B.S. program also provides undergraduate preparation for technical employment or post-baccalaureate study in graduate school or for professions such as medicine, dentistry, veterinary medicine, teaching, and natural resource management. A Biology major considering graduate or professional school should confer with a Biology advisor to plan a program to meet the student's specific needs and assure entrance into such a school.

INTEGRATIVE STUDIES REQUIREMENTS

(*minimum*) 44 credits

MAJOR REQUIREMENTS

(76 credits)

Core Courses (24 credits)

BIO 110 Molecules and Cells*
 BIO 111 Evolution*
 BIO 210 Ecology
 BIO 211 Genetics
 BIO 212 Cells and Physiology
 BIO 495 Senior Seminar

*Students must earn a grade C or higher in both BIO 110 and BIO 111 in order to take any 200-level or higher BIO course.

Upper-Level Courses (24 credits)

Take *one* course from each of the following categories (16 credits).

Animal Diversity

BIO 333 Invertebrate Zoology
 BIO 334 Vertebrate Zoology
 BIO 335 Ornithology

Plant and Microbial Diversity

BIO 363 Plant Biology
 BIO 365 Plant Evolution
 BIO 367 Microbial Diversity

Ecology and Evolution

BIO 343 Ecosystem Ecology
 BIO 345 Animal Behavior
 BIO 347 Plant Physiological Ecology
 BIO 349 Population Genetics

Cell/Molecular/Physiology

BIO 371 Ecophysiology
 BIO 373 Neurobiology

BIO 375 Biochemistry
 BIO 376 Molecular Biology
 BIO 377 Immunology
 BIO 379 Comparative Animal Physiology

Upper-Level BIO Electives (8 credits)

Select any *two* 300- or 400-level BIO courses to bring total credits in Biology to 48 credits. Students may take BIO 232 Human Anatomy and Physiology II for 4 credits of the upper-level elective BIO credits. Note: This applies to the B.S. degree only.

Related Science/Math Courses (28 credits)

INCHEM 111 General Chemistry I
 CHEM 112 General Chemistry II
 CHEM 221 Organic Chemistry I
 CHEM 222 Organic Chemistry II
 INPHYS 141 College Physics I
 PHYS 142 College Physics II
 MATH 141 Introductory Statistics

ELECTIVES

Select additional courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

For a dual major in Education, please refer to the appropriate Education program option.

Chemistry

Bachelor of Arts

Broadly based in the liberal arts tradition, the B.A. in Chemistry has been designed for students interested in careers in areas that use chemistry as a base, such as the health-related professions, pharmaceutical marketing, secondary science education, chemistry-related industry, and/or entrance to graduate school. By combining this major with any one of a number of majors or minors, considerable flexibility is provided to the student. A specific articulation with the Education department (secondary option) is available and allows students to complete a dual major (B.A. in Chemistry, B.S. in Education) with Chemistry certification.

INTEGRATIVE STUDIES REQUIREMENTS*(minimum) 44 credits***MAJOR REQUIREMENTS***60 credits***Core Courses (28 credits)**

INCHEM 111 *and* CHEM 112 General Chemistry I, II
 CHEM 221 *and* CHEM 222 Organic Chemistry I, II
 CHEM 251 Quantitative Analysis
 CHEM 342 Physical Chemistry II
 CHEM 375 Biochemistry

Related Fields (24 credits)

BIO 110 Molecules and Cells
 MATH 141 Introductory Statistics
 MATH 151, 152 Calculus I, II
 INPHYS 141 *and* PHYS 142 College Physics I, II

ELECTIVES

For the B.A. in Chemistry, 8 credits of CHEM Electives at the 300 level or above must be completed. Select additional courses to reach a total of 120 credits.

For a dual major in Education, please refer to the Education program, Secondary Education option. In addition, students are required to take Inorganic Chemistry (CHEM 363).

DEGREE REQUIREMENTS*120 credits*

Chemistry

Bachelor of Science

The B.S. in Chemistry should serve as a general preparation for a professional scientist. The major was designed according to guidelines from the American Chemical Society (ACS) to be rigorous, yet flexible enough to allow for preparation for immediate employment, graduate study, or work in an allied profession.

From the introductory through the advanced level of courses, students have access to the instrumentation and facilities of the department. The faculty values a hands-on approach to chemical education. The major is structured to provide a strong background for work culminating in a final year, which is flexible enough to

allow faculty-directed independent research or interdisciplinary study.

Students considering a major in Chemistry should consult a member of the faculty for advice on the sequence of courses, as the courses in related fields described below are prerequisites for upper-level study.

INTEGRATIVE STUDIES REQUIREMENTS*(minimum) 44 credits***MAJOR REQUIREMENTS***72 credits***Core Courses (48 credits)**

INCHEM 111, 112 General Chemistry I, II
 CHEM 221, 222 Organic Chemistry I, II
 CHEM 251 Quantitative Analysis
 CHEM 341, 342 Physical Chemistry I, II
 CHEM 363 Inorganic Chemistry
 CHEM 375 Biochemistry
 CHEM 421 Advanced Synthetic Chemistry
 CHEM 454 Instrumental Analysis

Select *one* of the following courses:

CHEM 321 Organic Chemistry III
 CHEM 333 Medicinal Chemistry
 CHEM 373 Polymer Chemistry

Related Fields (24 credits)

MATH 141 Introductory Statistics
 MATH 151, 152 Calculus I, II
 INPHYS 141, PHYS 142 College Physics I, II
or INPHYS 241, PHYS 242 University Physics I, II
 BIO 110 Molecules and Cells

ELECTIVES

Select additional courses to reach a total of 124 credits.

DEGREE REQUIREMENTS*124 credits*

Chemistry-Physics

Bachelor of Science

In today's changing job market, competency in two or more basic fields of science enhances opportunity for employment and professional growth potential. This

major fulfills such a need. This interdisciplinary major provides grounding in two related sciences, with balance in both.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

72 credits

The Chemistry/Physics program consists of 32 credits in Chemistry and 20 credits in Physics. For graduate study in either field, a few additional courses may be necessary.

Core Courses (52 credits)

INCHEM 111 *and* CHEM 112 General Chemistry I, II

CHEM 221 *and* CHEM 222 Organic Chemistry I, II

CHEM 251 Quantitative Analysis

CHEM 342 Physical Chemistry II

CHEM 363 Inorganic Chemistry

INPHYS 241 *and* PHYS 242 University Physics I, II

PHYS 260 Electronics

PHYS 342 Modern Physics

CHEM Electives (4 credits; 300-level and above)

PHYS Electives (4 credits; 300-level and above)

Related Courses (20 credits)

MATH 141 Statistics

MATH 151, 152, *and* 251 Calculus I, II, III

CS 140 Computer Programming I

ELECTIVES

Select additional courses to reach a total of 124 credits.

For a dual major in Education, please refer to the Education program, Secondary Education option. In addition, students are required to take Molecules and Cells (BIO 110) and Biochemistry (CHEM 375).

DEGREE REQUIREMENTS

124 credits

Communication

Bachelor of Arts

The Communication major is an interdisciplinary program combining courses in Communication, Journalism, and Philosophy. The major is designed to take a broad-based,

humanities-centered view of the symbolic ways humans create meaning. The program will focus on the development of skills as students learn to work with various communication tools to improve their own ability to interact effectively with others. Students will also increase their critical awareness as they study the structure, patterns, and effects of communication on both themselves and society. Career options for graduates might include public relations, human resources, advocacy, media entertainment, advertising, or sales.

Students majoring in Communication must complete a minimum of 10 courses (40 credits) in the areas specified below. A grade C or higher must be earned in each course counted toward the major. Communication majors may count courses used for the major toward a minor in Journalism or Philosophy; however, credits may not be counted twice.

LANGUAGE REQUIREMENT

The student must complete a one-course requirement in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

40 credits

The application for formal admission to the Communication major typically occurs during the first or second semester of the sophomore year. To be admitted to the major, the student must have completed IHCOMM 171, COMM 175, and IHPHIL 100. The student must earn a grade of at least a C and achieve an average GPA of at least 2.5 for the three courses. The student must provide a transcript showing his or her grades to a Communication advisor. If the grade requirements are met, the advisor will sign the Declaration of Major form that formally admits the student to the major.

Core Courses (16 credits)

IHCOMM 171 Public Speaking

COMM 175 Introduction to Communication Studies

IHPHIL 100 Logical Argumentation

JRN 100 Introduction to Mass Communication

Communication Studies Option (24 credits)**Ethics (4 credits)**

Select *one* of the following:

- COMM 320 Ethics in Communication
- PHIL 320 Ethics
- PHIL 322 Media Ethics

Theory (4 credits)

COMM 376 Theory of Communication and Rhetoric

Research Methods (4 credits)

Research Methods courses require students to study and apply at least one of the following methods: rhetorical criticism, survey research, in-depth interviews, focus group interviews, and textual analysis. Students must choose a Research Methods course that corresponds to the type of senior project they intend to complete.

Select *one* of the following courses:

- COMM 380 Analysis of Organizations
- COMM 473 Rhetorical Criticism
- COMM 490 Advanced Special Topics (appropriate topic)*
- COMM 495 Seminar (appropriate topic)*
- PHIL 313 Philosophy and the Holocaust
- PHIL 400 Philosophical Masters
- PHIL 406 Existentialism and Film
- PHIL 490 Advanced Special Topics (appropriate topic)*
- PHIL 495 Seminar (appropriate topic)*

**Students should receive prior approval for these courses to fulfill the Research Methods requirement.*

Electives (8 credits)

Select *two* of the following courses, *one* from each of *two* different areas (Communication, Journalism, or Philosophy). At least *one* course must be at the 400 level.

- COMM 250 Children and the Media
- COMM 275 Interpersonal Communication
- COMM 278 Group Interaction
- COMM 290 Special Topics
- COMM 371 Speech Writing (Advanced Public Speaking)
- COMM 372 Intercultural Communication
- COMM 375 Business and Professional
- COMM 378 Persuasion
- COMM 379 Internship
- COMM 380 Analysis of Organizations
- COMM 473 Rhetorical Criticism
- COMM 474 Corporate/Instructional Video
- COMM 478 Rhetorical Theory
- COMM 490 Advanced Special Topics
- COMM 495 Seminar (appropriate topic)

- COMM 498 Independent Study
- JRN 130 Writing for the Media
- JRN 230 Print Journalism (JRN 130 required)
- JRN 311 Mass Media History and Theory
- PHIL 200 Philosophy & Critical Analysis
- PHIL 211 Sense and Nonsense
- PHIL 231 Comparative Religion
- PHIL 240 Skin, Sex, and Genes
- PHIL 260 Theories of the Body
- PHIL 304 American Philosophy
- PHIL 306 Existentialism and Communication Literature
- PHIL 308 Contemporary Philosophy
- PHIL 313 Philosophy and the Holocaust
- PHIL 350 Aesthetics
- PHIL 360 Philosophy of Law
- PHIL 400 Philosophical Masters
- PHIL 406 Existentialism and Film
- PHIL 490 Advanced Special Topics
- PHIL 495 Seminar
- PHIL 498 Independent Study

Capstone (4 credits)

COMM 479 Senior Project

Philosophy Option (24 credits)

The Philosophy option provides students with general coverage of basic philosophical issues while developing student skills in critical and analytical thinking and exposing students to a wide range of historical and ethical manifestations of philosophical beliefs.

Ethics (4 credits)

Select *one* of the following courses:

- COMM 320 Ethics in Communication
- PHIL 320 Ethics
- PHIL 322 Media Ethics

Theory (4 credits)

Select *one* of the following courses:

- PHIL 304 American Philosophy
- PHIL 306 Existentialism and Literature
- PHIL 308 Contemporary Philosophy
- PHIL 350 Aesthetics

Research Methods (4 credits)

Research Methods courses require students to study and apply at least one of the following methods: rhetorical criticism, survey research, in-depth interviews, focus group interviews, textual analysis. Students must choose a Research Methods course which corresponds to the type of senior project they intend to complete.

Select *one* of the following courses:

- COMM 380 Analysis of Organizations
- COMM 473 Rhetorical Criticism
- COMM 490 Advanced Special Topics (appropriate topic)*
- COMM 495 Seminar (appropriate topic)*
- PHIL 313 Philosophy and the Holocaust
- PHIL 400 Philosophical Masters
- PHIL 406 Existentialism and Film
- PHIL 490 Advanced Special Topics (appropriate topic)*
- PHIL 495 Seminar (appropriate topic)*

*Students should receive prior approval for these courses to fulfill the Research Methods requirement.

Electives (8 credits)

Select *two* of the following courses, *one* from each of *two* different areas (Communication, Journalism, or Philosophy). At least *one* course must be at the 400 level.

- COMM 250 Children and the Media
- COMM 275 Interpersonal Communication
- COMM 278 Group Interaction
- COMM 290 Special Topics
- COMM 371 Speech Writing (Advanced Public Speaking)
- COMM 372 Intercultural Communication
- COMM 375 Business and Professional Communication
- COMM 378 Persuasion
- COMM 379 Internship
- COMM 380 Analysis of Organizations
- COMM 473 Rhetorical Criticism
- COMM 474 Corporate/Instructional Video
- COMM 478 Rhetorical Theory
- COMM 490 Advanced Special Topics
- COMM 495 Seminar (appropriate topic)
- COMM 498 Independent Study
- JRN 130 Writing for the Media
- JRN 230 Print Journalism (JRN 130 required)
- JRN 311 Mass Media History and Theory
- PHIL 200 Philosophy & Critical Analysis
- PHIL 211 Sense and Nonsense
- PHIL 231 Comparative Religion
- PHIL 240 Skin, Sex, and Genes
- PHIL 260 Theories of the Body
- PHIL 304 American Philosophy
- PHIL 306 Existentialism and Literature
- PHIL 308 Contemporary Philosophy
- PHIL 313 Philosophy and the Holocaust
- PHIL 350 Aesthetics
- PHIL 360 Philosophy of Law
- PHIL 400 Philosophical Masters
- PHIL 406 Existentialism and Film
- PHIL 490 Advanced Special Topics

PHIL 495 Seminar

PHIL 498 Independent Study

Capstone (4 credits)

COMM 479 Senior Project

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Computer Mathematics *Bachelor of Science*

This program provides students with a thorough grounding in both computer science (CS) and mathematics. This nexus between CS and mathematics is both historical and logical; the program capitalizes on this association to provide students with the best opportunity to pursue careers in either field. Graduates of this program are well prepared for entry-level positions in industry and have successfully earned graduate degrees in both mathematics and in computer science.

INTEGRATIVE STUDIES REQUIREMENTS

(*minimum*) 44 credits

MAJOR REQUIREMENTS

56 credits

Computer Science Core Courses

CS 140 Computer Programming I

CS 150 Web Page Construction

or CS 160 Microcomputer Systems

CS 185 Computer Programming II

CS 280 Data Structures

Select *one* CS course (in a programming language not already covered) from the following:

CS 205 Visual Programming

CS 220 COBOL

CS 225 C++ Programming

CS 230 RPG Programming

Two upper-level (300 or 400) courses approved by CS Advisor

Mathematics Core Courses

MATH 151 Calculus I

MATH 152 Calculus II

MATH 231 Linear Algebra and Differential Equations
 MATH 235 Introduction to Abstract and Discrete Mathematics
 MATH 241 Probability and Statistics I
 MATH 360 Numerical Methods
 or MATH 365 Mathematical Modeling

Physics Core Courses

INPHYS 241 University Physics I

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

Economics

Bachelor of Arts

The B.A. in Economics combines rigorous training in economic theory with application to contemporary issues such as globalization, financial market volatility, and the environment. The Economics program is a tight-knit community, and majors and minors can expect to work closely with faculty and with each other. The economic honors society, Omicron Delta Epsilon, organizes field trips to conferences and brings in visiting speakers and alumni. Recent graduates have gone on to careers in business and government, to law school, and to graduate programs in economics and politics, as well as M.B.A. programs.

All majors will complete a four-course economic theory sequence that includes **ISECON 100** and **ECON 250** (in that order), and **ECON 401** and **402** (in either order). It is strongly recommended that students take ECON 250 immediately after ISECON 100. Both ECON 401 and ECON 402 should be completed by the end of the junior year, so that the student is prepared for **ECON 491** senior research project, which is offered only during the fall semester. The ECON 491 requirement cannot be satisfied through independent study. In addition, majors will take **ISECON 360** and complete three additional economics electives. **ECON 420** is recommended, but not required; skills from ECON 420 are useful in ECON 491, so it is recommended that ECON 420 be taken by the end of the junior year. Employers value ECON 420,

and graduate programs in economics will expect it. Finally, each major must complete one course in introductory statistics (**MATH 141** or **PSYC 251**) as well as one course in logical argumentation (**IHPHIL 100**).

If you plan to continue into any graduate program, it is strongly suggested that you meet with a faculty member by your junior year to ensure that you are adequately prepared. Statistics is the only math preparation required if you intend to pursue an M.B.A., law school, or a graduate program in a field other than economics. However, a graduate program in economics will require calculus and linear algebra as well.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

44 credits

Core Courses

IHPHIL 100 Logical Argumentation
 MATH 141 Introductory Statistics
 or PSYC 251 Psychological Statistics
 ISECON 100 Fundamentals of Economics
 ECON 250 Economic Methods
 ISECON 360 History of Economic Thought
 ECON 401 Advanced Microeconomics
 ECON 402 Advanced Macroeconomics
 ECON 491 Economic Research Project

Economics Electives

12 credits of 300- or 400-level Economics courses; it is recommended that one of these electives be ECON 420.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Education

Bachelor of Science

This program has five options: 1) Early Childhood Education, 2) Elementary Education, 3) Secondary Education, 4) Elementary Special Education, and 5) Secondary

Special Education. Additionally, students in two specialized programs that lead to K-12 certification – Physical Education Teacher Certification and Music Education – take courses offered in the program.

Building on the historical legacy of teacher preparation at Keene State College, the Education program mission is to prepare competent, reflective classroom teachers and other professional school personnel who utilize effective teaching practices and who create developmentally appropriate educational environments for diverse learners. We integrate liberal arts knowledge and professional preparation for each program we offer and incorporate state and national standards for each specialty area. Keene State College has been an NCATE accredited institution since 1954; each education program option meets state and national standards and prepares teacher candidates who demonstrate appropriate content knowledge, pedagogical knowledge and skills, ability to impact student learning, and professionalism.

Our curriculum is based on the KSC Teacher Education Conceptual Framework, which states that we prepare teacher candidates who: (1) explore the dynamic nature of the teaching and learning process, (2) demonstrate professional and ethical behaviors that meet high expectations and standards, (3) understand the world from multiple perspectives, and (4) contribute to a just and equitable world. The coursework builds on ecological theories of human development and examines the contexts in which educational systems exist from the perspective of multiple worldviews. Students thereby develop an understanding of themselves as learners and future teachers as they examine the ways in which developmental theories can be helpful in understanding children and curriculum. Field experiences are systematically integrated throughout the program to provide authentic theory-to-practice opportunities for exploring effective pedagogy and assessment strategies.

Admission to Keene State College does not necessarily guarantee admission to Teacher Education, admission to Student Teaching, or eligibility for certification. Students are assigned an official advisor upon acceptance into the Teacher Education program. Policies and deadlines relating to meeting certification standards are described in *The ROUTE Handbook*, which is available at the KSC Bookstore and online. This handbook provides the

prospective Education major and future teacher with detailed information that will assist in program planning and achieving certification. Materials for application to the Teacher Education program are available in the Teacher Education and Graduate Studies Office in Rhodes Hall S111.

Transfer Credits

Students who wish to transfer credits into a teacher certification option must apply through the department chair. Transfer students are advised to contact the department chair immediately after acceptance to obtain information about admission to Teacher Education, PRAXIS testing requirements, and transfer equivalencies.

Content Area Major

The New Hampshire State Department of Education requires students completing Education majors to also demonstrate depth of knowledge in a content area. Therefore, Education majors must also fulfill requirements of a content area major. Each Education program option has a specific list of the possible content area majors. See the appropriate catalog section for requirements and additional information for each major.

Students seeking certification in Early Childhood (option 1), Elementary (option 2), and Elementary/Special Education (option 4) are required to complete a content area major in one of the following areas:

- American Studies
- Applied Computer Science
- Art (portfolio requirement)
- Biology
- Chemistry
- Chemistry-Physics
- Communication
- Computer-Mathematics
- Economics
- English
- Environmental Studies
- Film Studies
- French
- General Science
- Geography
- Geology
- History

Individualized Major
 Journalism
 Mathematics
 Mathematics-Physics
 Music (audition required)
 Psychology
 Social Science
 Sociology
 Spanish
 Theatre and Dance

Students seeking certification in Middle or Secondary Education (option 3) and Secondary Special Education (option 5) are required to complete a content area major in one of the following areas:

Biology
 Chemistry
 Chemistry-Physics
 English
 General Science
 Geography
 Geology
 History
 Mathematics
 Modern Languages (French or Spanish)
 Physical Science
 Social Science

The following statement will be inserted in place of the secondary requirements for each of the above content area majors: For a dual major in Education, please refer to the appropriate Education program option.

Students seeking certification to become a K-12 Music Educator or K-12 Physical Educator will complete the Music Education or Physical Education Teacher Certification major. See the appropriate catalog section (Music or Physical Education) for these program requirements.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

All education majors must meet the New Hampshire General Knowledge Standards for teachers. In order to accomplish this goal, Education majors are advised to take courses focusing on literature, history, and geography as part of their Integrative Studies program. Some Education options require specific courses outside of the Education major; these courses may be

included in the student's Integrative Studies program (if appropriate courses are available).

EDUCATION OPTIONS AND REQUIREMENTS

(Numbering conventions: middle digit 0=open to all options (but not necessarily required); 1= early childhood only; 2=elementary only; 3=middle school/secondary only, 4=K-12 Music only)

1. Early Childhood Development Option (48 credits, plus content area major)

This option provides students with a multidisciplinary understanding of early childhood development and prepares them for employment in public education (K-3) and in the early care and education field. The program includes theory and practice with children from infancy through third grade and fulfills requirements for Birth to Age Eight teacher certification.

Option Requirements:

EDUC 100 Issues in Education (2 credits)
 EDUC 200 Social Contexts of Education
 EDSP 202 Development, Exceptionality, and Learning
 MATH 171 Structure of Number Systems
 A course in Children's Literature
 EDUC 311 Early Childhood Methods I: Infant/Toddler/
 Preschool (8 credits)
 EDUC 312 Early Childhood Methods II: Primary Grades
 (K-3) (8 credits)
 EDUC 400 Student Teaching (12 credits)
 EDUC 410 EC Student Teaching Seminar (2 credits)

2. Elementary Education Option (48 credits, plus content area major)

This option provides students with a multidisciplinary understanding of teaching and learning in the elementary grades and prepares them to teach in elementary schools and in nondepartmentalized middle schools. The program includes theory and practice with children from kindergarten to grade 6 and fulfills requirements for Elementary Education teacher certification.

Option Requirements:

EDUC 100 Issues in Education (2 credits)
 EDUC 200 Social Contexts of Education
 EDSP 202 Development, Exceptionality, and Learning
 MATH 171 Structure of Number Systems
 MATH 172 Application of Number Systems
 EDUC 321 Elementary Methods I: Integrating Literacy, Social
 Studies and the Arts (8 credits)
 EDUC 322 Elementary Methods II: Integrating Math, Science
 and Literacy (8 credits)
 EDUC 400 Student Teaching (12 credits)
 EDUC 420 ELED Student Teaching Seminar (2 credits)

3. Secondary Education Option (34 credits, plus content area major)

This option prepares students to teach middle and high school students in the following disciplines: Biology, Chemistry, Earth/Space Science, English, General Science, Mathematics, Modern Languages, Physical Science, or Social Studies.

Option Requirements (34 credits):

EDUC 100 Issues in Education (2 credits)
EDUC 231 Curriculum for a Diverse World
EDUC 331 Secondary Methods I
EDUC 332 Secondary Classroom Management (2 credits)
EDSP 333 Secondary Special Education Issues (2 credits)
EDUC 431 Secondary Methods II
EDUC 432 Educational Theories/Trends
EDUC 400 Student Teaching (12 credits)

4. Elementary Special Education Option (63 credits, plus content area major)

This option is designed to develop skills in identifying, assessing, and teaching students with mild to moderate special needs in the elementary school setting. Emphasis is on inclusion of students into regular education programs to the extent feasible and on identifying and providing necessary support services.

Option Requirements:

EDUC 100 Issues in Education (2 credits)
EDUC 200 Social Contexts of Education
EDSP 202 Development, Exceptionality, and Learning
MATH 171 Structure of Number Systems
MATH 172 Application of Number Systems
EDUC 321 Elementary Methods I: Integrating Literacy, Social Studies and the Arts (8 credits)
EDUC 322 Elementary Methods II: Integrating Math, Science and Literacy (8 credits)
SPED 301 Context for Teaching Students with Special Needs (3 credits)
SPED 401 Instruction and Curriculum Design in Special Education (3 credits)
SPED 420 Assessment in Special Education (3 credits)
SPED 430 Methods and Practicum: Elementary (6 credits)
SPED 465 Student Teaching and EDUC 405 Student Teaching (total of 12 credits)
EDUC 420 ELED Student Teaching Seminar (2 credits)

5. Secondary Special Education Option (60 credits, plus content area major)

This option is designed to develop skills in identifying, assessing, and teaching students with mild to moderate special needs in the middle/junior high and high school settings. Emphasis is on inclusion of students into regular education programs to

the extent feasible and on identifying and providing necessary support services.

Option Requirements:

EDUC 100 Issues in Education (2 credits)
EDUC 231 Curriculum for a Diverse World
EDUC 331 Secondary Methods I
EDUC 332 Secondary Classroom Management (2 credits)
EDSP 333 Secondary Special Education Issues (2 credits)
EDUC 431 Secondary Methods II
EDUC 432 Educational Theories/Trends
MATH 171 Structure of Number Systems
MATH 172 Application of Number Systems
SPED 301 Context for Teaching Students with Special Needs (3 credits)
SPED 401 Instruction and Curriculum Design in Special Education (3 credits)
SPED 420 Assessment in Special Education (3 credits)
SPED 439 Methods and Practicum: Secondary (6 credits)
SPED 525 Transition Planning and Programming (3 credits)
SPED 465 Student Teaching and EDUC 405 Student Teaching (total of 12 credits)
or SPED 460 Student Teaching (special education only) (12 credits)

DEGREE REQUIREMENT

(*minimum*) 124 credits

Degree requirements may exceed 124 credits, depending on the choice of content area major.

Engineering (Transfer Programs)

These programs prepare students to transfer to engineering schools after completing general education requirements and foundation courses in Mathematics, Physics, Chemistry, and Computer Science at Keene State. Students are given personal advising and assistance in placement at the engineering school of their choice. The College at present has a transfer agreement at Clarkson University in Potsdam, New York. In both 2+2 and 3+2 programs, students are encouraged to complete certain engineering science introductory courses at the engineering school during the summer following their sophomore year.

INTEGRATIVE STUDIES REQUIREMENTS

(*minimum*) 44 credits

MAJOR REQUIREMENTS

2+2 Program (28 credits)

Students transferring after two years at Keene State College receive the appropriate bachelor's degree from their engineering school upon completion of engineering program requirements. Completion of engineering requirements usually takes between two and three years.

The following course list is a general guide. Additional courses are taken in specialty areas such as Chemistry, depending on the prospective engineering field, or to meet requirements of a particular engineering school.

Mathematics Courses

MATH 151, 152, and 251 Calculus Sequence
MATH 231 Linear Algebra and Differential Equations

Physics Courses

INPHYS 241, PHYS 242, University Physics I, II

Computer Science Courses

140 Computer Programming I

3+2 Program (40 credits)

Students spend three years at Keene State and two years in engineering school and receive a BS in Math/Physics from Keene State College and an appropriate BS in Engineering, Keene State has a formal 3+2 transfer agreement with Clarkson University in Potsdam, New York. Students who wish to continue receiving Financial Aid must postpone graduation from Keene State until all requirements are fulfilled at both institutions.

CS 140 Computer Programming I
MATH 151, 152, and 251 Calculus Sequence
MATH 231 Linear Algebra and Differential Equations
INPHYS 241, PHYS 242, University Physics I, II
PHYS 260 Electronics
PHYS electives (8 credits, at the 300-level or higher)

English

Bachelor of Arts

Students in the English major will study the historical development of literary and rhetorical traditions, of literatures written in English, as well as world and European literatures in English translation. The department

stresses critical thinking, the analysis of texts, clear and effective writing, aesthetic appreciation, and theoretical sophistication. We value small class sizes and personal contact between faculty and students. English majors and minors can expect to work closely with their academic advisors to plan a course of study, and faculty work as mentors, guiding students to consider such opportunities as a semester of study abroad. In addition to fostering a lifelong appreciation of literature and language, a degree in English provides a range of personal and professional opportunities. Surveys of employers consistently stress the value of the skills we teach: the ability to communicate effectively with others, to think critically and creatively, to read carefully, and to write with clarity and purpose. KSC English majors have gone on to graduate and professional schools; they are working in the field of teaching; they work as writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

36 credits

Students majoring in English must complete a minimum of *nine* courses.

ENG 200 Literary Analysis (Must be taken before completing 12 credits toward the major.)

ENG 300 Literary Form and History

ENG 395 Sequence I

ENG 495 Sequence II

Five additional English courses, one at the 200 level, three at the 300 level, and one at the 400 level – either ENG 402 or ENG 490. At least three of these five courses must be in literature.

Complete *one* course in pre-1800 literature (may also be satisfied with an appropriate sequence):

ENG 261 Classical Literature of Greece
 ENG 321 English Literature: Beginnings to 18th Century
 ENG 323 Medieval Literature
 ENG 324 Chaucer
 ENG 341 Early American Literature
 ENG 326 English Renaissance Literature
 ENG 327 Shakespeare: Poetry and Plays
 ENG 328 Milton

Complete *one* Differing Cultural Perspectives course (may also be satisfied with an appropriate sequence):

ENG 247 Readings in American Indian Studies
 ENG 252 Literature of the Holocaust
 ENG 345 Black American Literature
 ENG 347 Modern American Indian Literature
 ENG 370 Studies in Literatures of the Americas

When appropriate, the following courses may be used to fulfill the pre-1800 or the Differing Cultural Perspectives Requirement:

IIENG 210 Introduction to American Studies
 ENG 220 Readings in British Literature
 ENG 240 Readings in American Literature
 ENG 250 Readings in Continental Literature
 ENG 260 Readings in World Literature
 ENG 290 Topics
 ENG 330 Studies in British Literature
 ENG 344 Studies in American Literature
 ENG 350 Studies in Continental Literature
 ENG 360 Studies in World Literature
 ENG 381 Women Writers
 ENG 390 Studies
 ENG 490 Advanced Studies

Certification as an English Teacher

For teacher certification in English (secondary), refer to the Education section of the catalog for the appropriate program to follow.

Major Requirements

ENG 312 Descriptive Grammar; one additional course in writing beyond ITW 101 and ENG 200.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Environmental Studies

Bachelor of Science

The Environmental Studies (ENST) Program provides students with a conceptual framework and set of skills needed to make effective, relevant, and sustaining contributions to society with respect to environmental issues, both as professional practitioners and as individual citizens. Through field and inquiry-based projects in the regional setting, students gain knowledge and develop skills in investigating environmental issues and formulating solutions. The program builds on and integrates contributions from many disciplines in the natural and social sciences as well as the arts and humanities.

Students intending to major in Environmental Studies are encouraged to select an advisor and formally declare their major as early as possible, preferably by the end of their first year. In addition, ENST majors are strongly encouraged to undertake a disciplinary minor to develop an area of specialization, which will help with postgraduate placement.

INTEGRATIVE STUDIES REQUIREMENTS

(*minimum*) 44 credits

MAJOR REQUIREMENTS

(64-88 credits)

Prerequisite Courses (16 credits)

The following courses need to be taken by all ENST majors as prerequisites for courses in the Environmental Science and Environmental Policy requirements. If a student takes a course marked with an asterisk, additional prerequisite courses must be taken (see the list at the end of this program description).

BIO 111 Evolution
 BIO 210 Ecology
 INGEOL 151 Physical Geology
 Select *one*:
 ISGEOG 204 Physical Geography
 GEOG 221 Maps Interpretation

Core Courses (28 credits)

ENST 120 Global Environmental Change
 ENST 220 Investigating Environmental Problems
 ENST 240 Solving Environmental Problems
 ENST 395 Junior Seminar

ENST 495 Senior Seminar
INCHEM 103 Fundamentals of Chemistry

Select *one*:

GEOG 324 Vector GIS
GEOG 326 Raster GIS

Environmental Science Requirements (8 credits)

Select *one*:

GEOL 315 Environmental Geology
GEOL 412 Environmental Geochemistry (*)
GEOL 460 Hydrogeology (*)

Select *one*:

BIO 343 Ecosystem Ecology
BIO 347 Plant Physiological Ecology (*)

Environmental Policy Requirements (8 credits)

Select *one*:

ECON 340 Environmental Economics (*)
POSC 315 Environmental Policy (*)

Select *one*:

GEOG 330 Natural Resources Management
GEOG 332 Water Resources Geography
GEOG 420 Environmental Assessment (*)
SAFE 304 Environmental Regulation

Environmental Humanities Requirements (4 credits)

Select *one*:

ENG 270 Literature and the Environment
SOC 380 Environmental Sociology (*)
IJRN 268 Environmental Issues and the Media

When offered, appropriate Special Topics courses or other new courses may be substituted to meet this environmental humanities requirement with the approval of the program coordinator.

***Courses with additional prerequisites (or permission by the instructor)**

GEOL 412 Environmental Geochemistry (additional prerequisite: PHYS 142)
GEOL 460 Hydrogeology (additional prerequisite: INPHYS 141, MATH 151)
ECON 340 Environmental Economics (additional prerequisite: ISECON 100)
GEOG 420 Environmental Assessment (GEOG 330)
POSC 315 Environmental Policy (additional prerequisite: ISPOSC 210 or permission by the instructor)
BIO 347 Plant Physiological Ecology (additional prerequisite: BIO 110)

ELECTIVES

Select courses to reach a total of 124 credits.

ENST majors are strongly encouraged to select electives to complete a disciplinary minor in order to develop an area of specialization. Some courses taken for the minor might be substituted for courses in the program with approval of the coordinator.

DEGREE REQUIREMENTS

124 credits

Film Studies

Bachelor of Arts

The Film Studies major balances theoretical and applied course work. Options offer opportunities to prepare for employment in a variety of fields; graduates most often go on to further study or careers in the analysis and/or production of film and television or to careers in areas of the business world such as personnel, counseling, advertising, public relations, and sales.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

41-45 credits

The Film Studies major provides Critical Studies and Film Production students alike with a strong visual, analytical, and aesthetic background as a common basis for each specialization. The Critical Studies option offers students an extensive range of courses in film history and theory, treating film as a liberal arts discipline, a mass medium, and a technique of expression. Moderate requirements in film production supplement the primary emphasis on analysis of specific genres, directors, historical periods, and national cinemas. The Film Production option provides students with intensive hands-on instruction

in motion picture production. Courses emphasize technical and aesthetic aspects of narrative filmmaking, including scriptwriting, directing, cinematography, editing, and sound.

Film Studies Admission Criteria

- I. Any student may declare Film Studies as his or her major by formalizing a Film faculty member as his or her advisor and then filling out a formal Declaration of Major form with the Academic Advising Office.
- II. To retain Film Studies major status, a student must achieve an average grade of B or higher in FILM 250, FILM 270, and FILM 271, at which point the student must declare an option within the Film Studies major (either Critical Studies or Film Production) and formally apply to the chosen option as follows:
 - III. Applying to the Critical Studies Option

Students electing to follow the Critical Studies option within the Film Studies major must fulfill the following criteria:

 - a. Submission for critical assessment of a coursework portfolio comprised of one paper completed during FILM 270 or FILM 271.
 - b. Submission of Critical Studies Option Application Letter of Recommendation filled out by student's FILM 270 or FILM 271 instructor.
 - c. Interview with Film Studies faculty, whose approval of portfolio is required for admission.
 - IV. Applying to the Film Production Option

Students electing to follow the Film Production option within the Film Studies major must fulfill the following criteria:

 - a. Submission for critical assessment of a coursework portfolio comprised of two projects completed during FILM 250 and one paper completed during FILM 270 or FILM 271.
 - b. Submission of Film Production Option Application Letter of Recommendation filled out by student's FILM 250 instructor.
 - c. Interview with Film Studies faculty, whose approval of portfolio is required for admission.
- V. Retention Criteria

Following application to the Film Studies program and acceptance into the major (and/or subsequent option),

students must maintain a GPA within the program curriculum of 2.50 (BC), with a minimum grade of 'C' in any required FILM course (those fulfilling either a Core or Option requirement). Students falling below this minimum will be placed on a one semester probation, after which, if grade criteria have not been met, students will be dismissed from the program. Students may apply for acceptance to the Film Studies program a maximum of two times (thus, students accepted into the program but later dismissed may reapply once). Further applications will not be permitted.

VI. Transfers and Lateral Option Moves

Students transferring to Keene State College and wishing to declare Film Studies as their major must follow all previously listed criteria and guidelines. Any student wishing to change Options within the program must re-declare and formally resubmit per the established application guidelines (Section III: Applying to the Critical Studies Option or Section IV: Applying to the Film Production Option).

Core Courses (26 credits)

FILM 240 Introduction to Digital Media Management
 FILM 250 Film Production I
 FILM 270 Introduction to Film Analysis
 FILM 271 Introduction to Film History
 FILM 352 Film Genres and Directors
 FILM 355 Film Theory
 FILM 495 Seminar

Critical Studies Option (16 credits)

FILM 352 Film Genres and Directors
 FILM 352 Film Genres and Directors
 FILM 495 Seminar
 FILM 499 Senior Research Project

Film Production Option (20 credits)

FILM 350 Film Production II
 FILM 351 Intermediate Production Studio
 FILM 440 Advanced Production Techniques
 FILM 450 Film Production III
 FILM 451 Film Production IV

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

French

Bachelor of Arts

This major allows students to acquire an active command of written and spoken French, with a knowledge of historical and contemporary issues in the French-speaking world. It is designed to complement programs such as Film Studies, Management, English, History, Management, Music, and Education. French majors must study in France or Québec during their junior year through our exchange program with the University of Rennes (France) or the Québec-New England Exchange Program or through other approved programs. Students planning to study abroad must consult with the National and International Exchange Center and French faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior French should register for FR 101. Students with one or two years of successful high school study or one college semester should register for FR 102. Students with three or more high school years or two college semesters should register for FR 201. Students must consult French faculty to find the most appropriate level.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog. A student majoring in French satisfies this requirement by virtue of completing course requirements for the major.

Students pursuing a dual major in Education will refer to the appropriate Education option. Also, students seeking teacher certification in French or Spanish, or Elementary Education majors whose second major is in French or Spanish are required to take the Praxis II Content Knowledge Test and the Official ACTFL Oral Proficiency Interview (OPI) before they begin student teaching.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

48 credits

ML 101 The World of Language
 FR 202 Intermediate French II
 or An approved FR 290 Intermediate Special Topics
 or IIFR 240 Franco-American Women's Voices
 FR 315 Conversation in French
 FR 316 Composition in French
 FR 325 Introduction to French Literature
 FR 330 The French-Speaking World
 FR 350 Study Abroad – 12 credits during a full semester –
 usually 4 courses
 FR 405 Contemporary French Usage (Prerequisite: FR 315
 and FR 316)
 or FR 410 Advanced French Grammar
 or An approved FR 490 (Advanced Special Topics)
 or FR 498 (Advanced Independent Study)
 FR 495 Seminar

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

General Science

Bachelor of Arts

The B.A. in General Science provides a broad-based foundation in three major areas: Earth/Space Science, Life Science, and Physical Science. This major would provide general science knowledge for working in science museums, zoos, science camps, or state or national parks. It is an ideal major for the preservice elementary or middle school teacher as it addresses national recommendations for improving science education with an activity and hands-on focus. The middle school option meets N.H. state certification requirements for grades 5-9.

For a dual major in Education (option 2 or 3 below), please refer to the appropriate Education program option.

INTEGRATIVE STUDIES REQUIREMENTS

(44 credits)

MAJOR REQUIREMENTS

All students must complete the core courses and select *one* of the program options.

Core Courses (28 credits)

INASTR 101 Introduction to Astronomy

or ASTR 307 University Astronomy

BIO 110 Molecules and Cells

BIO 111 Evolution I

INGEOL 151 Physical Geology

GEOL 206 Oceanography

Select *one* from:

MATH 120 Applied Algebra and Trigonometry

MATH 130 Precalculus

MATH 151 Calculus I

INMET 225 Meteorology

Option 1: Bachelor of Arts (48 credits)

In addition to the core courses, the following must be taken:

MATH 141 Introductory Statistics

BIO 210 Ecology

INCHEM 111 General Chemistry I

CHEM 112 General Chemistry II

CHEM 221 Organic I

CHEM 222 Organic II

GEOL 152 Evolution of the Earth

INPHYS 141 College Physics I

PHYS 142 College Physics II

In addition to the requirements listed above for option 1, complete a specialization (three or more additional courses at the 300 level or higher) in *one* of the following areas: Biology, Chemistry, Environmental Studies, or Geology.

Option 2: Elementary or Early Childhood Education Option (20 credits)

(For teacher certification requirements for a dual major, see the requirements for the B.S. degree for Elementary or Early Childhood Education options in the catalog.)

In addition to the core courses, the following must be taken:

INCHEM 103 Fundamentals of Chemistry

PHYS 201 Phenomenal Science

IDS 301 The Web of Science

In addition to the requirements listed above for option 2, select *two* additional science courses (8 credits) at the 200 level or higher in either the same or different areas of the following sciences: Biology, Chemistry, Environmental Studies, and/or Geology.

Option 3: Middle School Option (32 credits)

(For teacher certification requirements for a dual major, see the requirements for the B.S. degree for the Secondary Education option in the catalog.)

In addition to the core courses, the following must be taken:

INCHEM 111 General Chemistry I

CHEM 112 General Chemistry II

BIO 210 Ecology

MATH 141 Introductory Statistics

PHYS 201 Phenomenal Science

IIPHYS 210 History of Science

In addition to the requirements listed above for option 3, complete a specialization (two or more additional courses at the 200 level or higher) in *one* of the following areas: Biology, Chemistry, Environmental Studies, or Geology.

DEGREE REQUIREMENTS

B.A. in General Science (option 1)

120 credits (76 major)

B.A. in General Science/Education, dual major (options 2 and 3), Elementary (option 2)

136 credits (48 major, 48 elementary education)

Middle School (option 3)

130 credits (60 major, 34 education)

Geography

Bachelor of Arts

Geography is an empowering discipline that examines the Earth through the lens of human-environment interaction. Geography is recognized for both its physical and its cultural attributes. The physical realm examines the Earth's dynamic systems and landscape evolution while the cultural realm focuses on human interaction to the constantly changing forces of nature. Major topics of study include population distributions, climate change, technology, language, urbanization, globalization, resource management, and environmental impacts. Geospatial technologies, including GIS, remote sensing, and computer mapping, form an integral component of analysis.

Abundant employment opportunities are available for geographers in local, state, and federal agencies concerned

with such issues as regional planning, geopolitics, economic development, and environmental impact. Industry and business employs geographers as market researchers, analysts, and consultants. The U.S. Department of Labor has identified spatial technologies and expertise (geography/GIS) as one of the three primary areas of employment opportunity for the 21st century. Geography students who complete the teacher education option are eligible for Secondary Social Studies certification.

The geography major requires 40 credits of geography courses. One statistics course is recommended. Students considering graduate work in geography should develop strong skills in GIS.

For a dual major in Education, please refer to the appropriate Education program option. Geography is an approved major for students seeking Secondary Social Studies certification.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

40 credits

ISGEOG 203 The Human Cultural Mosaic

ISGEOG 204 Physical Geography

GEOG 395 Seminar I

GEOG 495 Seminar II

Select *one* of the following regional courses:

GEOG 340 Topics in Regional Geography

GEOG 341 Geography of the U.S. and Canada (recommended for Teacher Certification)

GEOG 371/571 Geography Field Studies

Select *two* of the following systematic fields of geography:

GEOG 223 Methods of Spatial Analysis

GEOG 303 The Politics of Place

GEOG 304 Population Geography

GEOG 305 The Global Economy

GEOG 307 Urban Geography and Planning

GEOG 330 Natural Resource Management

GEOG 332 Global Water Resources

GEOG 420 Environmental Assessment

Select *two* of the following geographic skills courses:

GEOG 321 Geospatial Technology for K-12 (recommended for teacher certification candidates only)

GEOG 323 Land Surveying and Cartography

GEOG 324 Vector GIS

GEOG 325 Cartographic Design and Analysis

GEOG 326 Raster GIS

GEOG 327 Environmental Remote Sensing

ELECTIVES

One additional course in Geography, bringing total to 40 credits in Geography.

Select additional courses to reach a total of 120 credits.

DEGREE REQUIREMENTS

120 credits

Geology

Bachelor of Science

Geology is the study of the Earth and its environs. It involves detailed consideration of planet Earth's interior and its surface, as well as consideration of the hydrosphere, atmosphere, and setting in space. These studies are central to an understanding of the Earth's past, present, and future environments and the interrelationship between Earth and humanity. Students graduating from this program are prepared for traditional positions with oil and mining companies and state and federal geological surveys; for positions in the rapidly growing fields of environmental geology, hydrogeology, resource planning, and engineering and consulting firms; or to enter graduate study. By completing the Teacher Education option, students are prepared for certification as Earth Science Education teachers in secondary schools.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

64 credits

Core Courses (28 credits)

INGEOL 151 Physical Geology

GEOL 152 Evolution of the Earth

GEOL 301 Mineralogy

GEOL 302 Igneous and Metamorphic Petrology

GEOL 305 Paleontology

GEOL 306 Sedimentation and Stratigraphy

GEOL 403 Structural Geology

Upper-Level Elective Courses (12 credits)

Choose a minimum of *three* additional 300- or 400-level GEOL courses from the following list to bring total credits in Geology to 40 credits:

- GEOL 309 Geomorphology
- GEOL 310 Glacial Geology
- GEOL 315 Environmental Geology
- GEOL 412 Environmental Geochemistry
- GEOL 460 Hydrogeology
- GEOL 490 Advanced Special Topics (1-4 credits)
- GEOL 498 Independent Study (1-4 credits)

Related Science/Math Courses (24 credits)

- INCHEM 111 General Chemistry I and Lab*
- CHEM 112 General Chemistry II and Lab
- INPHYS 141 College Physics I*
or INPHYS 241 University Physics I*
- PHYS 142 College Physics II
or PHYS 242 University Physics II
- MATH 151 Calculus I

*These courses may also be counted toward filling the Integrative Studies Program Natural Science Perspective course requirements.

Select *one* of the following:

- MATH 141 Introductory Statistics
- MATH 152 Calculus II

Geology majors are strongly advised to take *one* of the following Geography courses:

- GEOG 324 Vector GIS**
- GEOG 325 Map Analysis and Cartographic Design**
- GEOG 326 Raster GIS**
- GEOG 327 Remote Sensing in the Environment

**These courses list ISGEOG 204 as a prerequisite. Students who take ISGEOG 204 may also count ISGEOG 204 in the Integrative Studies Program Social Science Perspectives area.

ELECTIVES

Select additional courses to reach a total of 124 credits for the degree. For teacher preparation in Earth Science Education refer to the appropriate offering in the Education listing in the catalog.

DEGREE REQUIREMENTS

124 credits

Health Science*Bachelor of Science*

Health Science is an interdisciplinary program comprised of courses in Health Promotion and Health Fitness, Nutrition, Substance Abuse and Addictions, Biology, Chemistry, Management, and Exercise Science. The promotion of self-awareness and healthy choices are emphasized as strategies for the prevention and management of physical and emotional distress and illness. All Health Science majors complete the Health Science core, which focuses on the science of health and the art of health promotion. To complete the Health Science major, students select one of three options: Health Promotion and Fitness, Nutrition, or Substance Abuse and Addictions. Prospective students should meet with a faculty advisor during their first semester to review the application process that is required for each of the options within Health Science. Specific requirements and standards are listed for each of the options.

INTEGRATIVE STUDIES PROGRAM

(minimum) 44 credits

MAJOR REQUIREMENTS

78-92 credits

Core Courses (28 credits)

- HLSC 101 Health and Wellness
- HLSC 285 Health in Society
- HLSC 318 Life-Cycle Nutrition and Wellness
- HLSC 380 Addiction: Theory, Research, and Practice
- HLSC 385 Behavior Change Facilitation
- HLSC 485 Health Promotion Practice
- HLSC 495 Seminar: Health Science

1. Health Promotion and Fitness (54 credits)

The Health Promotion and Fitness option prepares students for a variety of careers in health promotion, fitness, and wellness. Typical career opportunities include exercise physiologist and health promotion and health fitness specialists in worksite, community, commercial, and hospital-based sites.

All students in the Health Promotion and Fitness option must demonstrate first aid and CPR competencies at the level of American Red Cross Standard First Aid and Adult CPR. The application process for admission to the Health Promotion and Fitness option occurs during the first semester for freshmen and

transfers. Each student should meet with a faculty advisor and take HLSC 101 Health and Wellness. The review of applicants and notification of the results of this review will be made by the end of that semester. If a student is not accepted, he or she should schedule a consultation with one or more members of the Health Science Admissions Committee. During the conference, the student will be notified of any areas of deficiency that need to be addressed. Once admitted, the student must officially declare his or her major through a faculty advisor.

Admission Criteria

Overall GPA of 2.5, major GPA of 2.5, and a grade C or higher in HLSC 101 Health and Wellness is required. For transfer students, equivalent transferred courses may be considered if approved by the Admissions Committee.

Health Promotion and Fitness Requirements (26 credits)

HLSC 214 Nutrition Fundamentals
 HLSC 330 Psychology of Health and Physical Activity
 HLSC 332 Fitness Testing
 HLSC 333 Exercise Programming
 HLSC 372 Practicum: Health Promotion and Fitness
 (3 credits)
 HLSC 472 Advanced Practicum: Health Promotion and
 Fitness (3 credits)
 Select *one* of the following:
 HLSC 335 Strength and Flexibility Training *or*
 HLSC 431 Stress Management

Allied Discipline Requirements (28 credits)

BIO 230 Human Anatomy and Physiology I and Lab
 BIO 232 Human Anatomy and Physiology II and Lab
 INCHEM 100 Introduction to Chemistry
 IHCOMM 171 Public Speaking
 PE 200 Applied Kinesiology
 PE 201 Physiology of Exercise
 PSYC 101 General Psychology

Allied Discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the freshman year.

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

2. Nutrition (64 credits)

The Nutrition option is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. This option provides the basic academic preparation necessary to become a registered dietitian (RD). Certification as an RD is often mandatory for professional positions and requires completion of an approved postgraduate supervised practice program.

Typically, a student who successfully completes the ADA-approved curriculum, an ADA-accredited internship or pre-professional practice program, and the registration examination becomes qualified as a health professional responsible for services in areas such as nutrition service-related management, clinical or community dietetics, education, consultation, private practice, and research.

The application process for admission to the Nutrition option occurs during the first semester for freshmen and transfers. Each student should meet with a faculty advisor and take HLSC 101 Health and Wellness. The review of applicants and notification of the results of this review will be made by the end of that semester. If a student is not accepted, he or she should schedule a consultation with one or more members of the Health Science Admissions Committee. During the conference, the student will be notified of any areas of deficiency that need to be addressed. Once admitted, the student must officially declare his or her major through a faculty advisor.

Admission Criteria

Overall GPA of 2.7, major GPA of 2.7, and a grade C or higher in HLSC 101 Health and Wellness is required. For transfer students, equivalent transferred courses may be considered if approved by the Admissions Committee.

Nutrition Option Requirements (36 credits)

HLSC 125 Nutrition and the Profession
 HLSC 215 Nutrition Science and Application
 HLSC 216 Current Topics in Food Culture
 HLSC 265 Exercise Science and Application (2 credits)
 HLSC 310 Food Science
 HLSC 313 Foodservice Management
 HLSC 410 Experimental Foods (2 credits)
 HLSC 415 Nutritional Biochemistry
 HLSC 416 Medical Nutrition Therapy
 HLSC 473 Practicum: Nutrition

The following courses are required for American Dietetic Association accreditation:

Allied Discipline Requirements (28 credits)

BIO 230 Human Anatomy and Physiology I and Lab
 BIO 232 Human Anatomy and Physiology II and Lab
 BIO 240 Cell and Microbial Biology
 INCHEM 103 Fundamentals of Chemistry and Lab
 CHEM 220 Fundamental Organic Chemistry and Lab
 IHCOMM 171 Public Speaking
 PSYC 101 General Psychology

Allied Discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the freshman year.

DEGREE REQUIREMENTS

128 credits (Integrative Studies + HLSC core + Option + Allied)

3. Substance Abuse/Addictions (50 credits)

The Substance Abuse/Addictions option at Keene State College is an academic program with practical training in preparation for further studies in the field or entry-level employment in substance abuse/addictions. The program provides students with a theoretical understanding of substance abuse and addictions and an introduction to counseling, treatment, and related practices. The curriculum emphasizes research, theory, and practice regarding the continuum of care in addictions. Students can specialize in the area of prevention or treatment in course selection and internship placement.

Depending on the criteria of each state, the work in this Substance Abuse/Addictions program may be applied toward becoming a licensed or certified Alcohol and Drug Abuse Counselor or prevention specialist. However, this process is pursued separately through the students' State Bureau of Substance Abuse, Prevention, and Treatment Services.

The application process for admission to the Substance Abuse/Addictions option occurs during the first semester for freshmen and transfers. Each student should meet with a faculty advisor and take HLSC 101 Health and Wellness. The review of applicants and notification of the results of this review will be made by the end of that semester. If a student is not accepted, he or she should schedule a consultation with one or more members of the Health Science Admissions Committee. During the conference, the student will be notified of any areas of deficiency that need to be addressed. Once admitted, the student must officially declare his or her major through a faculty advisor.

Admission Criteria

Overall GPA of 2.5, major GPA of 2.5, and a grade C or higher in HLSC 101 Health and Wellness is required. For transfer students, equivalent transferred courses may be considered if approved by the Admissions Committee.

Substance Abuse/Addiction Requirements (26 credits)

HLSC 200 Alcohol and Other Drugs: The Fundamentals
 HLSC 214 Nutrition Fundamentals
 HLSC 265 Exercise Science and Application (2 credits)
 HLSC 382 Addiction Counseling and Management
 HLSC 386 Chemical Dependency Diagnosis and Treatment
 HLSC 492 Internship in Substance Abuse and Addictions
 Select *one* of the following:
 HLSC 489 Drug Abuse Prevention *or*
 HLSC 491 Advanced Drug Treatment Methods

Allied Discipline Requirements (24 credits)

IHCOMM 171 Public Speaking
 PSYC 101 General Psychology
 BIO 230 Human Anatomy and Physiology I and Lab
 BIO 232 Human Anatomy and Physiology II and Lab
 INCHEM 100 Introduction to Chemistry
 MGT 101 Introduction to Management

Allied Discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the freshman year.

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

History*Bachelor of Arts*

As a field of study, History provides students with many of the necessary skills for a productive professional career and an intellectually fulfilling life. Toward these ends, the History major attempts to provide students with the ability to think and read critically and analytically, to form sound opinions and support them with logical arguments based on documentary evidence, to communicate ideas effectively, and to conduct historical research. The History major further attempts to provide students with a body of historical knowledge that will enable them to understand contemporary events of local, national, and global importance, as well as to understand and appreciate the various cultures and civilizations that make up the world community. Above all, the History

major helps to provide students with the means for lifelong learning.

By combining the development of specific skills with the acquisition of a body of historical knowledge, the History major prepares students for successful careers in primary and secondary education (history and social studies), business and industry, and governmental service. The major also prepares students for graduate study in history, law, and other academic and professional fields.

Students majoring in History are required to complete 36 credit hours in History, 20 credits of which must be in *one* of the following areas of specialization:

1. U.S. History
2. European History
3. 19th-Century Studies
4. 20th-Century Studies

At least 16 of the 20 credit hours toward the area of specialization must be at the 300 level (or higher). At least 4 of the 20 credit hours must be at the 400 level.

Students majoring in History must also complete History 200: Reading and Writing in History. Note: History 200 must be completed before any student (major or nonmajor) completes 13 credit hours in History.

Students of History are *strongly advised* to acquire reading proficiency in at least one foreign language. Reading knowledge of at least one foreign language is essential for all students who intend to apply to graduate school.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

History courses completed to fulfill major requirements may also count toward fulfillment of Integrative Studies in Humanities.

History majors preparing for certification as comprehensive Social Studies teachers will refer to the Education section of the

catalog for the appropriate program to follow and must complete *one* course in U.S. history and *one* course in non-U.S./world history, as well as the additional courses listed below.

ISECON 100 Fundamentals of Economics
 ISGEOG 101 Introduction to World Geography
or GEOG 105 Geography for Teachers
 SOC 201 Introductory Sociology
or ISANTH 110 Cultural Anthropology
 ISPOSC 101 What Is Politics?
or ISPOSC 211 United States Politics
 PSYC 101 General Psychology

MAJOR REQUIREMENTS

36 credits

4 credits at the 100 level
 8 credits at the 200 level, including History 200
 16 credits at the 300 level
 8 credits at the 400 level

20 credit hours must be completed in one of the following areas of specialization:

1. U.S. History
2. European History
3. 19th-Century Studies
4. 20th-Century Studies

At least 16 credit hours toward the area of specialization must be at the 300 level (or higher) and at least 4 of the 20 credit hours must be at the 400 level.

All History majors must complete 8 credit hours in non-U.S./non-European history.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Individualized Major

Bachelor of Arts or Bachelor of Science

An individualized major is composed of an interdisciplinary program of studies, appropriately designed (1) to enhance the student's ability to integrate and synthesize content and/or method from two or more academic disci-

plines and (2) to satisfy an individual student's educational interests or career objectives. It must be identified by a title and a combination of courses that is different from existing undergraduate majors and program outcomes.

Students at Keene State College are expected to declare a major by the time they have accumulated 60 credits.

The minimum number of credits is 120 credits for a Bachelor of Arts degree and 124 credits for a Bachelor of Science degree, with a minimum of 44 Integrative Studies program credits and a minimum of 36 credits of major courses. Whereas major requirements are usually established by the academic discipline, the Individualized Major program of study is designed by the student in consultation with a faculty advisory committee, subject to approval by the associate vice president for Academic Affairs.

In the event students choose to complete the Individualized Major as a second major, a total of 8 credits from the other major may be applied to the individualized major.

A. Processing the Individualized Major

1. Advisory Committee. The student selects an Advisor of Record from the principal discipline and an additional faculty member from each secondary discipline represented in the individualized major. All committee members must be full-time faculty.
2. A meeting of the committee is called to discuss the proposed major and to assist the student in designing the program of studies.
3. The proposed Individualized Major must be signed by the student and cosigned by members of the Advisory Committee prior to approval by the associate vice president for Academic Affairs.
4. Copies of the approved proposal will be distributed to the student, each member of the advisory committee and the Registrar. The original will be retained in the Office of the Associate Vice President for Academic Affairs.

B. Completing and Modifying the Individualized Major

1. The student is responsible for (a) completing all Transitional General Education Program requirements, (b) progressing through the Individualized Major program as approved by the advisory committee and the associate vice president for Academic Affairs, and (c) enrolling in sufficient electives to fulfill credit requirements for the degree.

2. All changes to the Individualized Major program must be cosigned by the Advisory Committee members and approved by the associate vice president for Academic Affairs. These amendments must be in writing and accompanied by appropriate rationale.

Program Requirements

Each program of study is divided into Integrative Studies requirements, major requirements, and electives.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

Integrative learning is a process by which students connect knowledge and skills from multiple sources and experiences, apply knowledge and skills in varied settings, utilize diverse points of view, and understand issues contextually.

This program reflects Keene State College's institutional values (through the integrative outcomes), provides and develops the experiences necessary for success in an academic environment (the skills outcomes), and preserves the breadth of a liberal arts education that should enable our graduates to succeed in a global environment (the perspectives and interdisciplinary outcomes). The integrative teaching and learning process approaches teaching and learning in intentionally connected ways.

Students participating in an integrative learning experience see connections in seemingly disparate information; adapt skills learned in one situation to problems encountered in another; demonstrate a breadth of outlook and an awareness of complex interdependencies; judge/decide (synthesize); take into account different dimensions of a problem, seeing it from different perspectives, making conceptual links; connect skills and knowledge from multiple sources and experiences; utilize diverse and contradictory points of view; and understand contextual frames.

Knowledge in both individual and multiple disciplines is the foundation upon which integrative learning builds. Integrative learning often occurs as learners put theory into practice, "making meaning" as they apply abstract concepts in practical settings.

Students should also consider as part of their course of study developing competence in a second language and including an experiential learning experience in which discipline-based knowledge can be applied.

MAJOR REQUIREMENTS

(minimum) 36 credits

Must include program objectives and learning outcomes; consist of a minimum of 36 credits, of which a minimum of 20 credits

must be in courses at the 300 or higher level; include courses from a minimum of two academic disciplines, with a combination of a minimum of five courses (a minimum of 20 credits) in one discipline and minimum of four courses (a minimum of 16 credits) in the other discipline; and may include a maximum of 12 credits of Independent Study courses.

If a student chooses to complete an Individualized Major as a second major, a maximum of eight credits from the original major may be applied to the Individualized Major.

ELECTIVES

Select courses to reach a total of 120 credits for a B.A. and 124 for a B.S. Electives are selected by the student and are usually related to personal and professional interests.

DEGREE REQUIREMENTS

120-124 credits

Journalism

Bachelor of Arts

The Journalism major at Keene State College provides and maintains an intellectual environment dedicated to the investigation of the roles of the mass media in contemporary society within a liberal arts perspective. The major provides students with a theoretical understanding of the media and prepares them for careers in the field by enabling them to build both print and electronic media skills in an applied setting. The curriculum emphasizes the concepts of press objectivity, fairness, accuracy, freedom of speech, and freedom of the press, as well as the development of analytical writing, research, production, and presentation skills.

The curriculum covers the skill areas of journalistic writing, editing, electronic journalism, and news production. It includes at least 40 credit hours of study within Journalism. A grade C or higher must be earned in each Journalism course or Journalism course substitution counted toward the major.

LANGUAGE REQUIREMENT

The student must complete a one-course requirement in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities.

The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(*minimum*) 44 credits

MAJOR REQUIREMENTS

40 credits

Section A: Core (24 credits)

JRN 100 Intro to Mass Communication
 JRN 130 Writing for the Media
 JRN 230 Print Journalism
 JRN 235 Broadcast Journalism
 JRN 255 Digital Journalism
 JRN 323 Journalism Law and Ethics

Section B: Advanced Study (4 credits)

Select *one* of the following:

Print – JRN 330 Public Affairs Reporting
 Broadcast – JRN 335 TV Journalism
 or JRN 435 Community TV News

Section C: Electives (12 credits)

Select 12 credits from the following courses:

JRN 311 Mass Media History and Theory
 JRN 330 Public Affairs Reporting (This course may not be used as an elective for the major if selected in Section B.)
 JRN 335 TV Journalism (This course may not be used as an elective for the major if selected in Section B.)
 JRN 345 Radio Journalism
 JRN 430 Feature Writing
 JRN 435 Community TV News (This course may not be used as an elective for the major if selected in Section B.)
 JRN 450 News Editing and Management
 (Only 4 credits from the following courses may be used toward elective credit.)
 IHJRN 267 Issues in the Media (repeatable)
 JRN 280 Equinox Staff (repeatable)
 JRN 282 Equinox Editor (repeatable)
 JRN 294 Cooperative Education (repeatable)
 JRN 380 Internship (repeatable)
 JRN 467 Specialized Journalism (repeatable)
 JRN 498 Independent Study (repeatable)

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Management

Bachelor of Science

This career-oriented program, emphasizing management skills and building on a solid foundation in the liberal arts and sciences, is designed to prepare individuals for management careers in industrial or public organizations and for graduate work.

The Management curriculum develops an analytical and integrative viewpoint toward management through study in the humanities and social sciences. It provides a broad conceptual framework within which a manager will be able to develop alternative approaches to attaining given goals. Students develop the strong administrative, quantitative, and communications skills that modern managers must possess.

MATH 102 Mathematics for Management is required for students with deficiencies in math as assessed by the Management Department and the Math Center. Students interested in pursuing a Master of Business Administration degree are encouraged to take MATH 141 Introductory Statistics.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

44 credits

A grade C or higher is required in MGT 101, MGT 202, MGT 213, and MGT 301.

MGT 101 Introduction to Management
 MGT 202 Quantitative Decision-Making*
 MGT 213 Financial Accounting
 MGT 214 Managerial Accounting
 MGT 301 Organizational Theory and Behavior
 MGT 319 Financial Management
 MGT 331 Principles of Marketing
 MGT 381 Management Information Systems
 MGT 451 Social, Legal, and Political Environment of Business
 MGT 491 Business Policy and Strategy
 MGT electives (4 credits at 300 or 400 level)

Credits earned in MGT 493, MGT 494, and MGT 498 may not be applied to the MGT electives requirement.

** May be used to fulfill IQL 101 Integrative Studies requirement.*

ALLIED DISCIPLINE REQUIREMENTS

16 credits

IHCOMM 171 Public Speaking**
 CS 101 Introduction to Computer Information Processing
 ISECON 100 Fundamentals of Economics**
 ECON 250 Economic Analysis

*** May be used to fulfill an Integrative Studies requirement.*

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

Mathematics

Bachelor of Arts

The Bachelor of Arts in Mathematic provides students breadth and depth through an integrated approach to the study of mathematics. The program prepares students for either an immediate career, especially teaching, or graduate school.

A decision to undertake the Mathematics major should be made no later than the beginning of the sophomore year if the program is to be completed in four years. Students entering as Mathematics majors should take MATH 151 Calculus I as soon as possible.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

Pure/Applied Option (minimum) 48 credits

Core Courses

CS 140 Computer Programming I
 INPHYS 241 University Physics I
 MATH 151 Calculus I
 MATH 152 Calculus II
 MATH 225 Introduction to Abstract and Discrete Mathematics
 MATH 231 Linear Algebra and Differential Equations
 MATH 241 Probability and Statistics I
 MATH 300 Introduction to Algebra and Analysis
 MATH 400 Capstone in Mathematics*

**Students in the teacher preparation in mathematics (secondary) must fulfill this requirement by taking MATH 475 Issues and Trends in Math Education.*

Plus *one* course from the pure area:

- MATH 320 Geometry (This course is required for prospective secondary teachers.)
- MATH 337 Number Theory
- MATH 490 Topics in Pure Mathematics

Plus *one* course from the applied area:

- MATH 242 Applied Statistics
- MATH 251 Vector Calculus
- MATH 341 Probability and Statistics II
- MATH 360 Numerical Methods
- MATH 361 Differential Equations
- MATH 365 Mathematical Modeling
- MATH 495 Topics in Applied Mathematics

Plus *one* additional course at the 300 level or above, excluding MATH 371, MATH 375, MATH 471, and MATH 475.

For secondary teacher preparation in this major, refer to the Teacher Education section of this catalog for other courses that are to be included in the Integrative Studies Program and to meet the requirements for secondary teacher certification.

Middle School/Junior High Option (minimum) 44 credits

Core Courses

- CS 140 Computer Programming I
- MATH 141 Introductory Statistics 4
- MATH 151 Calculus I
- MATH 152 Calculus II
- MATH 225 Introduction to Abstract and Discrete Mathematics
- MATH 231 Linear Algebra and Differential Equations
- MATH 275 Geometry for K-8 Teachers
- MATH 337 Number Theory
- MATH 375 Algebraic Concepts for K-8 Teachers
- MATH 475 Issues and Trends in Math Education

One mathematics elective at 300 level or higher. MATH 471 Topics in Mathematics Education will be offered occasionally and students in this option may take MATH 471 as their mathematics elective with departmental approval.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Mathematics Education for Elementary Teachers

Bachelor of Arts

This program is designed to prepare candidates for grades K-8 elementary school teaching with a specialization in mathematics. In addition to meeting all the degree requirements set by Keene State College (mathematics, education, and integrative studies) and the certification requirements for elementary school teaching by the state of New Hampshire, graduates of the program will possess the skills and knowledge necessary to be successful elementary teachers who could also serve as elementary school mathematics specialists in school districts.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

For teacher preparation in this major, refer to the Teacher Education section of this catalog for other courses that are to be included in the Integrative Studies Program and to meet the requirements for certification.

MAJOR REQUIREMENTS

(minimum) 40 credits

Core Courses

- MATH 141 Introductory Statistics
 - MATH 151 Calculus I
 - MATH 152 Calculus II
 - MATH 171 Structure of Number Systems
 - MATH 225 Introduction to Abstract and Discrete Mathematics
 - MATH 275 Geometry for K-8 Teachers
 - MATH 337 Number Theory
 - MATH 375 Algebraic Concepts for K-8 Teachers
 - MATH 475 Issues and Trends in Math Education
- One* mathematics elective at the 200 level or higher.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Mathematics-Physics

Bachelor of Science

This interdisciplinary program provides sufficient ground-work in both mathematics and physics for employment in industry, the commercial sector, or further study in graduate school. In order to complete the program within four years, the student should begin the Physics sequence in the spring of the first year of studies. Calculus I should be selected as soon as possible.

Students who are interested in an engineering degree may elect this program, complete major requirements over three years, transfer to an engineering school of choice, and be awarded both the B.S. in Mathematics-Physics from Keene State and the appropriate engineering bachelor's degree.

The program is comprised of 20 credits of Mathematics, 24 credits of Physics, 4 credits of Computer Science, and 8 credits of Chemistry.

INTEGRATIVE STUDIES REQUIREMENTS

44 credits

MAJOR REQUIREMENTS

56 credits

MATH 151, 152, and 251 Calculus I, II, and Vector Calculus

MATH 231 Linear Algebra and Differential Equations

MATH 361 Differential Equations

INPHYS 241, PHYS 242 University Physics I and II

PHYS 260 Electronics

PHYS 342 Modern Physics

PHYS electives (8 credits, 300 level or higher)

Related Fields

CS 140 Computer Programming I

INCHEM 111, CHEM 112 General Chemistry I, II

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

Music

Bachelor of Arts

This program provides a broad foundation in music and is also appropriate for students planning on graduate study. Five specializations are available:

Composition

Music History

Music for Elementary Teachers

Music Technology

Music Theory

A grade C or higher must be earned in each music course counted toward the major.

Following an audition for acceptance into the Music degree program, the choice of specialization is determined in consultation with a Music faculty advisor, but all students should begin the theory/aural skills sequence in the first year. All students must pass a basic piano proficiency test and a basic aural skills test before the end of the sophomore year.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

44 credits

MAJOR REQUIREMENTS

48-53 credits

Core Courses (36 credits)

MU 100 Music Workshop (6 semesters)

MU 101, 102, 201, 202, 301, and 302 Applied Music (1 credit each, total 6 credits)

IAMU 114 Music Cultures of the World (also meets ISP requirement)

MU 118, 119 Functional Piano I and II (2 credits each) (Piano majors may substitute MU 181 Accompanying for MU 118 and MU 119 for a total 4 credits)

MU 151, 152, 251, and 252 Music Theory I-IV (2 credits each) *Students who do not pass the theory placement test given*

at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.

MU 161, 162, 261, and 262 Aural Skills I-IV (1 credit each)
 MU 172, 173, 174, 175, 177, or 178 Ensembles (1 credit each, total 4 credits). Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble) for these ensembles.
 MU 310 Western Music Before 1700 (2 credits)
 MU 312 Western Music After 1700

Specialization (select one):

Composition (14 credits)

MU 211 Intro to Electronic Music (2 credits)
 MU 213 Composition I (2 credits)
 MU 214 Composition II (2 credits)
 MU 301, 302, and 401 Applied Composition (2 credits each)
 MU 405 Counterpoint (2 credits)

A student completing the Composition specialization is encouraged to consider the following courses as potential open electives:

MU 222 Musical Improvisation (1 credit)
 MU 223 String Methods I (1 credit)
 MU 225 Brass Methods I (1 credit)
 MU 227 Woodwind Methods I (1 credit)
 MU 229 Percussion Methods I (1 credit)
 MU 315 Conducting I (2 credits)
 MU 486 20th-Century Music

Music History (14 credits)

MU 404 Analytical Techniques in Music (2 credits)
 MU 405 Counterpoint (2 credits)
 MU 486 20th-Century Music

Select *at least 6 credits* from the following:

MU 112 Latin American Music
 IAMU 115 Women in Music
 MU 216 History of Rock and Roll
 MU 218 History of Jazz
 MU 222 Musical Improvisation (1 credit)
 MU 235 Performance Literature (2 credits)
 IAMU 242 Listening to America
 MU 298 Independent Study (1-6 credits)
 MU 315 Conducting I (2 credits)
 MU 498 Independent Study (1-6 credits)

Music for Elementary Teachers (12 credits)

Select *at least 8 credits* from the following:
 MU 105 Voice Class I (1 credit)
 MU 110 Guitar Class I (1 credit)

MU 112 Latin American Music
 IAMU 115 Women in Music
 MU 216 History of Rock and Roll
 MU 218 History of Jazz
 MU 222 Musical Improvisation (1 credit)
 IAMU 242 Listening to America
 MU 298 Independent Study (1-6 credits)
 MU 498 Independent Study (1-6 credits)

Music Technology (14-17 credits)

MU 211 Introduction to Electronic Music (2 credits)
 MU 213 Composition I (2 credits)
 MU 214 Composition II (2 credits)
 MU 411 Electronic Music Projects
 (1 credit each, total 3 credits)
 MU 497 Internship in Music Technology (1-4 credits)
 Technology Electives from CS, FILM, TAD

Music Theory (12 credits)

MU 404 Analytical Techniques in Music (2 credits)
 MU 405 Counterpoint (2 credits)
 MU 486 20th-Century Music

Select *at least 4 credits* from the following:

MU 211 Intro to Electronic Music (2 credits)
 MU 213 Composition I (2 credits)
 MU 214 Composition II (2 credits)
 MU 222 Musical Improvisation (1 credit)
 MU 298 Independent Study (1-6 credits)
 MU 498 Independent Study (1-6 credits)

ELECTIVES

Select courses to reach a total of 120 credits for the degree. Electives must include 12 credits outside of Music.

DEGREE REQUIREMENTS

120 credits

Music Education

Bachelor of Music

The Music Education curriculum prepares teachers and supervisors of music for kindergarten through grade 12. This major presupposes a high level of interest in and aptitude for music. An audition is required before admission to the program. Upon entering the program, students declare a primary instrument or voice. All stu-

dents must pass a basic piano proficiency test and a basic aural skills test before the end of the sophomore year or they will not be permitted to enroll in junior year courses in Music Education. Students must work closely with their advisors in planning for completion of this tightly structured program.

Fourteen credits in Applied Music, including a 30- to 40-minute senior recital, must be in the primary instrument or voice and must be completed before student teaching. Participation in at least one large ensemble appropriate to the student's program (chosen from MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178) is required each semester of applied music study, with the exception of the semester of student teaching.*

A grade C or higher must be earned in each music course counted toward the major.

*Pianists/organists may substitute up to two semesters of MU 171 Piano Ensemble for these ensembles.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

All Music Education majors must meet the New Hampshire General Knowledge Standards for teachers (ED 609). In order to accomplish this goal, Music Education majors are advised to take courses focusing on literature, history, and geography as part of their Integrative Studies Program.

MAJOR REQUIREMENTS

94-95 credits

Teacher Education (22 credits)

EDUC 100 Issues in Education (2 credits)
 EDSP 202 Development, Exceptionality, and Learning
 EDUC 400 Student Teaching (12 credits)
 EDUC 440 Music Education Student Teaching Seminar
 (2 credits)
 MU 356 General Music K-12 Practicum (1 credit)
 MU 359 Ensemble Music Practicum (1 credit)

Music Courses (76-77 credits)

MU 100 Music Workshop (6 semesters)
 MU 101, 102, 201, 202, 301, 302, and 401 Applied Music
 (2 credits each)
 IAMU 114 Music Cultures of the World (also meets ISP
 requirement)
 MU 118 and 119 Functional Piano I and II (2 credits each)
 (Piano majors may substitute MU 181 Accompanying for
 MU 118 and MU 119 for a total 4 credits.)
 MU 151, 152, 251, and 252 Music Theory I-IV (2 credits
 each). *Students who do not pass the theory placement test given
 at the time of their audition are advised to seek a private tu-
 tor to eliminate this deficiency before starting the sequence of
 theory classes.*
 MU 161, 162, 261, and 262 Aural Skills I-IV (1 credit each)
 MU 172, 173, 174, 175, 177, or 178 Ensembles (1 credit each,
 total 7 credits)
 MU 220 Technology for Music Educators
 MU 222 Musical Improvisation (1 credit)
 MU 223 String Methods I (1 credit)
 MU 225 Brass Methods I (1 credit)
 MU 227 Woodwind Methods I (1 credit)
 MU 229 Percussion Methods I (1 credit)
 MU 231 Guitar Methods (2 credits) (Guitar majors substitute
 MU 326)
 MU 310 Western Music Before 1700 (2 credits)
 MU 312 Western Music After 1700
 MU 315, 316 Conducting I and II (2 credits each)
 MU 357 General Music K-12**
 MU 358 Choral Music Education (2 credits)**
 MU 360 Instrumental Music Education (2 credits)**
 **Student GPA must average 2.50 to qualify for student teaching.

Specialization (select one):

Instrumental (6 credits)

MU 105 Voice Class (1 credit)
 MU 172 Concert Choir (1 credit)
 MU 224 String Methods II (1 credit)
 MU 226 Brass Methods II (1 credit)
 MU 228 Woodwind Methods II (1 credit)
 MU 230 Percussion Methods II (1 credit)
 (Percussionists substitute a Music elective)

Choral (7 credits)

MU 101, 102, and 201 Applied Music
 (1 credit each, 3 credits total; secondary instrument)
 MU 237 Vocal Pedagogy (2 credits)
 MU 238 Vocal Diction (2 credits)

DEGREE REQUIREMENTS

138-139 credits

Music Performance

Bachelor of Music

This major emphasizes performance proficiency and applied study of a major instrument or voice. It prepares students for careers in performance, independent teaching, or graduate study leading to the Master of Music degree.

Upon successful completion of an audition into the program, students declare a primary instrument or voice; 32 credits of Applied Music must then be taken in the primary instrument or voice. All students must pass a basic piano proficiency test and a basic aural skills test before the end of the sophomore year or they will not be permitted to proceed with the junior recital. A 30- to 40-minute recital on the primary instrument in the junior year and a 60- to 70-minute recital in the senior year are required. Participation in at least one large ensemble appropriate to the student's program (chosen from MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178) is required each semester of applied music study.*

A grade C or higher must be earned in each music course counted toward the major.

*Pianists/organists may substitute up to two semesters of MU 171 Piano Ensemble for these ensembles.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement appears at the beginning of the Bachelor's Degree Programs section of this catalog.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum 44 credits)

MAJOR REQUIREMENTS

83-85 credits (4 credits will be applied to Integrative Studies Requirements.)

- MU 100 Music Workshop (8 semesters)
- MU 101, 102, 201, 202, 301, 302, 401, and 414 Applied Music (4 credits each; primary instrument)
- MU 101, 102, 201, and 202 Applied Music (1 credit each, 4 credits total; secondary instrument)
- IAMU 114 Music Cultures of the World (also meets ISP requirement)

MU 118 and 119 Functional Piano I and II (2 credits each)
(Piano majors may substitute MU 181 Accompanying for MU 118 and MU 119 for a total 4 credits)

MU 151, 152, 251, and 252 Music Theory I-IV (2 credits each)
Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.

MU 161, 162, 261, and 262 Aural Skills I-IV (1 credit each)
MU 172, 173, 174, 175, 177, or 178 Ensembles (1 credit each, total 8 credits)

MU 222 Musical Improvisation (1 credit)
MU 310 Western Music Before 1700 (2 credits)
MU 312 Western Music After 1700
MU 315 Conducting I (2 credits)
MU 404 Analytical Techniques in Music (2 credits)
MU 486 20th-Century Music

And

Vocalists Take:

MU 237 Vocal Pedagogy (2 credits)
MU 238 Vocal Diction (2 credits)
MU 239 Vocal Literature (2 credits)

Instrumentalists Take:

MU 211 Introduction to Electronic Music (2 credits)
or MU 235 Performance Literature (guitarists and pianists only – 2 credits)
MU 326 Applied Pedagogy (2 credits)

DEGREE REQUIREMENTS

123-125 credits

Physical Education

Bachelor of Science

This interdisciplinary program provides students with multidimensional professional preparation in Physical Education. The Physical Education major is completed by selecting one of the two options: Athletic Training or Teacher Certification. An application process is required for each of the options in the major. Specific requirements and standards are listed for each of the two options. A decision to major in Physical Education should be made no later than the fall semester of the freshman year. For transfers and students who begin at a later time, two or more additional semesters can be expected.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

All Physical Education Teacher Certification majors must meet the New Hampshire General Knowledge Standards for Teachers (ED 609). In order to accomplish this goal, Physical Education Teacher Certification majors are advised to take courses focusing on literature, history, and geography as part of their Integrative Studies Program.

ALLIED REQUIREMENTS FOR PHYSICAL EDUCATION

BIO 230 (Human Anatomy and Physiology I) and BIO 232 (Human Anatomy and Physiology II) are prerequisites for courses in the major for all students majoring in Physical Education (both the Athletic Training option and the Teacher Certification option). This sequence is normally started in the spring semester of the freshman year.

The prerequisite for BIO 230 is INCHEM 100, INCHEM 103, or INCHEM 111, depending on requirements of a student's option. Therefore, a chemistry course should be taken during the first semester of the freshman year.

COMPETENCY REQUIREMENTS FOR PHYSICAL EDUCATION

All students majoring in Physical Education (both the Athletic Training option and the Teacher Certification option) must demonstrate math competency at the level of Intermediate Algebra and Trigonometry or take MATH 120 during the freshman year.

1. Athletic Training Option

(including option + allied + competency requirements)

73+12+4=89 (note: would be 73+12=85, if student does not need to take MATH 120)

The Athletic Training option is a Commission on Accreditation of Athletic Training Education (CAATE)-accredited undergraduate athletic training education program. Students who graduate with a Physical Education Athletic Training option are eligible to take the Board of Certification (BOC) Athletic Trainer's Certification Examination. The program prepares students for athletic training positions in educational and clinical settings and for graduate programs in Athletic Training, Exercise Physiology, and Biomechanics. The academic program is highly structured and requires that students begin major course work during their first semester of attendance at Keene State College. Transfers and other students who begin the option at the sophomore or junior year should plan to stay an additional one to three semesters beyond the traditional

four-year schedule to complete the program. Freshman who intend to apply to this option must enroll in PE 141 for the fall semester and PE 140 for the spring semester. Transfers with more than 30 credits who have completed Human Anatomy and Physiology I or the equivalent and who intend to apply to this option must enroll in PE 140 and PE 141 for the fall semester.

The application process for admission to the Athletic Training option begins the first week of fall semester for transfers and the first week of spring semester for freshmen. Review of applicants and official notification of the results of this review occurs during the spring semester for transfers and during the summer for freshman. When a student is not accepted, a consultation will be scheduled with one or more members of the Admissions Committee. During the conference, the student will be notified of any areas of deficiency that need to be addressed. The student will be eligible to reapply for admission during the next year's admission period.

Admission Criteria

1. Overall GPA of 2.5; major GPA of 2.5.
2. A performance evaluation by a clinical instructor in the Athletic Training option based on one semester with a minimum of 50 hours of clinical education hours in the KSC Athletic Training Room.
3. Successful completion of required competencies, including specified rehabilitation protocols, taping/wrapping techniques, and athletic training room procedures.
4. Recommendation for admission by two Physical Education faculty, one of whom must be a clinical instructor in the Athletic Training option.

Retention Standards

Admission to PE 493 Externship: Athletic Training. Students are required to submit letters of intent to register for PE 493 Externship: Athletic Training following completion of courses leading up to and including fall semester junior-level courses in the Physical Education Athletic Training option. The following criteria will be used:

Completion of a minimum of 75 credits.

Completion of the Athletic Training option courses listed below with a grade C or higher.

PE 140 Introduction to Athletic Training (2 credits)

PE 141 Personal Health (2 credits)

PE 200 Applied Kinesiology

PE 201 Physiology of Exercise

PE 240 Emergency Response
 PE 241 Techniques of Athletic Taping (1 credit)
 PE 340 Prevention and Care of Athletic Injuries
 PE 341 Evaluation of the Lower Extremity and Axial Region
 PE 342 Therapeutic Modalities
 PE 343 Clinical Exercise Therapy
 PE 344 Sports Nutrition
 PE 383 Clinical Athletic Training I (2 credits)
 PE 384 Clinical Athletic Training II (2 credits)
 PE 440 Evaluation of the Upper Extremity and Spine
 PE 483 Clinical Athletic Training III

Completion of major requirements with a GPA of 2.5.

Cumulative GPA of 2.5.

Transcripts will be reviewed prior to placing students. Deadlines for application are March 1 for a fall sport rotation and April 1 for a winter or spring sport rotation.

Technical Standards for Admission

The Athletic Training Educational Program at Keene State College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency [Commission on Accreditation of Allied Health Education Programs (CAAHEP)]. The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) Athletic Trainer's Certification Exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical

examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.

3. The ability to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively.
5. The ability to record the physical examination results and a treatment plan clearly and accurately.
6. The capacity to maintain composure and continue to function well during periods of high stress.
7. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
8. The flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
9. The affective skills and appropriate demeanor and rapport relating to professional education and quality patient care.

Athletic Training Option Requirements

PE 140 Introduction to Athletic Training (2 credits)
 PE 141 Personal Health (2 credits)
 PE 200 Applied Kinesiology
 PE 201 Physiology of Exercise
 PE 240 Emergency Response
 PE 241 Techniques of Athletic Taping (1 credit)
 PE 340 Prevention and Care of Athletic Injuries
 PE 341 Evaluation of the Lower Extremity and Axial Region
 PE 342 Therapeutic Modalities
 PE 343 Clinical Exercise Therapy
 PE 344 Sports Nutrition
 PE 383 Clinical Athletic Training I (2 credits)
 PE 384 Clinical Athletic Training II (2 credits)
 PE 440 Evaluation of the Upper Extremity and Spine
 PE 441 Pharmacology and Pathology for Athletic Trainers
 PE 443 Administration of Athletic Training
 PE 460 Experimental Design and Analysis for Physical Education
 PE 483 Clinical Athletic Training III
 PE 484 Clinical Athletic Training IV
 PE 493 Athletic Training Externship (6 credits)
 PE 494 Athletic Training Practicum (2 credits)

DEGREE REQUIREMENTS

129-133 credits (Total degree requirements may change pending Integrative Studies requirements.)

2. Teacher Certification Option

(including option + allied + competency requirements)
 $72+12+4=88$ (Note: would be $72+12=84$, if student does not need to take MATH 120)

This option is designed to prepare students to teach Physical Education in public schools and meets all current requirements by the State of New Hampshire for certification in physical education, K-12.

The application process for admission to the Teacher Certification option begins fall semester of the freshman year. The review of applicants and the official letter of notification of the results of this review would occur at the conclusion of the spring semester of the freshman year. If not accepted, the student will be eligible to reapply for admission during the next year's admission period. Students applying are expected to have completed PE 100 and 4 credits of PE major skills coursework. Transfer students may be eligible to apply for admission after one semester at KSC, which must include 3 credit hours of PE major skills coursework.

Admission Criteria

Students must submit a portfolio as evidence of each of the following expectations:

Personal Identity: Biographical Information

Program Planning and Academic Progress: Overall GPA of 2.5, major GPA of 2.5, and grade C or higher in the following PE courses:

- PE 100 Foundations (2 credits)
- PE 260 Total Fitness (2 credits)
- PE 278 Racquet Sports (2 credits)
- PE 286 Basketball (1 credit)
- PE 288 Soccer/Speedball (1 credit)

Teaching Skills: Demonstration of basic competencies in planning, instruction, reflection, and assessment.

Professional Orientation: Documentation of progress in professional role modeling, professional writing and professional experience.

NOTE: Acceptance into Teacher Education is a separate process and is required of all students in the Teacher Certification option. Refer to the Teacher Education/Certification Programs Section of this catalog or go to the Office of Teacher Education Programs for *The ROUTE Handbook*, which describes this process.

Required Competency

The Physical Education Teacher Certification program requires certification in Standard First Aid and CPR for the Professional Rescuer for courses marked with an asterisk (*).

A. Physical Education Teacher Certification Option Requirements

- EDUC 100 Issues in Education (2 credits)
- EDSP 202 Development, Exceptionality, and Learning
- PE 100 Foundations of Physical Education (2 credits)
- PE 200 Applied Kinesiology
- PE 201 Physiology of Exercise
- PE 360 Teaching Physical Education
- PE 361 Adapted Physical Education
- PE 362 Organization and Administration of Physical Education Programs
- PE 363 Evaluation of K-12 Physical Education Learners (2 credits)
- PE 375 Practicum: Teaching-Elementary*
- PE 376 Practicum: Teaching-Secondary*
- PE 475 Student Teaching: Elementary (6 credits)*
- PE 476 Student Teaching: Secondary (6 credits)*
- PE 477 Student Teaching Seminar

Skills and Techniques

18 credits in the following courses, which must be taken in sequence as follows:

Freshman Year:

- PE 260 Total Fitness and Conditioning – Fall (2 credits)
- PE 288 Soccer/Speedball – Fall (1 credit)
- PE 278 Racquet Sports – Spring (2 credits)
- PE 286 Basketball – Spring (1 credit)

Sophomore Year:

- PE 255 Developmental Movement – Fall (2 credits)
- PE 287 Softball – Fall (1 credit)
- PE 285 Volleyball – Fall (1 credit)
- PE 283 Gymnastics – Spring (2 credits)
- PE 261 Fitness Curriculum for K-12 Learners – Spring (1 credit)
- PE 265 Secondary Activities – Spring (1 credit)

Junior Year:

- PE 282 Track and Field – Fall (1 credit)
- PE 256 Rhythms – Spring (2 credits)
- PE 268 Outdoor Skills – Spring (1 credit)

DEGREE REQUIREMENTS

128-132 credits (Total degree requirements may change pending Integrative Studies requirements.)

Psychology

Bachelor of Arts

The psychology program prepares students for success in a graduate program in psychology and/or a career in a psychology related field. The program exposes students to the methodologies, problems, bodies of knowledge, and broad range of perspectives found currently in psychology. Students majoring in psychology will gain an understanding of (1) the applied fields in psychology, (2) individual differences, (3) the biological basis of behavior, and (4) the social basis of behavior.

Core courses in the major provide students with the fundamentals for understanding psychology as a science. Elective courses expand and enhance students' knowledge through a variety of topics such as child and adolescent psychology, counseling, motivation, personality, culture and psychology, and ethology. Psychology majors also have the opportunity to be involved in practica that provide them with real-world experiences working in the field of psychology. They may also conduct independent research with faculty members exploring topics beyond the available curriculum. Especially motivated students may participate in the honors program in which they develop, carry out, and present a research project.

Psychology majors are employed in diverse fields and many go on to attain masters and doctoral degrees. The program prepares them to meet those challenges.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

40 credits

Admission to the Major

The application process for formal admission to the Psychology major occurs during the first or second semester of the sophomore year, e.g., upon completion of PSYC 101, PSYC 251, and either PSYC 242 or PSYC 253. To be admitted to the major, the student must achieve a minimum GPA of 2.5 and no less than a grade C in any of these three courses, and must be in good academic standing with the College. Before declaring a Psychology major, the student must submit a transcript showing his or her grades in these courses to a Psychology advisor for

review. If the grade requirements are met, the advisor will sign the declaration of major form, formally admitting the student into the Psychology program. Non-majors will not be allowed to enroll in PSYC 252 Research Methods in Psychology.

Core Courses (24 credits)

PSYC 101 General Psychology
 PSYC 251 Psychological Statistics*
 PSYC 252 Research Methods in Psychology
 PSYC 253 Brain and Behavior
 PSYC 382 History of Psychology
 PSYC 495 Seminar

**Students who have already completed MATH 141 may not take PSYC 251 for college credit. These students will use their grade in MATH 141 for admission to the major. Any of these students admitted to the major must take a 4-credit PSYC elective in place of PSYC 251 to fulfill the psychology major credit requirements.*

Psychology Electives (16 credits)

Select at least *two* courses from one of the following groups (8 credits) and at least *one* course from each of the remaining groups (8 credits):

Group 1

PSYC 242 Personality
 PSYC 340 Psychological Testing
 PSYC 345 Abnormal Psychology
 PSYC 444 Counseling
 PSYC 447 Clinical Psychology

Group 2

PSYC 221 Social Psychology
 PSYC 311 Child and Adolescent Psychology
 PSYC 314 Adulthood and Aging
 PSYC 332 Ethology
 PSYC 425 Psychology of Women

Group 3

PSYC 321 Culture and Psychology
 PSYC 355 Psychology of Learning
 PSYC 357 Cognitive Processes
 PSYC 451 Motivation
 PSYC 453 Sensation and Perception

OPEN ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Psychology Honors Program

Motivated psychology students may participate in an advanced program of research culminating in graduation with Honors in Psychology. This program allows students to pursue supervised research or applications of psychology in greater depth than provided in course offerings. Students electing to participate in this program complete all requirements for the Psychology major plus 2 credits of PSYC 496 Honors Seminar and 6 credits of PSYC 499 Honors Research during the two semesters of the senior year. These credits may be in lieu of or in addition to open elective credits used to fulfill the requirements for the Psychology major.

Admission to the Honors Program is based on:

1. **Self-nomination** after completion of 80 credits with an overall grade point average of 3.20.
2. **Support of an Honors Committee** consisting of a faculty sponsor and two other faculty members, one of whom may be from a department other than Psychology. The Honors Committee will review the student's project proposal at the time of enrollment in PSYC 496 and PSYC 499 and, if they approve it, accept the student into the Honors Program.
3. **Completion of, or enrollment in, at least five psychology courses**, including PSYC 251 Psychological Statistics and PSYC 252 Research Methods. Final admission requires successful completion of those Psychology courses enrolled in at the time of application for admission to the Honors Program.

At the end of the senior year, each participant:

1. Submits a final written report on the Honors work for approval by his or her Honors Committee.
2. Presents the results of his or her work and responds to questions about the project and its relationship to the larger body of psychological knowledge, in a colloquium open to the public.
3. The student's Honors Committee votes on whether or not to accept the Honors project.

Students successfully completing all facets of the Honors Program and having an average of 3.20 overall and 3.20 in Psychology will graduate with Honors in Psychology.

Safety Studies

Bachelor of Science

This major prepares students for a variety of occupational safety and health program management positions in the private and public sector. Emphasis is placed on critical thinking, hazard identification and prioritization, problem solving, cost effectiveness, professional skills in programmatic management, and safety and environmental regulatory compliance. Graduates will have the capacity to pursue graduate study, participate in applied research, or transition directly into careers in loss control, risk management, organizational safety, and consulting.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

(48 credits)

Core Courses (20 credits)

SAFE 101 Safety Awareness
SAFE 202 Occupational Safety
SAFE 302 Law and Ethics in Safety
SAFE 303 Safety and Health Standards
SAFE 305 Health Hazard Identification

Safety Electives (16 credits)

Select *four* of the following (*two* must be 300 level or above):

SAFE 203 Fire and HAZMAT Response
SAFE 204 Human Factors in Safety
SAFE 205 Behavioral Based Safety
SAFE 290 Special Topics in Safety
SAFE 301 Loss Prevention
SAFE 304 Environmental Regulation (IDSS)
SAFE 401 Industrial Hygiene
SAFE 402 Critical Incident Response
SAFE 490 Adv Special Topics in Safety
SAFE 495 Safety Seminar

ALLIED REQUIREMENTS

12 credits

MGT 101 Intro to Management
MGT 324 Human Resource Management
(Strongly recommended, but not required.)
INCHEM 103 Fundamentals of Chemistry

SAFETY CAPSTONE

4 credits

SAFE 497 Innovative Safety Leadership

HONORS PROGRAM

4-8 credits

(*Selective enrollment; see below for requirements.*)

SAFE 491 Honors Research (*Can be used as Safety Electives.*)

INTERNSHIPS

(*Highly recommended.*)

SAFE 200 Safety Internship 2-8 credits (Open Elective Credit only.)

SAFE 400 Adv Safety Internship 2-8 credits (Open Elective Credit only.)

OPEN ELECTIVES

Select additional courses of your choice to bring total number of credits earned to 124.

DEGREE REQUIREMENTS

124 credits

Safety Honors Program

Motivated Safety students can participate in an advanced program of research through independent study projects and internship experiences. This program recognizes and formalizes outstanding academic achievement, culminating with graduation with Honors in Safety. This program allows students to pursue supervised research or applications of safety in greater depth than provided in principal course offerings during their final years as an undergraduate at Keene State College. Students electing to participate in this program complete all requirements for the Safety major plus 4 credits of SAFE 401 Industrial Hygiene and 8 credits of SAFE 491 Honors Research during the two semesters of the senior year. These credits may be in lieu of, or in addition to, elective credits used to fulfill the requirements for the Safety major.

Admission to the Safety Honors Program is based on:

1. **Self-nomination** after completion of 75 credits, consistent with the RHO SIGMA KAPPA National Safety Honor Society requirements, students will hold an overall grade point average of 3.0 and a grade point average in the Safety Studies major of 3.4 or better.
2. **Support of an Honors Committee** consisting of three full-time tenure-track Safety faculty selected by the Safety Faculty. Students accepted into the Safety Honors Program

will participate in research projects funded by external grants. Honors Program capacity may fluctuate due to availability of research project positions. To maintain program capacity, final selection will be based on students with the highest overall GPA at the time of application to the program.

3. Completion of, or enrollment in, all SAFE Core Courses.

Final admission requires successful completion of those Safety courses enrolled in at the time of application for admission to the Honors Program.

At the end of the senior year, each participant:

1. Submits a final written report (or publication-ready document) on the Honors work for approval by his or her Honors Committee.
2. Presents the results of his or her work and responds to questions about the project and its relationship to the safety profession.
3. The student's Honors Committee votes on whether or not to accept the Honors project.

Students are encouraged to apply for applicable undergraduate research grant funding.

Students successfully completing all facets of the Honors Program and having an average of 3.00 overall and 3.40 in Safety Studies will graduate with Honors in Safety.

Students in the Honors Program may also apply for 500-level course offerings, upon approval of the Safety Studies faculty.

Social Science

Bachelor of Arts

This program provides a broad overview of several liberal arts and sciences. Among other purposes, it is useful as prelaw preparation and graduate work in the policy studies areas. This major also prepares students to be eligible for social studies teacher certification at the secondary level.

Please note that there two curriculum paths (tracks) for the major: the Social Science Analyst and the Social Science Educator. For those students are Education majors who are planning to teach social studies at the secondary level, you must follow the Social Science Educator path.

All other students in this major should follow the Social Science Analyst path.

Social Science Educator Option

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

Specific requirements for Integrative Studies can be found in the appropriate section of the Catalog. In addition, asterisked (*) courses listed in the following Major Requirements section are required for the major and may be applied toward the Arts, Humanities, or the Natural Sciences and Social Sciences component of the Integrative Studies requirements.

MAJOR REQUIREMENTS

Sixty (60) credits counting courses applied to Integrative Studies. Please note that students seeking certification at the secondary level in social studies should refer to the Education section of the Catalog, Secondary Education option, for a list of additional course requirements.

Arts and Humanities

IHHIST 161

or HIST 161 Topics in U.S. History I*

Sciences and Social Sciences

ISECON 100 Fundamentals of Economics*

MATH 141 Introductory Statistics*

ISPOSC 210 U.S. Politics

or ISPOSC 220 Global Politics

or ISPOSC 230 Foundations of Political Thought*

One lower level (100 to 200) course from Anthropology or Psychology or Sociology

ISGEOG 100 Introduction to Geography

or ISGEOG 101 World Regional Geography

HIST 162 Topics in U.S. History II

SOSC 101 Global Studies I

SOSC 301 Global Studies II

SOSC 495 Senior Seminar

Primary Specialization

Twelve (12) additional credits (at least 8 of them at the 300 to 400 level) in one of the following disciplines: Economics, Geography, History, or Political Science. One of these courses must be a methodology course in your primary specialization. Qualified courses are as follows: ECON 420, GEOG 223, HIST 200, or POSC 301.

Secondary Specialization

Eight (8) additional credits (at least 4 of them at the 300 to 400 level) in another of the following disciplines: Anthropology,

Economics, Geography, History, Political Science, Psychology, or Sociology.

ELECTIVES

Electives Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Social Science Analyst Option

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

Specific requirements for Integrative Studies can be found in the appropriate section of the Catalog. In addition, asterisked (*) courses listed in the following Major Requirements section are required for the major and may be applied toward the Arts and Humanities component or the Sciences and Social Sciences component of the Integrative Studies requirements.

MAJOR REQUIREMENTS

Sixty-four (64) credits counting courses applied to Integrative Studies.

Arts and Humanities

One lower level (100 to 200) History course focusing on Western Civilizations. Qualified courses are as follows:

IHHIST 141, HIST 141, HIST 142, IHHIST 161, HIST 161, HIST 162, HIST 252, HIST 253, HIST 261, HIST 262, HIST 265, HIST 266, HIST 269, *or* HIST 291.*

IHPHIL 100 Logical Argumentation*

Sciences and Social Sciences

ISECON 100 Fundamentals of Economics*

MATH 141 Introductory Statistics*

ISPOSC 101 What Is Politics?*

or ISPOSC 210 U.S. Politics*

or ISPOSC 211 State and Local Politics*

One lower level (100 to 200) course from Psychology or Sociology

ISANTH 110 Cultural Anthropology

ISGEOG 100 Introduction to Geography

or ISGEOG 101 World Regional Geography

SOSC 101 Global Studies I

SOSC 301 Global Studies II

SOSC 495 Senior Seminar

Primary Specialization

Twelve (12) additional credits (at least 8 of them at the 300 to 400 level) in one of the following disciplines: Anthropology,

Economics, Geography, Political Science, Psychology, or Sociology. One of these courses must be a methodology course in your primary specialization. Qualified courses are as follows: ANTH 212, ECON 420, GEOG 223, POSC 301, PSYC 252, or SOC 301.

Secondary Specialization

Eight (8) additional credits (at least 4 of them at the 300 to 400 level) in another of the following disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Sociology

Bachelor of Arts

The Sociology program offers students knowledge and resources to search systematically for answers to questions about society. Sociology students develop a sociological imagination, which is the ability to grasp the close relationship between personal experiences and the larger social world. Our majors study social and cultural forces that shape individual and group behavior using a variety of scientific methods such as surveys, interviews, observation, and content analysis. By studying and critically assessing sociological theories, sociology students also describe, interpret, and explain how the world works.

Core courses provide excellent training in sociological concepts, theories, and methods. Electives focus on topics like the environment, popular culture, families, inequalities, race and ethnicity, crime and deviance, anthropology, and global society. Sociology majors may also engage in community research, service-learning projects, internships, and travel through coursework. Students with a bachelor's degree in sociology are well prepared for graduate and professional studies and careers using their interpersonal skills and specialized knowledge in the areas of education, social services, human rights, health and wellness, justice, advocacy, and research.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

38 credits

Core Courses

SOC 101 Introductory Sociology

ISANTH 110 Cultural Anthropology

or ANTH 111 Physical Anthropology

SOC 203 Sociology Proseminar

SOC 301 Sociological Research Methods

SOC 303 Sociological Quantitative Analysis

SOC 305 Sociological Theory

Select *one* of the following:

SOC 425 Topics in Ethnic Relations

SOC 450 Mind, Self, and Society

SOC 455 The Body and Sexuality in Society

SOC 460 Seminar in Popular Culture

SOC 461 White-Collar Crime

SOC 472 Sociology of Health and Medicine

SOC 475 Social Stratification

SOC 480 Political Sociology

SOC 490 Advanced Topics in Sociology

Sociology Electives

Twelve (12) credits in Sociology Elective courses must be taken. Four (4) credit hours of Anthropology courses can be used to satisfy this requirement.

Please note that SOC 301 and 303 must be taken at Keene State College to count as core credit unless prior approval is given by the Sociology Department. For transfer students, course equivalency will be determined on a case-by-case basis by the department.

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Spanish

Bachelor of Arts

This major allows students to acquire an active command of written and spoken Spanish, with a knowledge of historical and contemporary issues in the Spanish-speaking world. It

is designed to complement programs such as Film Studies, Management, English, History, Management, Music, and Education. Spanish majors must study in Spain or Latin America through our exchange programs or through other approved programs. Students planning to study abroad must consult with the National and International Exchange Center and Spanish faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior Spanish should register for SP 101. Students with one or two years of successful high school study or one college semester should register for SP 102. Students with three or more high school years or two college semesters should register for SP 201. Students must consult Spanish faculty to find the most appropriate level.

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog. A student majoring in French satisfies this requirement by virtue of completing course requirements for the major.

Students pursuing a dual major in Education will refer to the appropriate Education option. Also, students seeking teacher certification in French or Spanish, or Elementary Education majors whose second major is in French or Spanish are required to take the Praxis II Content Knowledge Test and the Official ACTFL Oral Proficiency Interview (OPI) before they begin student teaching.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

MAJOR REQUIREMENTS

ML 101 The World of Language
 SP 202 Intermediate Spanish II
or An approved SP 290 Intermediate Special Topics
 SP 315 Conversation in Spanish
 SP 316 Composition in Spanish
 SP 325 Introduction to Spanish Literature
 SP 330 Latinos in the United States
 SP 350 Study Abroad – 12 credits during a full semester – usually four courses
 SP 405 Contemporary Spanish Usage (Prerequisite: SP 315 and SP 316)

SP 410 Advanced Spanish Grammar
or an approved SP 490 Advanced Special Topics
or SP498 Independent Study
 SP 495 Seminar

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Technology Studies

Bachelor of Science

Designed for students interested in technical, scientific, supervisory, and/or managerial areas of industry. Laboratory-based instruction is used to reinforce theoretical concepts. The program's flexible design allows students to customize a program to meet their career needs in CAD-CAM or product design. Graduates typically assume positions in planning, supply, production, quality control, product design/engineering/evaluation, technical services, marketing, and sales.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

PRODUCT DESIGN AND DEVELOPMENT REQUIREMENTS

40 credits

Product Design and Development Foundation (16 credits)

TDS 101 Manufacturing Processes
 TDS 110 Electricity and Electronic Fundamentals
 TDS 152 Product Design I
 TDS 170 Introduction to Woodworking Technology

Product Design and Development Specialty (12 credits)

TDS 153 Machine Tool Process
 TDS 252 Product Design II
 TDS 352 Product Design III

Product Design and Development Electives (8 credits)

Select at least *two* from the following:

TDS 121 Drafting and Design Fundamentals
 TDS 228 Computer Aided Drafting
 TDS 253 Materials of Manufacturing
 TDS 270 Woodworking Processes
 TDS 290 Special Topics (1-4 credits)
 TDS 298 Independent Study (1-4 credits)
 TDS 328 Three-Dimensional CAD
 TDS 452 Product Design IV
 TDS 490 Advanced Special Topics (1-4 credits)
 TDS 498 Independent Study

Product Design and Development Capstone (4 credits)

TDS 400 Manufacturing Enterprise

ELECTIVES

Select courses to reach a total of 124 credits for the degree.

DEGREE REQUIREMENTS

124 credits

Theatre and Dance

Bachelor of Arts

Department of Theatre and Dance Mission Statement

The Department of Theatre and Dance is dedicated to providing a comprehensive course of study that balances theory and practice within a sound liberal arts education. Because of the collaborative nature of these disciplines, our students gain practical experience in all facets of production and critical engagement. As artists and teachers, our primary focus is to encourage and guide our students as they experience and question the world through theatre and dance.

The Theatre and Dance major gives students the opportunity to specialize in Acting, Directing, or Design and Technical Theatre, or the Dance option. The Acting and Directing specializations offer advanced performance work, with core course sequences and a wide variety of individual courses in specialized areas. The Design and Technical Theatre specialization allows students to study design and theatre technology within the framework of both theoretical and practical courses, using the sophisticated facilities of the Redfern Arts Center on Brickyard

Pond as a laboratory. The Dance option focuses primarily on modern dance technique and theory, choreography, dance history, and performance.

The ideal graduate of the Theatre and Dance program will be well prepared for a lifetime of appreciation, participation, and further study in these Performing Arts.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 44 credits

LANGUAGE REQUIREMENT

The student must demonstrate proficiency in a language other than English as specified by the Language Requirement for Students with Majors in the School of Arts and Humanities. The complete policy statement is located at the beginning of the Bachelor's Degree Programs section in this catalog.

THEATRE AND DANCE (TAD) REQUIREMENTS

A major in Theatre and Dance must fulfill the core requirements and all of the requirements for one of the specializations within the Theatre Arts option or the Dance option.

MAJOR REQUIREMENTS

51-53 credits

TAD Core Courses (17 credits)

TAD 101 Acting I
 TAD 112 Modern Dance/Composition I
 TAD 121 Intro to Tech
 TAD 123 Theatre Lab I (repeatable)
 TAD 124 Theatre Lab II
 TAD 162 Design for the Performing Arts
 TAD 297 Production Process (repeatable)

Theatre Arts Option

Acting Specialization (36 credits)

TAD 131 Theatre History/Literature I
 TAD 132 Theatre History/Literature II
 TAD 205 Theatre Movement (new number)
 TAD 206 Acting II
 TAD 282 Voice and Diction
 TAD 298 Applied Performance (*1-4 credits, depending on the depth of the students' responsibility in performance. It may be necessary for students to take this course more than once for a total of 4 credits.*)
 TAD 301 Acting III
 TAD 302 Acting IV
 TAD 491 Acting and Directing Capstone

Directing Specialization (36 credits)

TAD 131 Theatre History/Literature I
 TAD 132 Theatre History/Literature II
 TAD 206 Acting II
 TAD 227 Stage Management
 TAD 303 Directing I
 TAD 304 Directing II
 TAD 330 Playwriting

Select *one* of the following Design courses:

TAD 361 Scenic Design
 TAD 362 Lighting Design
 TAD 363 Costume Design
 TAD 491 Acting and Directing Capstone

Design and Technical Theatre Specialization (36 credits)

TAD 131 Theatre History/Literature I
 TAD 132 Theatre History/Literature II
 TAD 223 Theatre Technology Workshop (repeatable)
 TAD 224 Design Studio (repeatable)
 An additional *2 credits* in either Technology Workshop or Design Studio
 TAD 265 Rendering for the Theatre
 TAD 297 Production Process (1-4 credits; only 1 required.)
 TAD 298 Applied Performance (1-4 credits; only 1 required for Design and Technical Theatre students.)
 TAD 361 Scenic Design
 TAD 362 Lighting Design
 TAD 363 Costume Design
 TAD 493 Design/Technical Theatre Capstone

Dance Option (34 credits)

TAD 235 Modern Dance History
 TAD 298 Applied Performance
 TAD 318 Research in Choreography (May be repeated once for credit.)

Select *4 credits* from the following (2 credits each semester):

TAD 495 Dance History Seminar
 TAD 496 Dance Education Internship I
 TAD 497 Dance Education Internship II

Select *20 credits* from the following:

TAD 212 Modern Dance/Composition II (May be repeated once for credit.)
 TAD 216 Jazz Dance
or TAD 217 Ballet/Experiential Anatomy
 TAD 311 Modern Dance/Composition III (May be repeated once for credit.)
 TAD 312 Modern Dance/Composition IV (May be repeated once for credit.)
 TAD 411 Modern Dance/Composition V (May be repeated once for credit.)
 TAD 412 Modern Dance/Composition VI (Senior majors or with permission of instructor.)

ELECTIVES

Select courses to reach a total of 120 credits for the degree.

DEGREE REQUIREMENTS

120 credits

Minors

A minor is a coherent set of courses (normally 18-24 credits) in a discipline or related disciplines other than the major. The major includes, but is not limited to, required components such as option and specialization. A total of 9 credits used to complete major requirements may also be used to complete requirements for the minor.

Courses used to satisfy requirements for the minor may also be used to satisfy Integrated Studies requirements when such courses meet the established criteria for Integrated Studies. Credits earned in courses used to satisfy multiple requirements will count once toward the total number of credits required for graduation.

American Studies Minor

24 credits

IIAMST 210 Introduction to American Studies

AMST 350 Perspectives on American Culture

Select *one* of the following:

AMST 390 Critical Approaches

AMST 490 Advanced Special Topics

AMST 495 Seminar

Area Studies (three courses)

Student selects *two* courses from one of the following areas and *one* course from another of the following areas (refer to list of courses in American Studies major):

American History

American Literature

American Arts and Humanities/Social Sciences

Anthropology Minor

20 credits

This minor introduces the student to anthropology, the comparative and holistic study of people. It explores the biological,

social, and cultural aspects of our species in the past, present, and future. Anthropology attempts to integrate knowledge of human beings and their activities at the highest and most inclusive level. Anthropologists study the patterning of human behaviors, as well as the conditions under which they arise, persist, or disappear, in the belief that the knowledge gained from this perspective may be applied to the solution of problems of everyday life in different cultures. It provides global information and thinking skills critical to succeeding in the 21st century in business, research, teaching, advocacy, and public service.

ISANTH 110 Cultural Anthropology

ANTH 111 Archaeology and Physical Anthropology

ANTH 212 World Ethnography

or ANTH 315 Women, Gender, and Culture

or ANTH 316 Cultures of Southeast Asia

ANTH 413 Anthropological Thought

One 300- or 400-level ANTH electives

Applied Computer Science Minor

28 credits

The growth of computer usage in society is expected to continue unabated for the foreseeable future. Well-educated and well-trained people will be needed. This minor enables liberal arts and sciences and professional studies students to add a career option to their bachelor's degree programs.

MINOR REQUIREMENTS

Core Courses (12 credits)

CS 140 Computer Programming I

CS 185 Computer Programming II

CS 280 Data Structures

Specialization (4 credits)

CS 160 Microcomputer Systems

or CS 150 Web Page Construction

Mathematics (4 credits)

Math 135 Foundations in Mathematics for Computer Science

CS Electives (8 credits)

CS electives must include:

One CS course in a programming language other than the primary language taken in CS 140, CS 185, or CS 280, and approved by CS advisor. Current courses that may satisfy this requirement are CS 205, CS 220, CS 225, CS 230, CS 265, and CS 367.

One CS upper-level course (300 and 400 level). Four (4) total credits. Does not include supervised field experience (CS 493) or cooperative education (CS 494).

Art Minor

24 credits

ART 101 Foundations of Design
ART 111 Introduction to Art
ART 125 Drawing I

Select *two* of the following:

ART 208 Ceramics I
ART 224 Photography
ART 225 Drawing II
ART 226 Painting I
ART 244 Sculpture I
ART 250 Graphic Design I
ART 333 Printmaking I

Select *one* of the following:

ART 211 Ancient Art
ART 212 Medieval Art
ART 213 Renaissance and Baroque Art
ART 214 19th- and 20th-Century Art
ART 290 Topics in Art History
ART 492 Art History Seminar

Biology Minor

24 credits

Designed to permit students majoring in another field to pursue a program of study in the life sciences, this minor includes a set of core courses that introduce the most important concepts in biology as well as upper-level electives dictated by the personal interests of the student.

MINOR REQUIREMENTS**Core Courses (20 credits)**

BIO 110 Molecules and Cells*
BIO 111 Evolution*
BIO 210 Ecology
BIO 211 Genetics
BIO 212 Cells and Physiology

**Students must earn a grade C or higher in both BIO 110 and BIO 111 in order to take any 200-level or higher BIO course.*

Upper-Level Elective Course (4 credits)

Select any 300- or 400-level BIO course to bring total credits in Biology to 24 credits.

Chemistry Minor

24-28 credits

The Chemistry minor makes it possible for students to pursue their personal interests by selecting upper-level electives in Chemistry. It also permits students majoring in another field to pursue a program of study in the physical sciences.

INCHEM 111 *and* CHEM 112 General Chemistry I, II
CHEM 220 Fundamental Organic Chemistry
or CHEM 221, 222 Organic Chemistry I, II
CHEM 251 Quantitative Analysis
CHEM Electives (8 credits at 300 level or above)

Communication Minor

20 credits

IHCOMM 171 Public Speaking
COMM 175 Introduction to Communication Studies
COMM 378 Persuasion

Select *two* of the following:

COMM 275 Interpersonal Communication
COMM 278 Group Interaction
COMM 290 Special Topics
COMM 320 Ethics in Communication
COMM 371 Speech Writing
COMM 372 Intercultural Communication
COMM 375 Business and Professional Communication
COMM 376 Theory of Communication and Rhetoric
COMM 380 Analysis of Organizations
COMM 473 Rhetorical Criticism
COMM 490 Advanced Special Topics
COMM 495 Seminar

Criminal Justice Studies Minor

24 credits

This minor develops knowledge of the criminal justice system, theories of criminal behavior, law, administration, and policy. Courses also involve the study of issues and conditions confronting and changing the criminal justice system.

CORE COURSES

8 credits

IICJS 101 Introduction to Criminal Justice Studies
SOC 340 Criminology

ELECTIVE COURSES

(minimum) 16 credits

Students must select *three* additional courses from the Depth Courses list and *one* course from the Breadth Courses list. Please note that special topics courses may be available. Please contact the Criminal Justice Studies Coordinator for a list of qualified topics courses. Furthermore, the student should be aware that some of the courses listed below have prerequisites that must be met or waived by the instructor of record before they can be registered for the course.

DEPTH COURSES

12 credits

Select *three* of the following:

- CJS 290 Topics in Criminal Justice Studies
- HIST 390 Studies in History (*Course must be approved by the coordinator to count toward the minor.*)
- PHIL 360 Philosophy of Law
- POSC 316 Constitutional Law
- PSYC 495 Seminar in Psychology (*Course must be approved by the coordinator to count toward the minor.*)
- SOC 361 Juvenile Delinquency
- SOC 363 Corrections
- SOC 461 White-Collar Crime
- SAFE 301 Loss Prevention

BREADTH COURSES

4 credits

Select *one* of the following:

- HLSC 200 Alcohol and Other Drugs: The Fundamentals
- HLSC 285 Health in Society
- IHPHIL 100 Logical Argumentation
- PHIL 320 Ethics
- PHIL 313 Philosophy and the Holocaust

POSC 312 Public Policy Analysis
POSC 215 Public Administration
PSYC 221 Social Psychology
SAFE 101 Safety Awareness

Dance Minor

20 credits

TAD 235 Modern Dance History
TAD 318 Research in Choreography
or TAD 495 Dance Seminar

Select *12 credits* from the following:

- TAD 112 Modern Dance/Composition I
- TAD 212 Modern Dance/Composition II
- TAD 311 Modern Dance/Composition III
- TAD 312 Modern Dance/Composition IV
- TAD 411 Modern Dance/Composition V
- TAD 412 Modern Dance/Composition VI

(*TAD 212, TAD 311, TAD 312, TAD 411, and TAD 412 may be repeated once for credit.*)

Economics Minor

20 credits

All minors will complete a three-course sequence that consists of ISECON 100, ECON 250, and ECON 401 or ECON 402. The minor will also complete two additional upper-level economics courses.

Mathematics competence at the level of MATH 141 Introductory Statistics is highly recommended.

English Minor

20 credits

This minor consists of five courses in English. Students must complete ENG 200 Literary Analysis, *three* literature courses at the 300 level, and *one* literature course at the 400 level.

Environmental Studies Minor

24 credits

A minor in Environmental Studies provides a complement to a wide range of majors such as Biology, Economics, Chemistry,

Geography, Geology, Sociology, and Technology Studies. This minor includes a set of core courses in Environmental Studies as well a choice between science, policy, and arts and humanities courses relevant to the environmental field.

CORE COURSES

12 credits

ENST 120 Global Environmental Change
 ENST 220 Investigating Environmental Problems
 ENST 240 Solving Environmental Problems

ENVIRONMENTAL SCIENCE

4 credits

Select *one* of the following:

GEOL 315 Environmental Geology
 BIO 210 Ecology

ENVIRONMENTAL POLICY

4 credits

Select *one* of the following:

ECON 340 Environmental Economics
 GEOG 330 Natural Resources Management
 POSC 315 Environmental Policy
 SAFE 304 Environmental Regulation

ENVIRONMENTAL ARTS AND HUMANITIES

4 credits

Select *one* of the following:

ENG 270 Literature and the Environment
 SOC 380 Environmental Sociology
 IJRN 268 Environmental Issues and the Media

Film Studies Minor

24 credits

FILM 250 Film Production I
 FILM 270 Introduction to Film Analysis
 FILM 271 Introduction to Film History
 FILM 352 Film Genres and Directors
 FILM 355 Film Theory
 FILM 495 Seminar

French Minor

20 credits

This minor allows students to acquire an active command of written and spoken French, with a knowledge of historical and contemporary issues in the French-speaking world. It is designed to complement programs such as Film Studies, Management, English, History, Management, Music, and Education. French minors may elect to study in France or Québec during their junior year through our exchange program with the University of Rennes (France), the Québec-New England Exchange Program, or through other approved programs. Students planning to study abroad must consult with the National and International Exchange Center and French faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior French should register for FR 101. Students with one or two years of successful high school study or one college semester should register for FR 102. Students with three or more high school years or two college semesters should register for 201. Students must consult French faculty to find the most appropriate level.

CORE COURSES

FR 202 Intermediate French II
 FR 315 Conversation in French
 FR 316 Composition in French
 FR 240 Franco-American Women's Voices
 or FR 330 The French-Speaking World
 and FR 405 Contemporary Usage

Geography Minor

20 credits

A minor in Geography strengthens a liberal arts education. A geographic perspective provides a complement to majors such as Environmental Studies, History, and Sociology. In this 20-credit minor, students will take a course in both of the major subfields of geography: physical and cultural. Students will also select from regional, systematic, and geographic skills courses.

ISGEOG 203 The Human Cultural Mosaic
 ISGEOG 204 Physical Geography

Select *one* of the following *regional* courses:

GEOG 340 Topics in Regional Geography
 GEOG 341 Geography of the U.S. and Canada
 GEOG 371/571 Geography Field Studies

Select *one* of the following *systematic fields of geography* courses:

- GEOG 223 Methods of Spatial Analysis
- GEOG 303 The Politics of Place
- GEOG 304 Population Geography
- GEOG 305 The Global Economy
- GEOG 307 Urban Geography and Planning
- GEOG 330 Natural Resource Management
- GEOG 332 Global Water Resources
- GEOG 420 Environmental Assessment

Select *one* of the following *geographic skills* courses:

- GEOG 321 Geospatial Technology for K-12*
- GEOG 323 Land Surveying and Cartography
- GEOG 324 Vector GIS
- GEOG 325 Cartographic Design and Analysis
- GEOG 326 Raster GIS
- GEOG 327 Environmental Remote Sensing

**Recommended for Teacher Certification candidates only.*

Geology Minor

20 credits

The Geology minor consists of five courses in Geology.

CORE COURSES

- INGEOL 151 Introductory Physical Geology
- GEOL 152 Evolution of the Earth

Select *three* additional courses (12 credits) at the 200 level or above under the advisement of the Geology faculty and major advisor.

German Minor

20 credits

This minor provides students with an active command of written and spoken German and with a knowledge of historical and contemporary Germany. It is designed to complement programs such as Film Studies, Management, English, History, Holocaust Studies, Music, and Education. German minors may elect to study in Germany or Austria during their junior year through the Marburg University, the University of Maine's Junior Year in Salzburg, the Collegium Palatinum in Heidelberg, or other approved programs. Students planning to study abroad must consult with the National and International Exchange Center and German faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior German should register for GER 101. Students with one or two years of successful high school study or one college semester should register for GER 102. Students with three or more high school years or two college semesters should register for GER 201. Consult German faculty to find the most appropriate level.

- IHGER 201 Intermediate German I
- IHGER 202 Intermediate German II
- GER 315 Conversation and Composition

Select a *minimum of 8 credits* from the following:

- GER 290 Intermediate Special Topics
- GER 298 Independent Study
- GER 350 Study in Germany or Austria
- GER 498 Independent Study
- HIST 352 20th-Century Germany
- HIST 353 Nazi Germany and the Holocaust

History Minor

20 credits

The History minor consists of 20 credits in History. At least 8 credits must be at the 300 level or above. At least 8 credits must be in non-U.S. and non-European History.

Holocaust Studies Minor

20 credits

The minor in Holocaust Studies combines historical background with an interdisciplinary exploration of the Holocaust through film, literature, philosophy, psychology, sociology, and other history offerings. The following curriculum will help students develop a firm knowledge of the Holocaust as an event and an understanding of its precipitating factors and legacy. With a deeper awareness of such issues as prejudice, discrimination, and racism, students should be better able to analyze contemporary political situations and think critically about ethical responsibility.

CORE COURSE

4 credits

- HIST 252 or HOLO 252 The Holocaust

Note: Within the Breadth and Depth sections combined, students must select courses from at least three disciplines.

BREADTH COURSES*8 credits*Select *two* of the following:

- HOLO 232 Introduction to Judaism
- IIPHIL 231 Comparative Religion
- PHIL 220 Ethics
- HIST 253 The Second World War
- SOC 327 Sociology of Genocide
- HIST 351 19th-Century Germany
- PSYC 495 Seminar: Prejudice (specific title required)

DEPTH COURSES*8 credits*Select *two* of the following:

- ENG 251 *or* HOLO 251 Literature of the Holocaust
- HOLO 254 Women and the Holocaust
- HOLO 290 Special Topics
- PHIL 313 *or* HOLO 313 Philosophy and the Holocaust
- SOC 326 *or* HOLO 326 Sociology of the Holocaust
- FILM 352 Film Genres and Directors: The Holocaust (specific title required)
- HIST 353 *or* HOLO 353 Nazi Germany and the Holocaust
- HOLO 490 Advanced Special Topics
- HOLO 495 Seminar
- HOLO 497 Internship
- HOLO 498 Independent Study

- ISPOSC 223 Comparative Analysis of Government
- POSC 321 U.S. Foreign Policy and Globalization
- POSC 322 Global Political Economy
- POSC 323 Advanced Comparative Analysis of Government
- POSC 324 Conflict Management
- POSC 401 Keystone (global or comparative content area)

These courses will provide a broad conceptual exposure to international systems, issue areas and interests, as well as methods for making sense of global culture and political economy.

AREA STUDIES AND RELATED SOCIAL SCIENCE*8 credits*Select *two* of the following:

- ECON 415 International and Development Economics
- GEOG 303 Politics of Place Geography
- GEOG 305 The Global Economy
- GEOG 340 Topics in Regional Geography
- GEOG 371 Geography Field Trip [abroad]
- ANTH 110 Cultural Anthropology
- ANTH 212 World Ethnography
- ANTH 316 Cultures of Southeast Asia
- SOC 350 Sociology of Globalization
- MGT 360 International Management

These courses will provide spatial and cultural awareness of area studies. It is the intent that academic advisors will strongly recommend that wherever possible, the courses selected by the student be in the same regions as the history courses below.

International Studies Minor*24 credits*

The International Studies minor is an interdisciplinary program that combines core courses in global and comparative politics with courses in geography and history to enhance awareness of historical, spatial, and power relationships throughout the world. All students who minor in International Studies must complete courses in the three content areas enumerated below, and must either complete one intermediate modern language course or pass the CLEP test for proficiency in a foreign language. Additionally, all students should seriously consider participating in the foreign study programs that are sponsored by the National and International Exchange Center.

INTERNATIONAL POLITICS*8 credits*Select *two* of the following:

- ISPOSC 220 Global Politics

HISTORY*8 credits*Select *two* of the following:

- HIST 122 Modern East Asia
- HIST 290 with appropriate regional foci (Mideast or African)
- HIST 322 The Chinese Revolution
- HIST 324 Modern Japan
- HIST 343 Europe Since 1945
- HIST 352 20th-Century Germany
- HIST 367 Modern America: 1950-present

These courses will provide important 20th-century background to understand contemporary global relations. Those courses are selected because of regional importance of the subject matter material and the students are strongly advised to combine regions of the globe with counterpart history selections.

Journalism Minor: Broadcast Media

19-20-plus credits

This minor serves the needs of students seeking an introduction to journalism in the broadcast media.

CORE COURSES

JRN 130 Writing for the Media
JRN 235 Broadcast Journalism
JRN 323 Journalism Law and Ethics

Select *two* of the following:

JRN 335 Television Journalism
JRN 345 Radio Journalism
JRN 380 Internship (3-credit minimum)
JRN 435 Community Television News

Journalism Minor: Print Media

22 credits

This minor serves the needs of students seeking an introduction to journalism in the print media.

JRN 130 Writing for Media
JRN 230 Print Journalism
JRN 280 Equinox Staff (2 credits)
JRN 330 Public Affairs Reporting
JRN 323 Journalism Law and Ethics

Select *one* of the following:

JRN 430 Feature Writing
JRN 450 News Editing and Management

Management Minor

23 credits

This minor is available to help prepare non-Management majors for careers in business or for graduate study in law or business administration.

A grade C or higher is required in MGT 101, MGT 202, and MGT 213.

CORE COURSES

ISECON 100 Fundamentals of Economics
MGT 101 Introduction to Management
MGT 202 Quantitative Decision Making
MGT 213 Financial Accounting

Select *two* of the following:

MGT 301 Organizational Theory and Behavior
MGT 319 Financial Management
MGT 324 Human Resource Management
MGT 331 Principles of Marketing
MGT 345 Operations Management
MGT 381 Management Information Systems

Mathematics Minor

20 credits

CORE COURSES

MATH 141 Introductory Statistics*
or MATH 241 Probability and Statistics I
MATH 151 Calculus I
MATH 152 Calculus II
MATH 225 Introduction to Abstract and Discrete Mathematics
MATH elective at the 200 level or above excluding MATH 275,
MATH 371, MATH 375, MATH 471, and MATH 475.

*This requirement can be fulfilled by completing PSYC 251.

Music Minor

24 credits

The Music minor presupposes a high level of interest and aptitude in music. All students are auditioned before admission to the program. Students in this minor are advised to take one music-related Integrative Studies course with integrative outcomes addressing diversity or global issues.

MU 101, MU 102, MU 201, MU 202, MU 301, MU 302
Applied Music (1-2 credits, total 6 credits)*
MU 118 Functional Piano I (2 credits)
MU 151 Music Theory I (2 credits)**
MU 152 Music Theory II (2 credits)
MU 161 Aural Skills I (1 credit)
MU 162 Aural Skills II (1 credit)
MU 172-MU 178 Ensembles (1 credit each, total 4 credits)

Select at least *6 credits* from the following:

MU 112 Latin American Music
MU 216 History of Rock & Roll
MU 218 History of Jazz
MU 290 Special Topics in Music (1-4 credits)
MU 298 Independent Study (1-6 credits)
MU 310 Western Music Before 1700 (2 credits)
MU 312 Western Music After 1700
MU 486 20th-Century Music

MU 498 Independent Study (1-6 credits)

**Applied Music courses may be taken for 1 or 2 credits each, with additional semesters of study as necessary, for a minimum of 6 credits total.*

***Students who do not pass the theory placement test given at the time of their audition are advised to seek a private tutor to eliminate this deficiency before starting the sequence of theory classes.*

Philosophy Minor

20 credits

This minor normally comprises five courses. Distribution requirements may be partially waived by written permission of the Philosophy faculty.

CORE COURSES

IHPHIL 100 Logical Argumentation
 PHIL 200 Philosophy and Critical Analysis
 or PHIL 211 Sense and Nonsense
 PHIL 231 Comparative Religion
 or PHIL 240 Skin, Sex, and Genes
 or PHIL 260 Theories of the Body

Select *two* of the following:

PHIL 300 Ancient Philosophy
 PHIL 302 Modern Philosophy
 PHIL 304 American Philosophy
 PHIL 306 Existentialism and Literature
 PHIL 308 Contemporary Philosophy
 PHIL 313 Philosophy and the Holocaust
 PHIL 320 Ethics
 PHIL 350 Aesthetics
 PHIL 358 History and Philosophy of Science: 1700 to Present
 PHIL 393 Topics in History of Ideas
 PHIL 400 Philosophical Masters
 PHIL 406 Existentialism and Film
 PHIL 490 Advanced Special Topics
 PHIL 498 Independent Study

Physics Minor

20 credits

CORE COURSES

INPHYS 241, PHYS 242 University Physics I, II
 PHYS 342 Modern Physics

Select *two* of the following:

PHYS 260 Electronics

PHYS 330 Thermodynamics
 PHYS 339 Classical Mechanics
 PHYS 440 Electricity and Magnetism

Political Science Minor

20 credits

The Political Science minor provides students with an understanding of politics and government as practiced in the United States and throughout the world; a knowledge of global political relationships; opportunities to develop skills that are useful both in the course of participating first-hand in politics and in the rigorous analysis and communication of complex information; familiarity with methods used in the study of political science; and preparation for professional careers in law, government, international affairs, and the teaching of politics and the social sciences.

Students pursuing a minor in political science should receive a grade C or higher in each course that counts toward the minor.

The distribution requirements are:

- *three* courses in Political Science at the 200 level or higher (12 credits), in two of the three content areas defined below
- at least *one* additional course in political science at the 300 or 400 level
- 401 Capstone for Minors in Political Science

No more than 4 credits should be earned toward the minor from 496 (the practicum/internship) or 498 (the advanced independent study course).

Psychology Minor

20 credits

PSYC 101 General Psychology

Select *one* of the following course sequences (8 credits)

PSYC 253 Brain and Behavior *and*
 PSYC 355 Psychology of Learning

or

PSYC 242 Personality *and*
 PSYC 345 Abnormal Psychology

or

PSYC 251 Psychological Statistics* *and*
 PSYC 340 Psychological Testing

or

PSYC 311 Child and Adolescent Psychology *and*
 PSYC 314 Adulthood and Aging

Select *two* electives at the 300 or 400 level.

*Students who have already completed MATH 141 may not take PSYC 251 for college credit; therefore, this requirement may be fulfilled by completing MATH 141. Students must take an additional 4-credit PSYC elective in place of PSYC 251 to fulfill the Psychology minor requirements.

Safety Studies Minor

20 credits

Credits earned in courses used to satisfy multiple requirements will count once toward the total number of credits required for graduation.

SAFE 101 Safety Awareness
SAFE 202 Occupational Safety

Select a minimum of *three* courses (12 credits) from the following: (*Note: INCHEM 103 Fundamentals of Chemistry and Lab is a prerequisite for SAFE 304, 305.*)

INCHEM 103 Fundamentals of Chemistry and Lab
SAFE 203 Fire and HAZMAT Response
SAFE 204 Human Factors in Safety
SAFE 205 Behavioral Based Safety
SAFE 301 Loss Prevention
SAFE 302 Law and Ethics in Safety
SAFE 303 Safety and Health Standards
SAFE 304 Environmental Regulation
SAFE 401 Industrial Hygiene
SAFE 402 Critical Incident Response

Sociology Minor

20 credits

The Sociology minor is designed to give students a basic understanding of society and how individual behavior is influenced by the larger social world. It also provides insight into social relations and organizations, which is valuable in all fields. A minor in Sociology can be beneficial in a variety of careers such as social services, education, human rights, health and wellness, justice, advocacy, and research.

CORE COURSES

SOC 101 Introductory Sociology
SOC 301 Sociological Research Methods
SOC 305 Sociological Theory

Select *two* additional Sociology electives (minimum total of 8 credits).

Spanish Minor

20 credits

This minor allows students to acquire an active command of written and spoken Spanish, with a knowledge of historical and contemporary issues in the Spanish-speaking world. It is designed to complement programs such as Film Studies, Management, English, History, Management, Music, and Education. Spanish minors may elect to study in Spain or Latin America during their junior year through our exchange programs or through other approved programs. Students planning to study abroad must consult with the National and International Exchange Center and Spanish faculty before departure to arrange for program approval and transfer of credit.

New students who have had no prior Spanish should register for IHSP 101. Students with one or two years of successful high school study or one college semester should register for IHSP 102. Students with three or more high school years or two college semesters should register for IHSP 201. Students must consult Spanish faculty to find the most appropriate level.

CORE COURSES

SP 202 Intermediate Spanish II
SP 315 Conversation in Spanish
SP 316 Composition in Spanish
SP 330 Latinos in the United States
SP 405 Contemporary Spanish Usage

Statistics Minor

20 credits

MATH 141 Introductory Statistics*
or PSYC 251
MATH 151 Calculus I
MATH 242 Applied Statistics

Select *one* of the following:
MATH 241 Probability and Statistics I
MATH 360 Numerical Methods
MATH 365 Mathematical Modeling

One course from outside the Mathematics Department incorporating substantial use of statistics, or an experiential or service-learning experience that has a substantial statistical component. Must be approved by the Mathematics Department.

**This requirement can be fulfilled by completing PSYC 251.*

Theatre Minor

20 credits

Courses taken must include *one* course from the 100 level *or* 4 credits as follows:

TAD 121 Technical Theatre (2 credits)

TAD 123 Laboratory I (1 credit required concurrent with TAD 121)

TAD 297 Production Process (1 credit)

and

Two courses from the 200 level (8 credits)

Two courses from the 300 level or above (8 credits)

Women's Studies Minor

20 credits

Women's Studies is an interdisciplinary field that examines feminist theoretical perspectives on the intersections of race/ethnicity, class, gender, sexuality, nationality, religion, and other identities. This minor teaches students to think critically about the social construction of identity and the politics of knowledge production. Students will use these critical thinking skills to understand people's lives within a global context and to analyze the systems of oppression that contribute to continuing economic, political, and cultural inequalities. Women's Studies minors will be encouraged to promote social justice throughout their course work; they will engage in service learning as a capstone experience.

CORE COURSE

IIWS 101 Introduction to Women's Studies

Select *one* IIWS 200-level course:

WS 301 Feminist Theories

WS 495 Capstone in Women's Studies

Select *one* course from the list of approved electives. Special topics may also be available each semester. A Women's Studies faculty member can advise you about current offerings from various disciplines that will fulfill this requirement.

ANTH 315 Women, Gender, and Culture

EDUC 206 Women and Education

ENG 203 Women's Writing

ENG 208 Topics in Writing: Creative Process, Culture, and Gender (specific title required)

ENG 381 Women Writers

FILM 352 Film Genres and Directors: Contemporary Women Directors (specific title required)

FILM 495 Seminar: Feminist Issues in Film

FR 240 Franco-American Women's Voices

HIST 269 Women in Modern America

HIST 495 Seminar: Gender in Early North America (specific title required)

HLSC 220 Women and Health

HOLO 254 Women and the Holocaust

MU 115 Women in Music

PSYC 425 Psychology of Women

PSYC 495 Seminar: Psychology of Prejudice (specific title required)

SOC 321 Women in Society

SOC 345 Sociology of Families

SOC 455 The Body/Sexuality in Society

Writing Minor

20 credits

The writing minor helps develop an essential skill in ways applicable to any major, and offers students a means of pursuing their own interests in the field. Students may choose to focus primarily on fiction and poetry, may concentrate on nonfiction writing, or may combine these genres. All students are required in the last year of their program to complete and submit a portfolio of revised and selected work.

Select *one* of the following:

ENG 202 Expository Writing

ENG 204 Creative Writing

Select *three* of the following (including at least *two* courses at the 300 level or above):

ENG 202 Expository Writing (if not taken above)

ENG 203 Women's Writing

ENG 204 Creative Writing (if not taken above)

ENG 208 Topics in Writing

ENG 301 Fiction Workshop

ENG 302 Poetry Workshop

ENG 303 Nonfiction Workshop

ENG 304 Writing for Teachers

ENG 306 Autobiography Workshop

ENG 308 Advanced Topics in Writing

ENG 402 Theory and Practice

REQUIRED OF ALL STUDENTS

ENG 405 Writing Minor Portfolio

Associate Degree Programs

The College offers an Associate in Arts degree and several Associate in Science degree programs. The Associate in Arts degree is an Associate in Arts, General Studies. The Associate in Science programs include General Studies, Applied Computer Science, Chemical Dependency, and Technology Studies.

The Associate in Arts and the Associate in Science can be pursued as a two-year terminal degree program or as a pre-baccalaureate program enabling articulation into a four-year program.

Each program of study includes a concentration, which consists of 18 to 30 credit hours of related/sequential course work. The concentrations offer the opportunity to develop expertise in an academic discipline or professional area of interest. Courses required in the concentration may not be used to fulfill Integrated Studies requirements unless specified in the program description.

It is also recommended that students develop competence in a second language, acquire or enhance computer literacy, and select an experiential learning opportunity in which discipline-based knowledge can be applied in a real-life setting. Students planning to continue their studies in a bachelor's degree program should become familiar with the Integrated Studies requirements at that level.

Degree Requirements

1. All associate degree programs require completion of a minimum of 60 credit hours with a minimum grade point average of 2.0 based on a 4.0 scale.
2. At least 30 credits must be completed at Keene State College.
3. Matriculated baccalaureate students must declare their intention to complete an associate's degree by filing an

Intent to Graduate form prior to completing the final 30 credits of the baccalaureate degree.

4. Existing policies on transfer of credits and credit by examination prevail.
5. All credits taken at Keene State College apply toward calculating the minimum grade point average in accordance with College policies.

Applied Computer Science

Associate in Science

This two-year concentration prepares students for employment in computer operations. Course work introduces the student to a variety of computer applications in business and industry. This program of study is designed to articulate with the Bachelor of Science and minor programs in Applied Computer Science.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 28 credits

ITW 101

IQL 101

One course in the fine and performing arts (IA)

One course in the humanities (IH)

One course in the social sciences (IS)

One course in the natural sciences (IN)

One interdisciplinary course (II)

CONCENTRATION REQUIREMENTS

32 credits

Programming Core (12 credits)

CS 140 Computer Programming I

CS 185 Computer Programming II

CS 280 Data Structures

Specialization (4 credits)

CS 160 Microcomputer Systems
or CS 150 Web Page Construction

Mathematics (4 credits)

Math 135 Foundations in Mathematics for Computer Science

CS Electives (12 credits)

Two CS 200-level courses in addition to and not including CS 280. Eight (8) total credits, including a maximum of 4 credits of independent study (CS 298). Does not include credit from either the supervised field experience (CS 293) or cooperative education (CS 294).

One CS upper level course (300 or 400 level). Does not include supervised field experience (CS 493) or cooperative education (CS 494).

CS electives must include:

One CS course in a programming language other than the primary language taken in CS 140, CS 185, or CS 280, and approved by CS advisor.

One CS course, approved by student's advisor, in a second, non-Windows computer operating system or architecture.

DEGREE REQUIREMENTS

60 credits

Chemical Dependency*Associate in Science*

The two-year Chemical Dependency Program is an academic program with practical training in preparation for further studies in the field or entry-level employment in substance abuse/addictions. The program provides students with a theoretical understanding of substance abuse and addictions and an introduction to counseling, treatment, and related practices. The curriculum emphasizes research, theory, and practice regarding the continuum of care in addictions. Students can specialize in the area of prevention or treatment in course selection and internships.

INTEGRATIVE STUDIES REQUIREMENTS

(*minimum*) 28 credits

ITW 101

IQL 101

One course in the fine and performing arts (IA)

One course in the humanities (IH)

One course in the social sciences (IS)

One course in the natural sciences (IN)

One interdisciplinary course (II)

CONCENTRATION REQUIREMENTS

24 credits

HLSC 200: Alcohol and Other Drugs: The Fundamentals

HLSC 380: Addiction Theory Research and Practice

HLSC 382: Addiction Counseling and Case Management

HLSC 386: Chemical Dependency Diagnosis and Treatment

HLSC 492 Internship in Substance Abuse and Addictions

Students select *one* of the following courses:

HLSC 489 Drug Abuse Prevention

or HLSC 491 Advanced Drug Treatment Methods

ELECTIVES

Select Psychology, Sociology, or related courses to reach a total of 60 credits for the degree.

DEGREE REQUIREMENTS

60 credits

General Studies*Associate in Arts***INTEGRATIVE STUDIES REQUIREMENTS**

(*minimum*) 28 credits

ITW 101

IQL 101

One course in the fine and performing arts (IA)

One course in the humanities (IH)

One course in the social sciences (IS)

One course in the natural sciences (IN)

One interdisciplinary course (II)

CONCENTRATION REQUIREMENTS

(*minimum*) 32 credits

Students must complete a minimum of 32 credits in a self-designed concentration; 16 of the 32 credits must be 200-level or higher. The 32-credit self-designed concentration requirement must include a minimum of two disciplines in Arts and Humanities. A minimum of 12 credits must be taken in at least one of the two disciplines.

DEGREE REQUIREMENTS

60 credits

General Studies

Associate in Science

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 28 credits

ITW 101

IQL 101

One course in the fine and performing arts (IA)

One course in the humanities (IH)

One course in the social sciences (IS)

One course in the natural sciences (IN)

One interdisciplinary course (II)

CONCENTRATION REQUIREMENTS

(minimum) 32 credits

Students must complete a minimum of 32 credits in a self-designed concentration; 16 credits must be 200 level or higher. The 32-credit self-designed concentration requirement must include a minimum of two disciplines in sciences/mathematics, social sciences, or professional studies. A minimum of 12 credits must be taken in at least one of the two disciplines.

DEGREE REQUIREMENTS

60 credits

Technology Studies

Associate in Science

The two-year Technology Studies Program provides specialized preparation within a very flexible curriculum format for individuals who plan to become technicians in industry. A primary goal of the program is to prepare students for solving the kinds of human and technical problems found in the technological environment. A core requirement is followed by a concentration of courses in CAD-CAM, Product Design, or Safety Studies through individual program design done in consultation with an academic advisor.

Although the two-year Technology Studies Program is intended to lead to industrial employment, the program is fully transferable into the four-year Technology Studies Program at Keene State College.

INTEGRATIVE STUDIES REQUIREMENTS

(minimum) 32 credits

ITW 101 – 4 credits

IQL 101 – 4 credits

One course in the fine and performing arts (IA)

One course in the humanities (IH)

One course in the social sciences (IS)

One course in the natural sciences (IN)

One interdisciplinary course (II)

One course in fine and performing arts (IA) or humanities (IH) or social sciences (IS) or sciences (IN) or an interdisciplinary course (II)

CONCENTRATION REQUIREMENTS

28 credits

A concentration of courses is required in *one* of the following areas:

Product Design

Safety Studies

These concentrations must be developed in consultation with a TDS Academic Advisor.

TECHNOLOGY STUDIES ELECTIVES

28 credits

Select at least 28 credits from one of the Technology, Design and Safety concentrations; at least 16 credits must be at the 200 level or above.

ELECTIVES

Select additional courses to reach a total of 60 credits for the degree.

DEGREE REQUIREMENTS

60 credits

Teacher Education/Certification Programs

Keene State College has a long history of preparing teachers at the undergraduate, post-baccalaureate, and graduate level. Students seeking teacher certification may select from several options, which are described below and in other sections of this catalog. In addition to being accredited by the New England Association of Schools and Colleges, the Keene State College Teacher Education programs have received accreditation from the National Council for Accreditation of Teacher Education (NCATE) and the New Hampshire State Board of Education.

A. UNDERGRADUATE TEACHER PREPARATION

Undergraduate Teacher Preparation is designed for students seeking to become certified teachers. The undergraduate program requires three areas of study. Integrative Studies provides students with a background in liberal arts. Students need to adhere to the Integrative Studies requirements stipulated by the Education major and any other major/concentration they are pursuing. Teacher Education coursework focuses on the development of an understanding of the teaching profession, diversity of learners, and effective teaching practices, along with a series of supervised preprofessional experiences. The third area of study is a major in a discipline outside of education. Though the programs appear intensive, it is possible to complete most of them within four years, provided students seek the support of advisors, maintain required grades, and fulfill requirements for acceptance into Teacher Education during the second year.

Undergraduate students preparing for the teaching profession may choose from one of the following options:

Option I: Education. Requires second major. See B.S. Education for more information.

- Early Childhood (birth through age 8)
- Elementary Education (kindergarten through grade 6-8)
- Secondary Teacher Certification – includes Middle School certification with options in:
Biology (grades 7-12)

Chemistry (grades 7-12)
Chemistry-Physics (grades 7-12)
Earth Sciences: Geology (grades 7-12)
General Science (Middle School certification, grades 5-9)
Social Studies (grades 5-12) – in addition to core Social Science and History courses, a teacher candidate must choose one of the following majors:

Geography
History
Social Science

English (grades 5-12)
Mathematics (Middle School, grades 5-8, and Secondary, grades 7-12)

French
Spanish

- Special Education (General special education certification K-12 with additional certification in Elementary or Secondary options are available.)

Option II: K-12 Certification.

- Music (see B.M. in Music Education for more information)
- Physical Education (see B.S. in Physical Education for more information)

Admission to the College does not guarantee admission to a Teacher Education Program. Students seeking admission to Teacher Education must meet higher standards for academic performance, dispositions, and testing.

Teacher Education and programmatic standards are updated annually based on professional state and national requirements and are published in the *R.O.U.T.E. Handbook*, which is available at the Keene State College Bookstore and online at the Teacher Education website.

Students interested in entering the teaching profession should take EDUC 100 during their first year and consult with a faculty member in their content area. Advising information will be made available each semester.

B. Post-Baccalaureate Teacher Certification Program

Students who have earned a bachelor's degree from an appropriately accredited institution and are interested in obtaining teacher certification may apply for admission to the Post-Baccalaureate Teacher Certification Program. Additional information on the post-baccalaureate program, policies, and procedures may be found in the Advanced Study in Education – Post-Baccalaureate Certification Programs section of this catalog.

C. Master's Degree with Teacher Certification

Keene State College offers an intensive one-year master's program for students who have earned an appropriate baccalaureate degree from an accredited institution and wish to pursue an intensive full-time program leading to teacher certification in selected areas and a Master's in Curriculum and Instruction: World Educational Links (WEL). Additional information on this program may be found in the Advanced Study in Education – Master of Education section of this catalog.

Advanced Study in Education

Enter to Learn ... Go Forth to Serve

Tomorrow's educational leaders emerge from Keene State as new teachers, advanced special educators, master teachers, school counselors, and principals. At Keene State, we successfully guide intelligent and enthusiastic individuals as they become confident, competent educators actively improving public and private school environments. Keene State College has a long history of preparing teachers at the undergraduate, post-baccalaureate, and graduate level. The KSC programs of Advanced Study in Education are designed for the adult learner who aspires to enter the field of education, as well as for the experienced educator who seeks new knowledge, skills, and/or additional certification as his or her career develops.

Whether you are an experienced educator or are taking your first step toward teacher certification, KSC is ready to help you achieve your goals. Your opportunity to have a positive influence on the lives of children and youth and the future of education begins when you enroll in an area of Advanced Study in Education. Keene State College proudly offers programs and options that lead toward the master of education degree, post-master's certification, and post-baccalaureate teacher certification.

The Keene State College programs of Advanced Study in Education are accredited by one or more of the following: the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education (NCATE), or the New Hampshire State Board of Education.

More importantly, KSC is committed to bringing the highest level of state and national education standards to life. We strive to create an educational environment that fosters the development of professionals—educators dedicated to addressing the needs of students in ways that will dramatically improve their lives.

The faculty and staff of Keene State College are excited about each program option. Our instructors include full-time faculty members and model practitioners in the field, who present meaningful, relevant information and structured experiences essential to the development of strong, practitioner-oriented knowledge, skills, and dispositions. Our graduates are noted for an active leadership style that stimulates positive systemic change within demanding school environments.

MAJOR THEMES

In the programs of Advanced Study in Education we emphasize the study of students within schools, families, and community contexts in addition to identifying best practices through assessment and evaluation of classroom and school activities. The primary themes around which the department of Education, Special Education, and Early Childhood is organized are Self-Esteem and Confidence, Striving for Excellence, Social Responsibility and Ethics, Collaboration in a Community of Learners, Diversity, Life Span Development, Families, Integration of Knowledge, Problem Solving, and Creating and Constructing One's Own Knowledge.

PROFESSIONAL STANDARDS

Each of the programs of advanced study in education is framed by standards from national organizations. These standards specify the knowledge, skills, and dispositions professional educators should have, and in that way suggest desired outcomes of the various programs and options. Each specialty area uses the standards in planning courses and experiences and strives to meet as many standards as possible.

PROGRAM ADMINISTRATION

Admission

Candidates for admission to a program of Advanced Study in Education must submit the appropriate application, including required materials, to the KSC Admissions Office. Furthermore, the following requirements must be met: submission of transcripts for all undergraduate and graduate course work, three letters of

recommendation, an admissions essay, and an application fee. Applicants with a current official teacher certification from any state Department of Education must include a copy with their application. A personal interview is also required to complete the application process. Each program or option may specify additional admissions criteria. Refer to the specific admissions criteria for each program or option listed on the Application for Advanced Study in Education.

Applicants must have earned a baccalaureate degree with a minimum 2.5 grade point average for all undergraduate course work or must submit an official score report indicating a performance score at or above the 50th percentile on each of the three subtests of the (General) Graduate Record Exam (GRE).

Normally, application folders completed by the stated deadline will be evaluated for matriculation for the following semester.

<i>Deadline</i>	<i>Semester of Matriculation</i>
April 1	Fall
December 1	Spring

Keene State College reserves the right to close admissions, irrespective of the stated deadlines. Once accepted, students are required to submit a \$100 nonrefundable enrollment services fee before matriculation.

Program applicants may enroll for core courses – ESEC 601 Research Strategies in Education and ESEC 602 Students, Families, Schools, and Society – at any time before matriculation. In addition, electives may be taken prior to matriculation. However, no more than nine credits, completed at Keene State College or another institution, may be transferred into any graduate program option.

Administration of the Program

The Graduate Program is administered through the Teacher Education and Graduate Studies (TEGS) Office in collaboration with the Education faculty and Education coordinator(s). The College's Admissions Office coordinates the admissions process and notifies students of acceptance into the graduate program. The Office of the Registrar maintains academic records. The Office of Continuing Education monitors students who enroll in graduate courses but are not matriculated in order to assist nonmatriculated students in the admission and course selection process.

Upon admission to the Graduate Program, the TEGS Office, after consultation with the student and Education faculty, identifies an advisor. The TEGS Office monitors matriculated student progress through the program.

The Education faculty offers courses in a planned three-year cycle that allows realistic student planning for completion of degree

requirements in two to three years. The three-year cycle includes fall, spring, and summer semesters. Courses are offered 4:30-7 p.m. and 7-9:30 p.m. Monday through Thursday during the academic year. Courses may also be offered on a Friday evening-Saturday schedule. Summer session classes include day and evening meetings as well as weeklong institutes. Classes typically have at least eight and up to 20 students enrolled in order to provide faculty attention to student needs appropriate for graduate study.

ELECTIVES

Electives for the graduate program are designed to provide each graduate student with experiences that are appropriate for their professional portfolio plans but are not studied in depth in specialty areas. Each elective course includes an identification of the Teacher Education Themes and Professional Standards dimension elements to which it relates. Electives are selected and organized around four overarching themes: Research, Assessment, Curriculum Development, and Human Development.

Elective courses are offered during the academic year and during the two summer sessions to facilitate student planning and completion of the program. Elective course offerings are planned one year in advance, with many scheduled for summer sessions. Electives will vary from 1 to 3 credits numbered at the 500 or 600 level.

DEGREE REQUIREMENTS

- The minimum course requirements must be completed as specified in the program, with an average grade of B or higher (3.0 on a scale of 4.0). No grade less than C is acceptable, and no more than two grades less than a B may be applied to the degree. The Course Retake Policy does not apply to courses taken for graduate credit.
- The residence requirement for graduate students must be fulfilled (normally completed by taking at least 80 percent of credits through Keene State College courses).
- An Intent to Graduate Form must be submitted to the TEGS Office during the first two weeks of the semester before the semester of graduation.
- Payment of the graduation fee is required.

TRANSFER OF CREDIT

Matriculated students may submit a Transfer of Credit Request form to the TEGS Office. Keene State College may accept up to nine transfer credits provided these credits apply to a candidate's graduate program and are approved by the student's advisor and/or the Education faculty chair. Only credits are transferred, not grades. Transfer course grades are not included in the 3.0 grade point average required for program completion. Transcripts

must indicate that the student was enrolled in a graduate-level course in an appropriately accredited institution. Grades below a B (3.0 on a scale of 4.0) are not acceptable for transfer into graduate programs. Normally, courses taken more than seven years before the date of matriculation may not be transferred into a graduate program.

TIME LIMITATIONS

The statute of limitations (total time period in which to complete a graduate program) is six calendar years from the date of official admission for programs that require 30 credits or more to complete, or four calendar years for those programs that require 29 or fewer credits.

GRADUATE COURSE POLICY

A graduate student may elect to apply up to, but no more than, six credits of 300- and 400-level courses in their graduate program. Students taking 300- and 400-level courses for use in a graduate program must receive approval, prior to enrolling in such a course, from the graduate advisor and the director of the TEGS Office. Forms are available in the TEGS Office.

COURSE LOAD

A matriculated graduate student is considered to be full-time when he or she registers for nine or more credits in a given term. Registration for 4.5 credits but less than 9 credits results in half-time status. Course load is a significant determining factor regarding eligibility for financial aid. Contact the Student Financial Services Office for additional information.

ACADEMIC DISMISSAL

Graduate students who fail to maintain a 3.0 cumulative grade point average (on a 4.0 scale) are subject to academic

dismissal. Students may also be dismissed for lack of professionalism, attitude toward and aptitude for professed occupational goals, and other criteria established by the degree program.

EARNING A SECOND GRADUATE DEGREE

Those presently holding a master's degree may earn an additional master's degree in a different area by completing all requirements for the second degree. Candidates for a second graduate degree should apply through the regular admissions process. Existing policies regarding transfer of credit apply.

ASSISTANTSHIPS/FINANCIAL AID

A limited amount of grant and loan money is available for financial aid for graduate students. Submit a Free Application for Federal Student Aid (FAFSA) by March 1. Then contact the Keene State Office of Student Financial Services. A limited number of graduate assistantships are available to matriculated graduate students. Benefits include a \$3,000 annual stipend, plus waiver of tuition and fees (at the in-state rate) for up to eight approved courses (normally 24 credit hours) for the academic year. Twenty hours of work per week are expected of recipients during each semester. Applications are available from the TEGS Office.

LEAVE OF ABSENCE

Each semester students must either register for a course or request a leave of absence. Failure to do either may lead to administrative withdrawal from the college. To request a leave of absence, contact the Associate VP for Student Affairs office. Students must specify an intended date of return. No readmission procedure will be required when the College has granted an official leave.

Advanced Study in Education Programs

Master of Education

1. CURRICULUM AND INSTRUCTION OPTION

The Curriculum and Instruction (C&I) Option in the master's program in education promotes the development and enhancement of teacher leadership for classroom teachers. The program strives to instill an understanding of self and others in conjunction with the development of skills, knowledge, critical thinking, and compassion required for creating an equitable and engaging learning environment for diverse learners. The C&I option has two tracts, Professional Development and Initial Certification/World Educational Links.

Curriculum and Instruction: Professional Development Track (36 credits)

The C&I Professional Development track is a two-year M.Ed. program for classroom teachers currently employed in an appropriate school setting. The program is marked by three phases of engagement: Reflection and Design for Teacher Leadership, Understanding the Context for Teacher Leadership, and Teacher Leadership and Change. Students begin the program in the fall semester and are expected to complete their program of study in two years, including summer work.

The Professional Development track is designed so that a small cohort of students can navigate through the program together. Each student works closely with a faculty advisor to design their individualized program of study (aligned with the Board of Professional Teachers Standards), which is presented to an advisory committee for approval. Through course work, seminar discussion, field work, reading, professional conferences, etc., students explore teacher leadership in their area of focus. Throughout the program, students develop their portfolio to document their learning and progress on the goals articulated in their approved program of study.

Action research is central to each student's plan of study. It is used as a tool for deep inquiry into the dynamics of teaching and learning in the school setting. Students are required to use the findings from their research to support a leadership initiative,

which may include grant writing, leading workshops, writing articles and presenting at professional conferences. At the end of the program, students are expected to design their own exit exhibition, which provides them an opportunity to share their portfolio and demonstrate competency in the areas identified in their program of study.

The C&I Professional Development track offers flexibility and individualization for highly motivated professional teachers who are looking for a leadership role in a specified area of focus of their choice. Students can expect their graduate work at KSC to be a time of reflection and renewal as they explore themselves and their relationship with colleagues, students, family, and the community. Throughout the program students are challenged to deepen their understanding of the world from multiple perspectives, explore the dynamic nature of the teaching and learning process, demonstrate professional and ethical behaviors by meeting high expectations and standards, and contribute to a just and equitable world.

Admission Criteria – Professional Development Track

Candidates for admission to the Curriculum and Instruction: Professional Development Track must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- current employment as a teacher in an approved educational setting (grades pre-K to 12)
- one year full-time teaching experience
- a personal interview with a member of the C&I faculty

C&I Option – Professional Development Track Requirements (36 credits)

PHASE ONE – Reflection and Design for Teacher Leadership (6 credits)

ESECCI 610 Portfolio Development and Assessment
1 credit), *Fall*

ESEC 602 Students, Families, Schools and Society (2 credits),
Fall

ESECCI 661 Collaboration and Service Delivery Options,
Fall

PHASE TWO – Understanding the Context for Teacher Leadership (15 credits)

ESECCI 621 Design and Reform of American Education, *Spring*

ESEC 601 Research Strategies in Education, *Spring*

ESECCI 631 Assessment & Evaluation in Schools, *Summer*

ESECCI 641 Applied Learning Theory, *Summer*

ESECCI 651 Curriculum Development, *Summer*

PHASE THREE – Teacher Leadership and Change (6 credits)

ESEC 699 Capstone, *Fall*

ESECCI 697 Internship, *Spring*

Electives (9 Credits)

Students identify graduate level electives, which support the focus of their program plan.

The faculty advisor will oversee the evaluation and approval process for electives.

The evaluation and approval process may begin after Phase One – Reflection and Design for Teacher Leadership has been completed.

Graduate credits completed prior to the completion of Phase One – Reflection and Design for Teacher Leadership may be evaluated and approved for elective credit if the student demonstrates how he or she supports the focus of their program plan.

Curriculum and Instruction: Initial Certification/World Educational Links Track (39 credits)

The Initial Certification/World Educational Links (WEL) Track of the C&I Option is designed for individuals who have completed a baccalaureate degree in a liberal arts discipline. Additional coursework will be required if an applicant's baccalaureate degree does not directly relate to the area of certification they are seeking. The following areas of certification are currently available through this program:

Applied Computer Science (grades K-12)

Biology (grades 7-12)

Chemistry (grades 7-12)

Early Childhood Development (Nursery-3)

Earth Science (grades 7-12)

Elementary Education (grades K-8)

English (grades 5-12)

French (grades K-12)

General Science (grades 5-9)

Middle/Junior High Mathematics (grades 5-8)

Physical Science (grades 7-12)

Secondary Mathematics (grades 7-12)

Spanish (grades K-12)

Social Studies (grades 5-12)

All students in the WEL program must be enrolled full-time and are placed in a field setting for an entire public school year (August to June). Students develop individual learning plans referenced to state and national standards for teachers. A mentor teacher in the classroom in which the student is assigned provides critical instruction and guidance in the development of a portfolio, documenting competence in certification standards and completion of the individual learning plan. Students meet as a cohort every Friday and on selected Saturdays during the fall and spring semesters. Courses in the Initial Certification/WEL program are offered only to full-time graduate students.

The WEL program requires an initial review of previous course work to determine missing competencies required to meet state standards for teacher certification. Students must design activities, in consultation with WEL faculty, to address missing competencies.

The Initial Certification/WEL Track includes content and experiences that address both the Teacher Education Themes and the New Hampshire State Standards for Teacher Certification. In addition to the content in portfolio development and assessment, design and reform of American education, assessment in the classroom context, and curriculum development, students enrolled in the C&I Initial Certification/WEL Track are required to gain competence in life span development and classroom instructional management. Literacy and methods experiences at the level appropriate for the area of certification being sought are also required. Students who successfully complete all requirements in this program option receive the Master of Education degree and are recommended for initial teacher certification.

Admission Criteria – Initial Certification/World Educational Links Track

Candidates for admission to the C&I Initial Certification/WEL Track must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- observe and interact with children of various ages in different public school environments for at least 100 hours before completing the application process – strongly recommended
- program planning sheet – to be completed with the academic counselor in the KSC Office of Teacher Education & Graduate Studies after the application and transcripts have been submitted
- demonstrated competence in the selected area of certification
- a personal interview with a member of the WEL faculty

C&I Option – Initial Certification Track Requirements (39 credits)

PHASE 1 – Exploring the Self as Teacher (Summer)

ESEC 602 Students, Families, Schools, and Society (2 credits)

ESECCI 610 Portfolio Development and Assessment
(1 credit)

ESECCI 621 Design and Reform of American Education

ESEC 630 Life Span Development

PHASE 2 – Knowing the Present (Fall)

ESEC 601 Research Strategies in Education

ESECCI 631 Assessment and Evaluation in Schools

ESECCI 651 Curriculum Development

ESECCI 687 Classroom/Instructional Management

ESEC 595 Methods with Field Placement

PHASE 3 – Teacher Leadership (Spring)

ESEC 560 Internship: Teaching

ESEC 699 Capstone

2. EDUCATIONAL LEADERSHIP OPTION

36 credits

(Meets New Hampshire Certification Competencies for Principal: grades K-12)

School principals are leaders who function in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. To lead effectively, school principals must be prepared with the knowledge, skills, and ethical understandings necessary to create an environment that promotes human potential in terms of learning and citizenship.

The literature defines leadership as a direction-setting task. People who lead engage in visioning, purposing, and agenda setting. At the core is the principal's role in the development of shared strategic visions for schools. Shared visions are the basis of a school's culture and values, which suggest that leaders are people who facilitate the development of shared visions and thus create desired changes in culture and values (National Policy Board for Educational Administration, 1993).

A developmental and ecological perspective provides the theoretical framework for the program. The overriding theme of leadership drives the vision of school principal preparation. The developmental framework focuses on the needs, tasks, and challenges of children, adolescents,

and adults in the school setting. The ecological perspective prepares future principals to work effectively with those systems that comprise and have an interrelationship with schools. These systems include school, family, community, and state, national, and global organizations.

A multicultural perspective is expressed by the commitment to prepare principals who can work effectively with diverse populations of children, adolescents, and adults. This emphasis encompasses sensitivity to individuals in an organizational setting. School principals work with students, teachers, paraprofessionals, staff members, other professionals, parents, board members, community members, and central office personnel in a variety of curricular and cocurricular planning and activities. Leadership, team building, and communication skills are crucial to working with all constituencies, including large groups, small groups, and individuals in conferencing.

An integral component of the program is the thorough development of each student's understanding of what makes organizations effective; motivation, human development, learning, and learning styles; and mediation and conflict resolution, oral and written communication, and delegation.

School principals must be models of and knowledgeable about ethical and legal standards and must be capable of applying those concepts in the complexities of a school setting. They must have knowledge of the legal and ethical parameters regarding confidentiality, personal and group safety, personal biases and limits, consultation with colleagues, and the need to refer an issue to another individual, central office, or outside agency.

The Educational Leadership Option has two tracks. The first is the traditional program that requires students to satisfactorily progress through a series of courses that are offered within the semester format. Typically, courses meet once per week during the academic year and twice per week during summer sessions.

The second track is a one-year internship program. Students develop learning plans based on state and national standards. Students are mentored by school personnel on a continuous basis during the school year.

Admission Criteria – Educational Leadership Option

Candidates for admission to the Educational Leadership Option must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions office. Furthermore, the following criteria must be met:

- current employment in an approved educational setting (grades pre-K to 12)
- two years full-time experience as a qualified educator (three years full-time experience is required for Certification as a Principal by the N.H. Department of Education)
- a personal interview with a member of the Educational Leadership faculty

Educational Leadership Option Requirements (36 credits)

Introduction to Graduate Studies (5 credits)

ESEC 601 Research Strategies in Education

ESEC 602 Students, Families, Schools, and Society (2 credits)

Educational Leadership Option (22 credits)

ESECEL 610 Portfolio Development and Assessment (1 credit)

ESECEL 621 Organizational Leadership

ESECEL 622 School Effectiveness and Reform

ESECEL 631 Staff Selection, Supervision and Evaluation

ESEC 641 School Law

ESECEL 652 Budget and Facility Management

ESECEL 697 Internship (fall)

ESECEL 697 Internship (spring)

Graduate-Level Electives (6 credits)

Capstone Experience (3 credits)

ESEC 699 Capstone

3. SCHOOL COUNSELOR OPTION

48 credits

(Meets New Hampshire Certification Competencies for Guidance Counselor: grades K-12)

The Keene State College School Counselor Program is designed to encourage the development of school counselors who are, as described in the American School Counselor Association National Standards, actively involved in school transformation: “catalysts for educational change ... [playing] a leadership role in educational reform” (Campbell and Dahir, 1997, p. 3). The program prepares future school counselors to work as advocates for their students and to create developmental school counseling programs that are

comprehensive in nature and focused on equity and success for all students. The program promotes an understanding of the roles and responsibilities of the school counselor in the 21st century and the enhancement and development of relevant school counseling skills and strategies.

Developmental, ecological/systemic, and multicultural perspectives provide the theoretical frameworks. The program is based on the American School Counselor Association (ASCA) National Standards (Campbell and Dahir, 1997), the ASCA National Model: A Framework for School Counseling Programs (American School Counselor Association, 2003), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards (CACREP, 2001), and the New Hampshire state standards for school counselors, which, together, provide the framework for the program.

The program’s developmental perspective focuses on the needs, tasks, and challenges of children and adolescents as they grow and of the school counselor throughout her or his career. Therefore, we also emphasize the evolution of self-awareness and the skills required to be a lifelong reflective practitioner. The program is designed to create the conditions for self-reflection and awareness within the context of the role of school counselor in order to foster this awareness and these skills.

An ecological/systemic perspective prepares counselors to work effectively with the systems that form the context of students’ lives. These systems include the peer group, school, family, and community. An ecological perspective considers the impact of community, national, and global events on students and the spectrum of effective school counselors’ responses to these events.

A multicultural perspective is woven throughout the program; we are committed to preparing counselors who can work sensitively and effectively with diverse populations, including the range of cultural, ethnic, gender related, class, and racial diversity that exists in schools and in society. This emphasis includes attention to the range of learning differences and styles of the student population.

The ASCA national standards are “the essential elements of a quality and effective school counseling program. The standards address program content and the knowledge,

attitudes, and skill competencies that all students ... develop as a result of participating in a school counseling program... The content of school counseling programs focuses on three widely accepted and interrelated areas: academic development, career development, and personal/social development” (Campbell and Dahir, 1997, pp. 3-5).

The ASCA National Model: A Framework for School Counseling Programs (American School Counselor Association, 2003) focuses on “a comprehensive approach to four elements: program foundation; delivery; management; and accountability” (ASCA p. 10). According to the ASCA national model, the foundation is based on the beliefs and philosophy of the individual school, its mission statement, and the ASCA national standards. The delivery system includes the school guidance curriculum, planning for individual students, responsive services, and system support. The management system includes organizing advisory councils, gathering and using data to make decisions and plan programs and interventions, and the use of action plans and other organizational tools to document and assess the program and how it is making a difference for all students. “School counselors must be proficient in retrieving school data, analyzing it to improve student success and using it to ensure educational equity for all students” (ASCA p. 10). A commitment to advocacy, leadership, collaboration, and systemic change provides the overall framing of this approach.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP 2001) focuses on the development and enhancement of high-quality standards for graduate programs in counseling. The CACREP standards are the national standard for designing and assessing graduate programs in counseling, therefore, these are the standards we used in conjunction with the New Hampshire state standards to design and assess the Keene State program.

In order to work effectively with students, faculty, staff, families, and community stakeholders, school counselors need to have effective skills in communication, individual counseling, small-group guidance and counseling, and classroom guidance. Leadership in facilitating

communication and team-building among faculty and staff members and with families and students are critical components of the school counselor’s role. Effective leadership requires interpersonal and consultation skills and the ability to mediate and resolve conflicts. Skills in behavior management, crisis intervention, and referral and provision of services are crucial, as is an understanding of how to work with learning differences and emotional and health-related problems.

School counselors need to be well grounded in current ethical and legal standards. Ethical practice must be infused in and guide all of their work. Awareness of the guidelines of professional organizations is of the utmost importance. Legal and ethical considerations include understanding the parameters surrounding confidentiality and knowing one’s own biases and limits, when it is necessary to consult with colleagues, and when to refer students to another individual or agency. An ethical school counselor actively seeks to continuously learn more about this ever-growing field and is careful to seek appropriate peer review and clinical supervision throughout his or her career.

The School Counselor Option is field-based; each course requires students to apply course content to a school or counseling context. The program is also sequential in design, with each course cluster providing a base for subsequent courses. Two semester-long School Counseling Internships (elementary and secondary) include a weekly seminar and require students to demonstrate mastery level counseling in a school setting. Program flexibility and individualization occur within the courses as students design and try out interventions based on interpretations of theory and research into identified best practices.

Admission Criteria – School Counselor Option

Candidates for admission to the School Counselor Option must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- observe and interact with students in a public school environment for a minimum of 100 documented hours within the five years prior to beginning the program
- a personal interview with a member of the School Counselor faculty

School Counselor Option Requirements (48 credits)**Introduction to Graduate Studies (11 credits)**

ESEC 601 Research Strategies in Education
 ESEC 602 Students, Families, Schools, and Society (2 credits)
 ESEC 630 Life Span Development
 ESEC 641 School Law

School Counselor Option (31 credits)

ESECSC 610 Program Orientation/Portfolio Development (1 credit)
 ESECSC 622 School Counseling: Roles, Responsibilities, and Interventions
 ESECSC 623 The Inclusive School Counselor: Diversity and Multiculturalism in Schools
 ESECSC 626 Professional Seminar in School Counseling
 ESECSC 631 Assessment and Evaluation for School Counselors
 ESECSC 641 Career Development
 ESECSC 651 Methods and Skills of Counseling
 ESECSC 652 Group Counseling in Schools
 ESECSC 662 School Counseling: Theoretical Foundations
 ESECSC 696 Internship: Elementary
 ESECSC 697 Internship: Secondary

Graduate-Level Electives (3 credits)

Course(s) to be determined in consultation with faculty advisor.

Capstone Experience (3 credits)

ESEC 699 Capstone

4. SPECIAL EDUCATION OPTION

39 credits

Keene State College is committed to offering professionals in the region opportunities to pursue professional development, advanced graduate studies, and advanced certification by the N.H. Department of Education in: Emotionally Disturbed (grades K to 12) and Learning Disabilities (grades K to 12). To ensure graduate opportunities in the Special Education Option, Keene State has entered into a collaborative agreement with Granite State College. This joint effort gives professionals the opportunity to engage in dialogue with colleagues in the area and pursue development of their own interests and expertise. Students seeking initial general special education certification should refer to the post-baccalaureate program or undergraduate program.

The Special Education Option in the master's program is designed to support professionals on their journeys to enhance competence as special educators, pursue certification in learning disabilities and emotional and behavior disorders, and earn a graduate degree. The course work is divided into two segments. The Introduction to Graduate Studies works with students to develop an understanding of how to evaluate existing research and design classroom-based action research. They also investigate perspectives that examine how students, families, schools, and society impact their roles. The Special Education Option begins by guiding the professional through self-reflection and goal setting in light of professional standards and current issues that constitute the context for special education. Students engage in Granite State College modules to develop and demonstrate professional competence in the advanced certification areas. They are also encouraged to enroll in elective courses that correspond with their professional goals.

When students are awarded advanced certification in Emotionally Disturbed (grades K to 12) and Learning Disabilities (grades K to 12), they will submit materials to demonstrate professional competence for graduate credit at KSC. The last course in the Special Education Option connects students' work with collaborative efforts in the schools. The Capstone Experience requires graduate students to develop their own school-based projects.

Intensive studies focusing on special education topics that lead to advanced certification in learning disabilities and emotional/behavior disorders are completed in conjunction with the Granite State College Special Education Teacher Training (SETT) Program. This part of the program revolves around school-based, independent learning defined by a set of six to seven modules. The modules are designed to allow the professional to work both independently and under the supervision of a mentor professional. Students engaged in the SETT program are provided with a course syllabus, a timeline to gauge independent work, related tasks and readings, and rubrics to evaluate performance. Texts, articles, and related assignments are designed to provide participants with background information. In addition, field-based requirements allow for connections with site-

based activity, giving professionals opportunity to apply different ideas with feedback from their supervisors. The Granite State College SETT Program leads to advanced certification by the N.H. Department of Education in: Emotionally Disturbed (grades K to 12) and Learning Disabilities (grades K to 12).

Admission Criteria – Special Education Option

Candidates for admission to the Special Education Option must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- current certification in General Special Education (grades K to 12)
- one year full-time teaching experience in special education
- current employment in an approved educational setting (grades pre-K to 12) located within the geographic service area approved by Granite State College
- a personal interview with a member of the Special Education faculty

Ideally, candidates will begin their graduate studies at KSC or apply to the two programs concurrently.

In order to complete this option a student must fulfill expectations defined by Granite State College and be accepted into the SETT program. Candidates may be evaluated in terms of a minimum undergraduate GPA, effective writing skills (organization, clarity, fluency, and technical qualities), and evidence of self-direction. Candidates approved by Granite State College will engage in independent learning modules, which lead to a recommendation by Granite State College for advanced certification by the N.H. Department of Education in: Emotionally Disturbed (grades K to 12) and Learning Disabilities (grades K to 12).

Applicants accepted at both institutions will be assigned an advisor at KSC and Granite State College. KSC students and advisors meet to project a timeline for program completion, discuss options, and complete a program planning sheet. Granite State College students meet with their advisor to discuss how to: secure a mentor, participate in field supervision, make effective use of SETT modules, and create and sign a contract for completion.

Special Education Option Requirements (39 credits)

Introduction to Graduate Studies (5 credits)

ESEC 601 Research Strategies in Education

ESEC 602 Students, Families, Schools, and Society (2 credits)

Special Education Option (22 credits)

ESECSP 610 Portfolio Development and Assessment
(1 credit)

ESECSP 612 Demonstrated Certification Competence
(18 credits)

Appropriate documentation from Granite State College is required. These credits may be awarded by KSC for work completed at Granite State College leading to a recommendation for advanced certification by the N.H. Department of Education in: Emotionally Disturbed (grades K to 12) and Learning Disabilities (grades K to 12)

ESECSP 661 Collaboration and Service Delivery Options

Graduate-Level Electives (9 credits)

Elective credits must be completed at KSC. Students are encouraged to participate in Institutes and offerings in other KSC graduate programs that serve to enhance their understanding of serving students with special needs.

Capstone Experience (3 credits)

ESEC 699 Capstone

Post-Master's Certification Programs

For individuals currently holding an appropriate master's degree who wish to become certifiable as a school principal or school counselor, post-master's certification programs are available as follows:

1. EDUCATIONAL LEADERSHIP CERTIFICATION

(22 credits)

(Meets New Hampshire Certification Competencies for Principal: grades K-12)

Refer to the Master of Education: Educational Leadership Option section of this catalog for a description of this program.

Admission Criteria

Candidates for admission to the Educational Leadership program must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- current employment in an approved educational setting (grades pre-K to 12)
- two years full-time experience as a qualified educator (three

years full-time experience is required for Certification as a Principal by the N.H. Department of Education)

- earned appropriate master's degree
- a personal interview with a member of the Educational Leadership faculty

Educational Leadership Certificate Requirements (22 credits)

ESECEL 610 Portfolio Development and Assessment
(1 credit)

ESECEL 621 Organizational Leadership

ESECEL 622 School Effectiveness and Reform

ESECEL 631 Staff Selection, Supervision and Evaluation

ESEC 641 School Law

ESECEL 652 Budget and Facility Management

ESECEL 697 Principal Internship (fall)

ESECEL 697 Principal Internship (spring)

2. SCHOOL COUNSELOR CERTIFICATION

(31 credits)

(Meets New Hampshire Certification Competencies for Guidance Counselor: grades K-12)

Refer to the Master of Education: School Counselor Option section of this catalog for a description of this program.

Admission Criteria

Candidates for admission to the School Counselor program must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- observe and interact with students in a public school environment for a minimum of 100 documented hours within the past five years prior to beginning the program
- a personal interview with a member of the School Counselor faculty
- earned appropriate master's degree in a counseling-related field

School Counselor Certificate Requirements (31 credits)

ESECSC 610 Program Orientation/Portfolio Development
(1 credit)

ESECSC 622 School Counseling: Roles, Responsibilities, and Interventions

ESECSC 623 The Inclusive School Counselor: Multiculturalism and Diversity in Schools

ESEC 630 Lifespan Development

ESECSC 631 Assessment and Evaluation for School Counselors

ESECSC 641 Career Development

ESEC 641 School Law

ESECSC 652 Group Counseling in Schools

ESECSC 662 School Counseling: Theoretical Foundations

ESECSC 696 Internship: Elementary

ESECSC 697 Internship: Secondary

Post-Baccalaureate Teacher Certification Programs

Post-Baccalaureate Teacher Certification Program (PBTCP) is specifically designed to address the needs of two distinct populations:

- Experienced educators who want to become certified in another discipline; these individuals will have completed a baccalaureate degree and typically possess current teacher certification.
- Individuals who hold a baccalaureate degree and whose life experiences have led them to seek initial teacher certification; this group may range from the novice student who has no background or experience in education to individuals who have a wealth of experience and/or are employed as teacher aids, tutors, paraprofessionals, or special education classroom teachers.

This program closely follows the undergraduate Teacher Education model. It is composed almost exclusively of undergraduate courses. Through this program, students are able to meet New Hampshire competencies for certification in one or more of the following areas:

Applied Computer Science (grades K-12)

Biology (grades 7-12)

Chemistry (grades 7-12)

Early Childhood Development (Nursery-3)

Earth Science (grades 7-12)

Elementary Education (grades K-8)

English (grades 5-12)

French (grades K-12)

General Science (grades 5-9)

General Special Education (grades K-12)

Middle/Junior High Mathematics (grades 5-8)
 Music Education (grades K-12)
 Physical Education (grades K-12)
 Physical Science (grades 7-12)
 Secondary Mathematics (grades 7-12)
 Spanish (grades K-12)
 Social Studies (grades 5-12)

Selection of a Content Area is required for admission. Prior to admission, it is strongly recommended that applicants have at least 100 hours of contact with children in a public school setting. This track requires an initial review of all post-secondary course work. The Office of Teacher Education and Graduate Studies coordinates the examination of official transcripts, relevant standardized test results and other application materials to develop an individualized educational plan that will address the KSC Teacher Education Themes while meeting New Hampshire state standards for Teacher Certification. The educational plan will typically address certification competencies not met by the student's baccalaureate degree. Required courses will guide students toward the acquisition of the knowledge, skills and dispositions necessary to demonstrate competence in their selected area of certification and as a professional educator.

Extra academic preparation may be required for applicants whose baccalaureate degree is not closely related to the area of certification they are seeking. Prior to engagement in the Student Teaching experience, it is strongly recommended that a student have at least 500 hours of contact with children of various ages in different public school environments.

ADMISSION CRITERIA

Candidates for admission to the Post-Baccalaureate Teacher Certification Program must submit an Application for Advanced Study in Education, including required materials, to the KSC Admissions Office. Furthermore, the following criteria must be met:

- observe and interact with children of various ages in different public school environments for at least 100 hours before completing the application process – strongly recommended
- program planning sheet – to be completed with the academic counselor in the KSC Office of Teacher Education and Graduate Studies after the application and transcripts have been submitted
- a personal interview with the academic counselor for Teacher Education and Graduate Studies

GENERAL SPECIAL EDUCATION

(Meets New Hampshire Certification Competencies for General Special Education: grades K-12)

The Post-Baccalaureate program for certification in General Special Education is designed to meet the needs of students who seek initial certification at this level. The program is a blend of both undergraduate and graduate courses with an emphasis on a yearlong internship experience. The internship may be conducted on the job (for students employed as a teacher in a special education setting) or in a field experience approved by the faculty coordinator of this program. The program is designed to address the critical shortage of highly qualified special educators in New Hampshire, and will primarily serve three populations: (1) certified teachers who are working in a “regular” education setting; (2) individuals employed as Special Education teachers via the N.H. Department of Education – Alternative IV process (provisional certification in a Critical Shortage area); and (3) individuals with minimal experience in education or those who have a wealth of experience and/or are employed as teacher aids, tutors, para-professionals, etc. Upon completion of this program, the successful candidate may apply up to 18 graduate level credits toward the Master of Education Degree: Curriculum & Instruction Option (36 credits).

The PBTCP requires an initial review of previously completed course work and an interview with a KSC representative. The Office of Teacher Education and Graduate Studies coordinates the examination of official transcripts, relevant standardized test results and other application materials to develop an individualized educational plan that will address the KSC Teacher Education Themes while meeting New Hampshire state standards for Teacher Certification. Additional coursework may be required if an applicant's baccalaureate degree does not provide the necessary foundation.

Phase 1 – Introduction to Teaching

This phase is designed for individuals who are NOT currently certified as a Teacher. Students must demonstrate competency in “general” education before proceeding with Phase 2 of this program. Individuals who possess a recognized form of teacher certification have demonstrated the required competency and may begin with Phase 2.

ESEC 150 Development, Exceptionality and Learning I
 ESEC 250 Development, Exceptionality and Learning II
 ESEC 282 Literacy in the Content Areas
 ESEC 320 Education Environments/Practices
 ESEC 385 Methods: (consult with SPED coordinator for appropriate section)
 ESEC 387 Creating Social Contexts for Learning

In order to progress to Phase 2 a student must have earned a grade C or higher for each of the above courses. A cumulative GPA of 2.5 or greater is also required for these courses.

**Phase 2 – General Special Education
(24 or 30 credits)**

Students who possess current certification in an appropriate area will only be required to complete 24 credits.

SPED 301 Context for Teaching Students with Special Needs
SPED 401 Instruction & Curriculum Design in Special
Education

*SPED 520 Assessment and Evaluation for Special Education

*SPED 525 Transition Planning & Programming

*SPED 560 Internship in Special Education I (6 credits)

*SPED 565 Internship in Special Education II (6 or 12 credits)

Students must earn a C or better grade in each SPED course, and complete the program with a minimum cumulative Grade Point Average of 2.50.

*Up to 18 graduate level credits completed in this program may be used to fulfill one half of the credits required to complete the Master of Education Degree: Curriculum & Instruction Option. Grades below a B (3.0 on a scale of 4.0) are not acceptable for transfer to the Master of Education.

Courses of Instruction

Because curriculum development is a continuous process, there may have been course changes subsequent to the publishing of this catalog. Therefore, the College reserves the right to add, change, or delete curricular offerings and/or make curricular refinements. Some changes are necessitated by agencies that accredit the College or award certificates to students. Check with the appropriate academic discipline to learn of any recent changes.

Course Availability

As a service to students and those who advise students, the College provides information regarding the semester a course is expected to be offered. The information is included in the course description. Please note that course schedule information is subject to change without notification. Furthermore, the inclusion of information as to when courses are typically offered does not constitute a contract between the students and the College.

Course Numbering System

All courses carry four credits unless otherwise indicated. Prerequisites, if there are any, are listed at the end of each course description.

For courses numbered below 100, credits do not apply toward graduation.

100/200-level courses are introductory and intermediate courses usually taken during the freshman and sophomore years.

300/400-level courses are upper division courses, usually taken by juniors and seniors.

500-level courses are graduate courses but are open to senior undergraduates with permission of the appropriate divisional dean.

600-level courses are graduate courses only; they are not open to undergraduates.

Experimental courses are identified as 199 (basic), 399 (advanced), and 599 (graduate). They may be offered with permission of the discipline faculty, the appropriate divisional dean, and the vice president for Academic Affairs. Normally these courses are not repeated.

American Studies

IAMST 210 INTRODUCTION TO AMERICAN STUDIES

An interdisciplinary introduction to the nature, methodology, resources, premises, and problems of the American experience. Usually focuses on a particular decade, region, or theme. May be repeated once for credit as topics change. Prerequisite: ITW 101. *Fall, Spring.*

AMST 250 INTERPRETING AMERICAN CULTURE

Course combines perspectives of social sciences and humanities to help students understand American culture in diverse contexts. Myths and realities of American subcultures are also examined. May be repeated once for credit as topics change. *Annually.*

AMST 290 SPECIAL TOPICS

Exploration of topics in American Studies. May be repeated as topics change. *Spring.*

AMST 298 INDEPENDENT STUDY

1-8 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Repeatable to a total of 8 credits. Prerequisite: Consent required of the instructor who will supervise the independent study.

AMST 350 PERSPECTIVES ON AMERICAN CULTURE

An examination of a special topic, using primary/secondary materials, drawing on the history and theory of American Studies, this course places a special emphasis on understanding interdisciplinary approaches. The course is designed to prepare students for advanced interdisciplinary work in American Studies or allied disciplines. Prerequisite: ITW 101, IIAMST 210, or permission of instructor.

AMST 390 CRITICAL APPROACHES

Exploration of selected aspects of the American experience viewed from one or more critical perspectives. When appropriate, also listed as ENG-390 or a 400-level English course. May be repeated as topics change. *Every two years.*

AMST 490 ADVANCED SPECIAL TOPICS

Exploration of advanced topics in American Studies. May be repeated as topics change. *Occasionally.*

AMST 495 SEMINAR

An interdisciplinary examination of a selected period, theme, or issue related to the American experience. AMST students will propose seminar paper topics that integrate learning from previous courses in American Studies and related disciplines. May be repeated for credit as topics change. Prerequisites: ITW 101, IIAMST 210, AMST 350, junior standing, and permission of instructor. *Spring.*

AMST 497 INTERNSHIP

1-4 credits

Experience in the field providing an opportunity to explore and reflect on work/professional options related to American Studies. Settings may be museums, historical/preservation/restoration organizations, libraries/archives, media, schools, environmental groups, social services, or other related fields. May be repeated to a total of 8 credits. Prerequisites: Permission of American Studies coordinator, and approval and appropriate supervision by core faculty.

AMST 498 INDEPENDENT STUDY

1-8 credits

Intensive study of an issue, problem, or topic related to American Studies. Consent required of the instructor who will supervise the independent study. May be repeated to a total of 8 credits.

Anthropology

ISANTH 110 CULTURAL ANTHROPOLOGY

Introduction to anthropological knowledge and understanding of human cultures and societies. Cross-cultural comparison and review of tribal and industrialized societies. Application of

anthropological concepts to provide understanding of other cultures and one's own culture. *Fall, Spring.*

ANTH 110 CULTURAL ANTHROPOLOGY

Introduction to anthropological knowledge and understanding of human cultures and societies. Cross-cultural comparison and review of kin-based as well as nation-state societies. *Fall, Spring.*

ANTH 111 ARCHEOLOGY AND PHYSICAL ANTHROPOLOGY

An introduction to the biological and cultural evolution of human beings. In addition to the prehistoric record, the course will cover primatology, human variation, and problems of theory and practice in archeology. *Fall, Spring.*

ANTH 212 WORLD ETHNOGRAPHY

Ethnographies are descriptions of cultural systems based on anthropological fieldwork and informed by ethnology (cross-cultural comparison). In this course, students read ethnographies to understand the diversity of cultures. They also examine strengths and weaknesses of ethnography as a means of describing and explaining culture and cultural diversity. Prerequisite: ANTH 110. *Fall.*

ANTH 290 TOPICS IN ANTHROPOLOGY

Selected topics in anthropology. May be repeated as topics change to a total of 8 credits. Prerequisite: ANTH 110. *Occasionally.*

ANTH 314 WORLD PREHISTORY

An in-depth, comparative examination of cultural change and culture process in prehistoric societies from various places around the world. The course begins with the appearance of anatomically modern humans and ends with the demise of the first civilizations and includes multiple theoretical perspectives on prehistoric behavior. Prerequisite: ANTH 111. *Fall, alternate years.*

ANTH 315 WOMEN, GENDER, AND CULTURE

An examination of the ideology and social reality of gender and specifically women cross-culturally. The course covers various theoretical approaches and explores ethnographic literature. Prerequisite: ANTH 110 or permission of instructor. *Fall.*

ANTH 316 CULTURES OF SOUTHEAST ASIA

A cultural anthropological investigation of the diversity of cultures in Southeast Asia. Focuses on the large variety of economic and religious traditions in the area and how these interrelate. Prerequisite: ANTH 110 or permission of instructor. *Spring, odd years.*

ANTH 318 THE ANCIENT MAYA

A comprehensive investigation of the archeology of ancient Maya culture. The course begins with an examination of some

of the earliest occupations in Mesoamerica and then documents the complex social, political, economic, and ideological developments of the Maya until the arrival of Spanish Europeans. Prerequisite: ANTH 111. *Spring, even years.*

ANTH 335 PRACTICUM IN ANTHROPOLOGY

2-8 credits

This course provides an opportunity for students to use anthropological learning in a cultural setting for 8 to 10 hours each week. Students may select from among applied research, human services, or other social/cultural change settings. Prerequisite: Permission of instructor. *Fall, Spring.*

ANTH 390 STUDIES IN ANTHROPOLOGY

Intensive study of selected topics in anthropology. May be repeated as topics change to a total of 8 credits. Prerequisite: ANTH 110. *Occasionally.*

ANTH 413 ANTHROPOLOGICAL THOUGHT

Anthropology, throughout its history, has attempted to understand the similarities and differences among human populations and their cultures. This course will examine different anthropological schools of thought in regard to how cultures should be studied and understood. Prerequisite: ANTH 212 or permission of instructor. *Spring.*

ANTH 494 COOPERATIVE EDUCATION

2-8 credits

Work-learning experience for Anthropology minors. Placement arranged by the student and approved, supervised, and evaluated by a faculty member. Student appends 3 to 4 hours each week in a work setting for each credit earned. Compensation possible. May be repeated to a total of 8 credits (4 credit maximum toward Anthropology minor). Prerequisite: Permission of instructor. Graded Pass/Fail. *Occasionally.*

ANTH 498 INDEPENDENT STUDY

1-4 credits

Advanced independent study of an Anthropology area not normally available in the curriculum. Requires a written report. May be repeated to a total of 4 credits. Prerequisite: Permission of instructor. *Occasionally.*

Architecture

ARCH 120 ARCHITECTURAL CAD I

This course introduces architectural computer-aided drafting (CAD) with state-of-the-art applications. Students, through a combination of lectures, hands-on exercises, and drawing problems, build a solid foundation of two-dimensional CAD skills and apply these skills creating architectural plans, sections,

and elevations according to professional drafting standards, techniques, and practices. *Fall, Spring.*

ARCH 180 INTRODUCTION TO ARCHITECTURAL DESIGN

This course provides an introduction to the design, history, and construction of residential buildings. Students study basic principles of residential building design and design processes, including programming, site planning, design elements, and construction methods. Students use seminars and projects studying drafting techniques to plan, design, and develop presentation and working drawings. *Fall, Spring.*

ARCH 220 ARCHITECTURAL CAD II

An intermediate course in computer-aided drafting using state-of-the-art architectural drafting software. Students, through a combination of lectures, hands-on exercises, and drawing problems, learn three-dimensional CAD skills to generate architectural design and detail drawings according to professional drafting standards, techniques, and practices. Prerequisite: ARCH 120 or permission of instructor. *Fall, Spring.*

ARCH 230 ARCHITECTURAL DESIGN I

Studio investigations of fundamental design concepts, principles, and elements. Projects and exercises focus on the creation of abstract architectural forms and spaces through an exploration of shape, hierarchy, organization, scale, proportion, materials, and light. Studio Design courses should be taken in sequence. Prerequisite: ART 103 or permission of instructor. *Fall.*

ARCH 235 ARCHITECTURAL DESIGN II

Studio investigations of fundamental design concepts, principles, and processes. Projects focus on the creation of both abstract and programmed architectural forms and spaces with an emphasis on formal and aesthetic values and the development of a visual vocabulary. The exercises are oriented toward the achievement of creative individual expression. Prerequisite: ARCH 230 or permission of instructor. *Spring.*

ARCH 260 SUSTAINABLE DESIGN AND BUILDING SCIENCE

Study of energy issues, sustainable building design, and introduction to building science. Focus is on energy-efficient buildings, solar energy systems, related environmental issues, and basics of building science. Projects involve energy analysis of buildings, evaluation of renewable energy options, world energy issues, critical design decisions for building, and building forensics. Prerequisite: MATH 120 or permission of the instructor. *Fall.*

ARCH 270 COMMERCIAL CONSTRUCTION

Introduction of the processes of commercial building, including environmental and regulatory factors and analysis of founda-

tion components and structural and enclosure building systems. Lectures, site visits, and projects present students with an array of technical challenges in building design. Focus is on analyzing and designing architectural details for a variety of building materials. Prerequisite: ARCH 180. *Fall.*

ARCH 275 RESIDENTIAL CONSTRUCTION

A study of residential construction technology systems, including the planning, materials and processes used by building contractors to build residential structures. The interrelationship of societal needs, the environment, and quality of life as they affect building design and construction practices are examined. Two-hour lecture, three-hour lab. *Fall, Spring.*

ARCH 280 COLLABORATIVE ARCHITECTURAL PROJECT

Project-centered course emphasizing team approach to solving complex architectural problems. Students conduct architectural projects in the local community for a specific client and site. Involves site planning, programming, schematic design, and construction management. Prerequisite: ARCH 270 or permission of instructor. *Spring.*

ARCH 290 SPECIAL TOPICS

2-8 credits

Study of a selected topic in Architecture. May be repeated as topics change. Prerequisites vary with topics. *Fall, Spring.*

ARCH 294 COOPERATIVE EDUCATION

2-8 credits

Work-learning experience for which compensation may be received. Placements arranged and approved, supervised and evaluated by full-time Architecture faculty. Elective credit only (cannot be applied to credits in the major) to a total of 12 credits per program. Prerequisites: Declaration of Architecture major and permission of normally 120 hours per credit. Graded Pass/Fail. *Fall, Spring.*

ARCH 320 ARCHITECTURAL CAD III

An advanced course in state-of-the-art architectural rendering, graphic, and CAD applications. Students through a combination of lectures, hands-on exercises, and drawing problems, learn advanced visual representation skills to generate architectural renderings, presentation, and portfolio quality images. Prerequisite: ARCH 220 or permission of instructor. *Fall.*

ARCH 330 ARCHITECTURAL DESIGN III

Intermediate-level design investigations based upon the generation of architectural solutions with particular emphasis on formal, functional, and materialization concerns. Projects and exercises focus on the analysis and synthesis of built form with investigations into historical precedents; human factors; site, environmental, and contextual influences; and identification of materials. Prerequisite: ARCH 235 or permission of instructor. *Fall.*

ARCH 350 ARCHITECTURAL HISTORY I

An introduction to the history of architecture and the design concepts that are the building blocks of architectural history from prehistory to the Baroque period. The course surveys the traditional or "canonical" architectural works of Western Europe, the United States, Asia, and the Middle East. *Fall.*

ARCH 355 ARCHITECTURAL HISTORY II

Survey of architectural history, including built form, design theories, construction technologies, and social, political, religious influences from the Gothic period through 1960s. Examines the architecture of Western and non-Western civilizations. Lectures, quizzes, exams, and oral presentations serve as methods for gaining knowledge of transitions in architectural history. *Spring.*

ARCH 360 SOLAR DESIGN AND BUILDING SCIENCE II

Designing Passive and Active Solar Systems for buildings, performance modeling, and advanced building science. Includes basic principles, performance calculations, design optimization, architectural integration of solar energy systems, air quality, and moisture control. Students design combined solar systems applying principles of advanced building science. Prerequisite: ARCH 260. *Spring.*

ARCH 370 ARCHITECTURAL SYSTEMS

Designing mechanical and electrical systems in the context of high-performance buildings. Course applies scientific principles in designing water-supply systems, heating, cooling, electrical services, lighting, and sound control, extending the understanding of healthy buildings design. Emphasizes the principles and concepts to help students design a variety of systems while creating healthy buildings. Prerequisite: ARCH 260 or permission of instructor. *Fall.*

ARCH 375 STATICS AND STRUCTURAL ANALYSIS

Analysis of structural systems in static equilibrium. Begins with fundamental physical laws and progresses to equations of forces and moments on rigid bodies, the analysis of frames, trusses, and internal forces and moments in beams, and loading diagrams and geometrical analysis of building loads. *Spring.*

ARCH 430 ARCHITECTURAL DESIGN IV

Advanced architectural design of complex building programs. Emphasis on analysis and synthesis of design solutions, including aesthetic principles, satisfaction of programmatic and human concerns, integrating forms in urban or natural context, and identification of appropriate building tectonics. Research is performed on building type and relevant architectural references. Prerequisite: ARCH 330 or permission of instructor. *Spring.*

ARCH 435 PORTFOLIO DESIGN

Preparation of an architectural portfolio for employment, fellowships, grants, and postgraduate academic opportunities. Course

focuses on visual and written representation of individual studio work. Students engage in the representational process to provide a critical forum for written and visual communication in the field of architecture and their own work. Prerequisite: ARCH 430 or permission of instructor. *Fall.*

ARCH 480 SENIOR DESIGN PROJECT

Culminating course in the architecture program where each senior defines and develops a complete design and set of drawings for a real client and site. The course emphasizes group interaction, peer review, and evaluation by independent architects. Prerequisite: ARCH 280 or permission of instructor. *Spring.*

ARCH 490 ADVANCED SPECIAL TOPICS

2-8 credits

Study of a selected topic in Architecture at an advanced level. May be repeated as topics change. Prerequisites vary with topics. *Fall, Spring.*

ARCH 494 ADVANCED COOPERATIVE EDUCATION

2-8 credits

Sequential work-learning experience for which compensation may be received. Placements arranged and approved, supervised and evaluated by full-time Architecture faculty. Elective credit only (normally 120 hours per credit) to a total of 12 credits per program. Prerequisites: Declaration of Architecture major and permission of instructor. May be repeated for credit. Graded Pass/Fail. *Fall, Spring.*

ARCH 498 INDEPENDENT STUDY

2-8 credits

Advanced independent study of various fields of Architecture through independent reading, writing, laboratory work, or field investigation. Requires a written report. May be repeated to a total of 8 credits. Prerequisite: Permission of instructor. *Fall, Spring.*

Art

IAART 101 FOUNDATIONS OF DESIGN

Study of primary visual design concepts through series of lectures and projects that explore two- and three-dimensional design, and the language of color. Emphasis is on the interaction of these elements in relation to composition and the development of visual literacy. *Fall and Spring.*

IAART 111 INTRODUCTION TO ART

A study of the unique features of art and aesthetic experience designed to promote an understanding of artists and their works. Includes materials and techniques of artists, as well as the psychological and cultural aspects of artists in society. *Fall, Spring.*

IAART 125 DRAWING I

The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. May be repeated for credit with approval of instructor. *Fall, Spring.*

ART 101 FOUNDATIONS OF DESIGN

Study of primary visual design concepts through series of lectures and projects that explore two- and three-dimensional design, and the language of color. Emphasis is on the interaction of these elements in relation to composition and the development of visual literacy. **For Art majors only.** *Fall and Spring.*

ART 103 THREE-DIMENSIONAL DESIGN

A comprehensive exploration of the properties of natural and human-made volumes and spaces. Projects involve sculptural objects and architectural and environmental design. Studio projects are completed outside of class. May be repeated for credit with the approval of instructor. *Fall, Spring.*

ART 111 INTRODUCTION TO ART

A study of the unique features of art and aesthetic experience designed to promote an understanding of artists and their works. Includes materials and techniques of artists, as well as the psychological and cultural aspects of artists in society. **For Art majors only.** *Fall, Spring.*

ART 125 DRAWING I

The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. May be repeated for credit with approval of instructor. **For Art majors only.** *Fall, Spring.*

ART 151 TECHNOLOGY WORKSHOP

2 credits

This course introduces the Macintosh computer and its role in the design and production of digital art and graphic design. Emphasis is on efficient digital workflow procedures, networking principles, file management, and font organization. Students will become acquainted with software packages, including Adobe Photoshop, Illustrator, and InDesign. *Fall, Spring.*

ART 208 CERAMICS I

Design and construction of wheel and hand-built pottery, including the preparation of glazes and the process of firing. May be repeated for credit with approval of instructor. *Fall, Spring.*

ART 211 ANCIENT ART

The history of Western art from Paleolithic cave paintings through Roman Imperial architecture. Prerequisite: ART 111. *Spring.*

ART 212 MEDIEVAL ART

The history of Western art from early Christian catacomb paintings through Gothic cathedral architecture. Prerequisite: ART 111. *Fall.*

ART 213 RENAISSANCE AND BAROQUE ART

The history of Western art from Florentine early-Renaissance sculpture through French Rococo architecture. Prerequisite: ART 111. *Spring.*

ART 214 19TH AND 20TH CENTURY ART

The history of Western art from English Romantic architecture through American Pop Art painting. Prerequisite: ART 111. *Fall.*

ART 224 PHOTOGRAPHY

A study of black-and-white photography and the application of the medium to individual expression. Includes a working knowledge of camera operation, black-and-white film developing, and paper printing. May be repeated for credit with approval of instructor. Prerequisite: a 35mm camera or larger. *Fall, Spring.*

ART 225 DRAWING II

Advanced studio work in pencil, ink, charcoal, and chalk from still life and figure models. May be repeated for credit with approval of instructor. Prerequisite: ART 125. *Fall, Spring.*

ART 226 PAINTING I

An introductory course in oil painting, with emphasis on color, shape, light, and texture as they affect the art of painting. Basic compositions of a representational nature and creative experimentation are encouraged. A technical understanding of the oil painting medium is also presented. Prerequisites: ART 101 and ART 125 or permission of instructor. *Fall, Spring.*

ART 228 FIGURE DRAWING LAB

1 credit

The practice of drawing from the model emphasizing gesture drawing and longer poses. Students are encouraged to work independently in a variety of media. Instruction from the professor comes with individual student needs. May be repeated for credit. May not be substituted for ART 125, ART 225, or ART 325. Prerequisite: ART 125.

ART 244 SCULPTURE I

A comprehensive exploration in the fundamentals of sculpture using processes such as carving, casting, modeling, assemblage, and welding. Emphasis is on developing standards in sculptural technique and personal expression. *Fall, Spring.*

ART 250 GRAPHIC DESIGN I

Introduction to graphic design as a problem solving activity that communicates visually. Creative brainstorming techniques,

design principles, time-based media, and semiotic theory are introduced. Group and individual critiques help students identify focus and aptitude for graphic design. Prerequisites: ART 151 and two of following: ART 101, ART 111, or ART 125. *Fall, Spring.*

ART 253 DIGITAL IMAGING

The study of digital photography, including digital camera, software, computer-based printing, or other out-put media. Artistic, theoretical, and technical aspects will be considered. Topics include mechanics, image manipulation, and preparing digital images for print, web, and other digital media. Prerequisite: ART 250. *Fall, Spring.*

ART 258 TYPOGRAPHY I

Students study type as graphic form and means of communication. Through related projects, students analyze the history, design, and use of letterforms. Includes study of typographic grids. Prerequisite: ART 250. *Fall, Spring.*

ART 290 TOPICS IN ART HISTORY

Subjects vary according to current scholarship and events in Art. Emphasis is on topics not usually offered in regular courses of instruction. Prerequisite: ART 111. May be repeated for credit as topics change.

ART 295 SOPHOMORE STUDIO/EXHIBIT PRACTICE

2 credits

Introduction to concepts, theories, and schools of contemporary visual art over the last 50 years through field trips, guest speakers, readings, discussions, and research paper. Introduction to studio processes, practice, and careers available for contemporary artists. Introductory experience documenting work and participation in curatorial methods. Prerequisites: Art major and sophomore status or permission of instructor. *Spring.*

ART 308 CERAMICS II

The design and construction of both wheel and hand-built pottery problems in conjunction with the history of pottery. May be repeated for credit with approval of instructor. Prerequisite: ART 208 or permission of instructor. *Spring.*

ART 325 DRAWING III

Special graphic studies involving independent projects and research. Emphasis is on the unique personal attitudes and interests of the student. Prerequisites: ART 125 and ART 225 or permission of instructor. May be repeated for credit with approval of instructor. *Fall, Spring.*

ART 326 PAINTING II

Advanced studio work in painting media. Will explore either figure or landscape subjects. Traditional and contemporary approaches are emphasized. Students are encouraged to explore

their own interests regarding the subject. May be repeated for credit as subject matter changes. Prerequisites: ART 225 and ART 226 or permission of instructor. *Fall, Spring.*

ART 333 PRINTMAKING I

A survey of techniques and history of printmaking. Investigation of relief, lithography, and intaglio processes. Covers both back-and-white and color printing processes. Further brainstorming, drawing and design skills, and professional printmaking practice will be emphasized. Prerequisites: ART 225 and ART 226 or permission of instructor. *Fall, Spring.*

ART 334 PRINTMAKING II

An in-depth investigation on the technical and conceptual aspects of selected printmaking processes. Emphasis will be placed on the development of one or more printmaking mediums: intaglio, lithography, relief, mixed-media, and photo printmaking. May be repeated for credit with approval of instructor. Prerequisite: ART 333. *Spring.*

ART 344 SCULPTURE II

A comprehensive investigation of the technical and conceptual aspects of selected processes associated with contemporary sculptural construction. Emphasis is placed on individual creativity and style. May be repeated for credit with approval of instructor. Prerequisite: ART 244. *Spring.*

ART 350 GRAPHIC DESIGN II

This course emphasizes the relationship between text and image in creating effective designs and powerful graphic messages. Assignments focus on type hierarchy, composition, computer production skills, client projects, and graphic design history. Prerequisite: ART 253. *Fall, Spring.*

ART 351 HISTORY OF GRAPHIC DESIGN

Study of cultural prevalence and social significance of graphic design throughout history. Readings, lectures, and projects explore history of the visual message from prehistory through the digital era and the origins of European typography. Discussion of the role of design in printing and the impact of industrial technology upon visual communications. Prerequisite: ART 350. *Fall.*

ART 352 ELECTRONIC IMAGING

Students apply computer skills to produce complex computer-generated designs. Students explore text and image manipulation using Illustrator, Photoshop, etc. Service bureau output methods are discussed and applied. Prerequisite: ART 250. *Fall, Spring.*

ART 354 WEB-BASED MEDIA I

Web design blends technical skills, creativity, visual communication, and information science. Course emphasizes fundamental

web design skills as well as the design principles that characterize exceptional websites. Students will plan, design, and launch a complete website with creative interfaces, strong graphic images, functional site organization, and logical navigation. Prerequisite: ART 253. *Fall, Spring.*

ART 355 WEB-BASED MEDIA II

Intermediate study in web design. Emphasis is placed on web page-style formatting, typography, and interactivity. Covers methods in digital communication and visual problem solving through project-based learning processes. The integration of creativity, visual communication, and technical skills will be stressed. Prerequisite: ART 354. *Fall, Spring.*

ART 356 TIME-BASED MEDIA I

This project-based course introduces fundamental vocabulary, principles, tools, and techniques of time-based multimedia design. Students learn to design effective interfaces, create motion graphics, work with video and audio, study logical navigation methodologies, and produce interactive multimedia projects. Emphasis is on visual design strategies as well as some programming language. Prerequisite: ART 354. *Fall, Spring.*

ART 358 TYPOGRAPHY II

Advanced investigations into meaning of style and its historic examples in typography. Students develop original typographic styles as a foundation for development of individual design identity. Course projects explore logo and typeface development. Prerequisites: ART 258 and ART 350.

ART 408 CERAMICS III

Advanced study of wheel and hand built pottery problems, including theory and principles of clay bodies, glazes, kiln construction, and firing. Prerequisite: ART 308 or permission of instructor. May be repeated for credit with permission of instructor. *Fall.*

ART 426 PAINTING III

Advanced and independent study of painting. Students must be sufficiently advanced in the understanding of art to design, initiate, and carry to a successful conclusion their own research with the assistance of the instructor and invited critics. May be repeated for credit with the permission of instructor. Prerequisite: ART 326 or permission of instructor. *Spring.*

ART 450 GRAPHIC DESIGN III

Advanced study of visual communication through investigating modern graphic design, visual languages, visual problem-solving techniques, and researching conceptual-thinking skills. Concentration is on the integration of expressive forms and their communicative functions. Constructive and deconstructive approaches of design and concepts of sequential graphics are studied. Prerequisite: ART 354. *Fall, Spring.*

ART 455 TOPICS IN GRAPHIC DESIGN

Topics rotate each semester and include the following: Advanced Topics Time-Based Media, 3-D Animation, Advertising Design, Pre-Press, Book Design, Magazine Design, Package Design, and Illustration. May be repeated for credit as topics change. Prerequisites: ART 354 and ART 356. *Fall, Spring.*

ART 459 GRAPHIC DESIGN PORTFOLIO

Required capstone course in Graphic Design Options with focus on producing a professional-quality portfolio of design work. Readings, discussions, critiques, and studio work are aimed at preparing students for their move from college to the professional world and/or advanced design studies. Prerequisite: ART 450. *Spring.*

ART 490 ADVANCED STUDIO TOPICS

Advanced study and research in a specific studio discipline. Emphasis is placed on individual theoretical development. May be repeated for credit with approval of instructor. Prerequisite: To be determined as topics change or permission of instructor. *Fall.*

ART 492 ART HISTORY SEMINAR

Advanced study in art history and aesthetics. Subjects vary according to contemporary scholarship. Emphasis is placed on theory rather than historical chronology. May be repeated for credit as topics change. Prerequisite: ART 111 or permission of instructor. *Spring.*

ART 495 SENIOR STUDIO/EXHIBIT PRACTICE

2 credits

Topics will include the discussion and criticism of contemporary visual art through gallery visits, guest speakers, readings, and research paper. The course will also focus on the planning and execution of the senior exhibition as well as the development of portfolios and slide and digital disc preparation for graduate school and career opportunities. Prerequisites: Art major and senior status. *Spring.*

ART 496 BFA SENIOR STUDIO

Independent advanced studio work in preparation for the BFA Senior Exhibition. Individuals will work directly with their BFA advisors to develop a body of work consistent with their BFA option. May be repeated to a total of 8 credits. Prerequisite: Senior BFA standing. *Fall, Spring.*

ART 497 GRAPHIC DESIGN/STUDIO INTERNSHIP

A seminar and experiential learning opportunity to integrate graphic design and studio theory with practice through on-the-job experience. Seminar meetings provide discussion topics and the sharing of workplace experiences. May be repeated once. Prerequisite: ART 350 or ART 333 or permission of departmental advisor.

ART 498 INDEPENDENT STUDY

1-8 credits

An opportunity for a qualified student to research and study a selected topic in art history, studio art, or graphic design in consultation with a faculty member. May be repeated to a total of 8 credits. Prerequisites: Art major, senior status, and permission of both the instructor and the Art Department chair. *Fall, Spring.*

Astronomy

INASTR 101 INTRODUCTION TO ASTRONOMY

Quantitative and descriptive view of current knowledge/developments in the field and methods used to acquire/analyze data and draw conclusions. Emphasis is on historical and cultural perspective, modeling, tools of the astronomer, underlying physical principles. Some lab exercises. Topics include stellar astronomy, origin, structure, and evolution of the universe, Earth-Sun system, and planetary origins. *Fall, Spring.*

ASTR 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Prerequisite: Permission of instructor who will supervise the independent study.

ASTR 307 UNIVERSITY ASTRONOMY/ASTROPHYSICS

An in-depth study of contemporary astronomy and astrophysics. Emphasis is on methods of data acquisition and analysis and application of principals of modern physics, light, thermodynamics, and general relativity. Topics include stellar and galactic astrophysics, space-time geometry, cosmology, and planetary exploration. Knowledge of algebra, logarithms, and fundamental physics principles are expected. *Alternate years.*

Biology

INBIO 100 PLANTS AND HUMAN AFFAIRS

Explores the interrelationships between human cultures and plants. The course is designed to introduce students to plant science, the diversity of ways in which plants are used in different societies throughout the world, and the ways in which plants and plant uses have shaped past and modern cultural development. (Not open for credit toward a major program in science.) *Fall, Spring.*

INBIO 105 EVOLUTION AND GENETICS OF SEX

Introduces the biology of sex, primarily in animals. Emphasis is on the evolutionary and genetic basis of sex determination, sexual

dimorphism, interspecific variation in reproductive biology, and the divergence of male and female sexual strategies. The course introduces hypotheses of ultimate and proximate causation and evaluates the costs and benefits of sex. *Fall, Spring.*

BIO 101 TOPICS IN BIOLOGY

An exploration of biological issues and methods for nonmajors. Applying basic principles to modern problems, the course may focus on a theme such as evolution and conservation of biodiversity, plants and society, or ecology and environmental issues. Can be repeated for credit as topics change. *Fall, Spring.*

BIO 104 TOPICS IN INVESTIGATIVE BIOLOGY

An integrated lecture-lab course for nonmajors that explores biological topics through hands-on investigative activities. Will focus on a theme, such as the forensic sciences or ecology, and will require use of the scientific method to further understanding of key concepts. Will satisfy the lab science requirement for education majors. *Fall, Spring.*

BIO 106 THE EVOLUTION OF LIFE

This integrated lecture-lab course introduces education majors to evolution. Through written and oral assignments and lab experiences, students will investigate the nature of science and explore evolutionary patterns and mechanisms, the history and diversity of life, evidence for evolutionary change and relationships, and educational and legal issues surrounding evolutionary biology. *Occasionally.*

BIO 110 MOLECULES AND CELLS

Introduction to the life processes from the molecular to the physiological level using an integrated lecture and lab experience. Topics include the chemistry of macromolecules, cell structure and function, cellular respiration, photosynthesis, and gene expression. Use of experimental inquiry to integrate course content into a physiological context. *Fall.*

BIO 111 EVOLUTION

An integrated lecture-lab experience that introduces the basic principles of heredity, evolution, and systematics. Students will investigate variation within and among species, evolutionary patterns, processes, and innovations, evidences of evolutionary change, and social controversies surrounding this concept. Lab and field projects include experience with scientific method and communication. *Spring.*

BIO 210 ECOLOGY

This integrated lecture-lab course explores the basic concepts and mechanisms that explain the abundance and distribution of organisms at the individual, population, community, and ecosystem levels. Field and lab exercise emphasize the basics of sampling and experimental design, hypothesis formation,

spreadsheet use, statistics, data presentation, and scientific proposal writing. Prerequisite: BIO 111. *Fall.*

BIO 211 GENETICS

An integrated lecture-lab treatment of transmission, chromosomal, and population genetics; gene mapping, genetic interactions, and mutations; and historical and social aspects of genetics. Assignments emphasize quantitative analysis and the use of experimental and statistical hypotheses. Lab activities promote familiarity with model organisms and the execution and presentation of genetic experiments. Prerequisites: MATH 141, BIO 110, and BIO 111. *Spring.*

BIO 212 CELLS AND PHYSIOLOGY

An integrated lecture-lab experience using animal, microbial, and plant models to introduce fundamentals of physiology and cell biology. Topics include the cell cycle, apoptosis, motility and locomotion, the endocrine system and cell signaling, the nervous system and neuronal function, and animal metamorphoses. Prerequisite: BIO 110 and BIO 111. *Spring.*

BIO 230 HUMAN ANATOMY AND PHYSIOLOGY I

A lecture-lab experience covering the structure and function of the human body for students in physical education and allied health programs. Body organization and terminology, basic chemistry, the cell, histology, integumentary, skeletal, muscular, sensory, central, and somatic nervous systems. Prerequisite: INCHEM 100, INCHEM 103, or INCHEM 111, depending on the requirements of a student's major. *Spring.*

BIO 232 HUMAN ANATOMY AND PHYSIOLOGY II

Continuation of BIO 230. A lecture-lab experience covering the structure and function of the endocrine, cardiovascular, immune, respiratory, digestive, urinary, reproductive, and autonomic nervous systems, and consideration of metabolism, nutrition, heredity, and regulation of temperature, fluid, electrolytes, and acid-base balance. Prerequisite: BIO 230. *Fall.*

BIO 240 CELL AND MICROBIAL BIOLOGY

Introduction to cell and microbial biology. Topics include basic biological chemistry, microbial cell structure and function, and microbial physiology and genetics. Experimental inquiry into areas of food microbiology, including food production, food spoilage, and food-borne diseases, will integrate course content into the health science context. Prerequisites: Students must be health science majors in their sophomore year and have taken or be enrolled in HLSC 215. A background in basic chemistry is also recommended. *Spring.*

BIO 290 SPECIAL TOPICS

1-4 credits

Exploration and analysis of major topics of biology, such as human genetics, algae and fungi, marine biology, freshwater

ecology, and biological aspects of sexual reproduction. Prerequisite: permission of instructor.

BIO 294 COOPERATIVE EDUCATION

1-6 credits

Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 20 hours per credit) to maximum of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

BIO 298 INDEPENDENT STUDY

1-6 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor, who will supervise the independent study. May be repeated to a total of 6 credits. *Fall, Spring.*

BIO 333 INVERTEBRATE ZOOLOGY

An integrated lecture-lab course focusing on invertebrate anatomy, physiology, behavior, development, ecology, natural history, evolution, and systematics. Field trips may be required. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 334 VERTEBRATE ZOOLOGY

Integrated lecture, laboratory, and field course focusing on vertebrate anatomy, physiology, behavior, ecology, natural history, evolution, systematics, and conservation. Students will become acquainted with local vertebrate communities and with primary research literature and research methods. Field trips may be required. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 335 ORNITHOLOGY

Integrated lecture, lab and field activities introduce important features of avian anatomy, physiology, behavior, life histories, breeding, ecology, conservation, evolution, and systematics. Students will gain experience in ornithological research and will practice species identification and field observation and reporting. Field trips may be required. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 343 ECOSYSTEM ECOLOGY

This integrated lecture-lab course focuses on the controls and dynamics of ecosystem function and community structure. Some of these fundamental concepts are discussed in the context of human-caused environmental problems. In guided research projects students will learn and apply state-of-the-art methodologies and further develop their skills in scientific investigation.

Prerequisites: BIO 210, BIO 211, BIO 212 or ENST 220, ENST 240, and BIO 210. *Occasionally.*

BIO 345 ANIMAL BEHAVIOR

An integrated lecture-lab course that examines how interactions between genes, physiology, development, and the environment determine animal behavior; the adaptive value of behavior; and how behavior has changed over evolutionary time. This course will also involve exercises designed to instruct students in the process of conducting independent research in animal behavior. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 347 PLANT PHYSIOLOGICAL ECOLOGY

This course focuses on functional differences that allow plants to grow and reproduce under extreme environments (deserts, tundra, forests). It also addresses the effect of human-caused environmental changes on plant function. In research projects students will learn and apply state-of-the-art methodologies and further develop skills in scientific investigation. Prerequisites: BIO 210, BIO 211, and BIO 212 or ENST 220, BIO 110, and BIO 210. *Occasionally.*

BIO 349 POPULATION GENETICS

An exploration of genetic variation and equilibrium in populations, the evolutionary processes responsible for changes in allele and genotype frequencies, and methods of measuring genetic variation and testing population genetic theory. In this integrated lecture-lab course, students will develop and evaluate mathematical models and collect and analyze population data. Prerequisites: BIO 210, BIO 211, and MATH 141. *Occasionally.*

BIO 363 PLANT BIOLOGY

A lecture-lab course emphasizing the fundamental principles in plant biology, including systematics and evolution, anatomy and morphology, physiology, biotechnology, ecology, conservation biology, and ethnobotany. Lab and field projects will provide first-hand experience with organisms, the process of scientific inquiry, and scientific writing skills. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 365 PLANT EVOLUTION

A lecture-lab course integrating the evolution, phylogenetics, and taxonomy of green plants. Laboratory activities emphasize the identification of representative green plant groups in New England and phylogeny reconstruction based upon molecular and morphological data. Occasional field trips. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 367 MICROBIAL DIVERSITY

An introduction to the microbial world emphasizing biological diversity. Topics include fundamentals of microbial cell biology, physiology, metabolism, genetics, evolution, classification and

ecology. Laboratory experience emphasizes a research perspective and includes isolation, culture, enumeration, characterization and classification of microbes found in the environment. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 371 ECOPHYSIOLOGY

An integrated lecture-lab experience that examines the physiology of animals in the context of their natural environments and the unique physical and chemical challenges they present. Physiological data will be analyzed to better understand the distribution, abundance, and evolution of animals. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 373 NEUROBIOLOGY

The molecular, cellular, and system-level interactions governing the function of the nervous system. Topics include membrane biophysics, synaptic integration, signal processing, neuroendocrinology, and comparative neuroanatomy. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 375 BIOCHEMISTRY

An integrated lecture-lab experience exploring the relationship between structure and function of macromolecules and other biologically active compounds to metabolism and energy utilization of the cell. Practical experiences will introduce students to methodologies, analytical techniques, and data analyses associated with biochemical research. Prerequisites: BIO 210, BIO 211, BIO 212, CHEM 221, and CHEM 222. *Fall.*

BIO 376 MOLECULAR BIOLOGY

An integrated lecture-lab experience covering the structure and organization of DNA; DNA replication, repair, and modification; transcription and RNA processing; protein biosynthesis; transcriptional and posttranscriptional control mechanisms, using examples from prokaryotes, eukaryotes, and viruses; and genomics and bioinformatics. Experimentation in modern recombinant DNA techniques. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 377 IMMUNOLOGY

Integrated lecture-lab experience covering the cellular and molecular basis of vertebrate adaptive immune response. Topics include structures and cells of the immune system, antibody formation and diversity; role of immune system in health and disease, and evolution of adaptive immunity. Applied immunology and disorders of immunity will also be covered. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 379 COMPARATIVE ANIMAL PHYSIOLOGY

An integrated lecture-lab experience that investigates how animals function in their environment through the comparison of different strategies for solving fundamental physiological problems, including those of gas exchange, food acquisition

and digestion, maintenance of water and ion balance, and reproduction. Prerequisites: BIO 210, BIO 211, and BIO 212. *Occasionally.*

BIO 490 ADVANCED SPECIAL TOPICS

1-4 credits

Exploration and analysis of major topics of Biology, such as microtechnique, vertebrate and invertebrate zoology, plant physiology, algae, and biological aspects of sexual reproduction. Prerequisite: permission of instructor.

BIO 494 ADVANCED COOPERATIVE EDUCATION

1-6 credits

Sequential work-learning experience for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit (normally 120 hours per credit) to a maximum of 12 credits per degree program. Prerequisites: BIO 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail.

BIO 495 SENIOR SEMINAR

Within the context of an overarching biological theme, students integrate and advance their experience and knowledge. Students will recognize their important roles as scientists in their communities and further enhance their research, critical thinking, and oral and written communication skills. This course prepares students for professional careers or postgraduate opportunities. Prerequisite: Permission of instructor. *Fall.*

BIO 498 INDEPENDENT STUDY

1-6 credits

Advanced independent study related to experimental aspects of various fields of Biology. The student is required to initiate a research project and to submit a written progress report. One-hour conference. Prerequisites: Two advanced courses in biology. May be repeated for a total of 6 credits.

Chemistry

INCHEM 100 INTRODUCTION TO CHEMISTRY

An introductory course providing a survey of general chemical principles and their application to current environmental and social issues. Topics include atomic and molecular structure, chemical bonding, energy, reaction chemistry, solutions, and nuclear power. (Not open toward a major program in biology, chemistry, geology, or chemistry/physics.) *Fall, Spring.*

INCHEM 103 FUNDAMENTALS OF CHEMISTRY

Lecture-lab course providing a survey of general chemical principles. Topics include matter, energy, atomic and molecu-

lar structure, bonding, reaction chemistry, and radioactivity. Knowledge of algebra, exponentials, and logarithms is expected. Three-hour lecture, two-hour laboratory. (Not open toward a major program in biology, chemistry, geology, or chemistry/physics.) *Fall, Spring.*

INCHEM 111 GENERAL CHEMISTRY I

The first course in a one-year sequence covering fundamental principles and concepts, including stoichiometry, atomic and molecular structure, bonding, periodicity, gases, and thermochemistry. Previous chemistry recommended. For students who plan to take further chemistry courses. Knowledge of algebra, exponentials and logarithms is expected. Three-hour lecture, two-hour laboratory. *Fall.*

CHEM 112 GENERAL CHEMISTRY II

The second course in a one-year sequence covering solids and liquids, solutions, kinetics, chemical equilibria, acid-base equilibria, electrochemistry, nuclear chemistry, and qualitative and quantitative analysis. For students who plan to take further chemistry courses. Three-hour lecture, two-hour laboratory. Prerequisite: INCHEM 111 or permission of instructor. *Spring.*

CHEM 220 FUNDAMENTAL ORGANIC CHEMISTRY

Fundamental introduction to the functional aspects of organic compounds, with emphasis on the biochemical relevance of structural and chemical properties. Designed for those whose one semester of organic chemistry is sufficient. Three-hour lecture, three-hour laboratory. Prerequisite: INCHEM 103 or CHEM 112 or permission of instructor. *Spring.*

CHEM 221 ORGANIC CHEMISTRY I

The first of a two-course sequence in organic chemistry, emphasizing modern concepts and problem-solving in structure, synthesis and mechanism, based on a functional group approach. Theoretical and practical aspects of modern spectroscopy supports its use in the laboratory course. Three-hour lecture, three-hour laboratory. Prerequisite: Grades C or higher in INCHEM 111 and CHEM 112 or permission of instructor. *Fall.*

CHEM 222 ORGANIC CHEMISTRY II

The second of a two-course sequence in organic chemistry, emphasizing modern concepts and problem-solving in structure and synthesis and mechanism, based on a functional group approach. Theoretical and practical aspects of modern spectroscopy supports its use in the laboratory course. Three-hour lecture, three-hour laboratory. Prerequisite: Grade C or higher in CHEM 221 or permission of instructor. *Spring.*

CHEM 251 QUANTITATIVE ANALYSIS

Basic principles of quantitative chemical analysis, including solution stoichiometry, statistics, acid-base equilibrium, and

calibration methods. Topics include chemical equilibrium, electrochemistry, and spectroscopy. Three-hour lecture, three-hour laboratory. Prerequisite: Grade of C or higher in CHEM 112 or permission of instructor. *Fall.*

CHEM 294 COOPERATIVE EDUCATION

1-4 credits

Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval and evaluation by full-time faculty. Elective credit only (normally 40 hours per credit) for a total of 8 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

CHEM 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

CHEM 321 ORGANIC CHEMISTRY III

A continuation of modern methods of organic synthesis with a focus on reaction mechanisms, carbon-carbon bond-forming reactions, and approaches to the synthesis of complex organic molecules. Prerequisite: CHEM 222 or permission of instructor. *Spring, alternate years.*

CHEM 333 MEDICINAL CHEMISTRY

Where do drugs come from? How do they work? These questions are addressed from an organic chemical perspective. Topics covered include the action and synthesis of antimicrobials, heart drugs, hormones, and others. Prerequisites: CHEM 222 or permission of instructor. *Spring, odd years.*

CHEM 341 PHYSICAL CHEMISTRY I

Introduction to quantum chemistry and its applications to atomic and molecular electronic structure and spectroscopy. Three-hour lecture, four-hour laboratory. Prerequisites: MATH 141, MATH 151, and MATH 152, INPHYS 141 and PHYS 142, and CHEM 112, or permission of instructor. CHEM 251 and MATH 251 are desirable, but not required. *Fall.*

CHEM 342 PHYSICAL CHEMISTRY II

Properties of gases, liquids, solids, and solutions. Thermodynamics, chemical and phase equilibria, conductance, electrical potentials, and kinetics. Three-hour lecture, four-hour laboratory. Prerequisites: MATH 141, MATH 151, and MATH 152, INPHYS 141 and PHYS 142, CHEM 251 or permission of instructor. MATH 251 is desirable, but not required. *Spring.*

CHEM 363 INORGANIC CHEMISTRY

An introduction to modern inorganic chemistry, including a description of transition-metal complexes and their role as catalysts, a discussion of structure and bonding in cluster compounds, and a survey of the reactivity of selected elements of the main group. Three-hour lecture, three-hour laboratory. Prerequisites: CHEM 221 and CHEM 222, CHEM 341 or CHEM 342, or permission of instructor. *Spring.*

CHEM 373 POLYMER CHEMISTRY

Introduction to polymeric materials and polymer chemistry. Includes methods of polymerization, polymer characterization, physical and chemical properties of polymers, test methodologies, and uses of various commercially important polymeric materials. Prerequisite: CHEM 222 or permission of instructor. *Spring, even years.*

CHEM 375 BIOCHEMISTRY

Integrated lecture-lab experiences exploring the relationship between structure and function of macromolecules and other biologically active compounds to metabolism and energy utilization of the cell. Practical experiences will introduce students to methodologies, analytical techniques, and data analyses associated with biochemical research. Prerequisites: CHEM 221, CHEM 222, and BIO 110 or permission of instructor. Course also listed as BIO 375. *Fall.*

CHEM 421 ADVANCED SYNTHETIC CHEMISTRY

An advanced, project-oriented laboratory focusing on multistep inorganic and organic synthesis. Prerequisites: Grade C or higher in CHEM 222 and CHEM 363 or permission of the instructor. *Spring.*

CHEM 454 INSTRUMENTAL ANALYSIS

Theory and practice of current methods of analysis. Methods include spectroscopy (UV-Visible, IR, and atomic absorption), chromatography (gas, liquid, and ion), NMR, and coupled instrumentation such as the GC-Mass spectrometer. Three-hour lecture, three-hour laboratory. Prerequisites: CHEM 221, CHEM 222, CHEM 341, and CHEM 342 or permission of instructor. *Spring.*

CHEM 461 X-RAY CRYSTALLOGRAPHY

Principles of X-ray crystallography as applied to molecular structure determination. Introductory and advanced methods for X-ray structure analysis, including computational chemistry modeling and database retrieval practice. Three-hour lecture, two-hour laboratory. Prerequisites: CHEM 112, and CHEM 220 or CHEM 221, or permission of instructor. *Spring, occasionally.*

CHEM 481 LABORATORY TEACHING PRACTICUM

2 credits

Teaching of a college chemistry laboratory under the guidance of a mentor. Students participate in the preparation, instruction, and

evaluation necessary for effective teaching in an experimental laboratory setting. Prerequisite: Permission of instructor. *Fall, Spring.*

CHEM 490 ADVANCED SPECIAL TOPICS

2-4 credits

Advanced topics in chemistry such as environmental chemistry, forensic chemistry, radiological health physics, solid-state chemistry, bio-organic chemistry, or others. May be repeated for credit as topics change. Prerequisites: CHEM 222, one chemistry at the 300 level or higher, and permission of instructor. *Occasionally.*

CHEM 494 ADVANCED COOPERATIVE EDUCATION

1-4 credits

Sequential work-learning experience for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit (normally 40 hours per credit) for a total of 8 credits per degree program. Prerequisites: CHEM 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail. *Fall, Spring.*

CHEM 495 SEMINAR

2 credits

Reports and discussions of recent work in inorganic, organic, analytical, physical, environmental, and biological chemistry. Participation by students, faculty, and visitors in written and oral presentations. One-hour class conference. Prerequisites: two advanced courses in chemistry at the 300 level or higher or permission of instructor. May be repeated for a total of 4 credits. *Occasionally.*

CHEM 498 INDEPENDENT STUDY

1-4 credits

Advanced study of various fields of chemistry through individual reading, writing, or laboratory work. Requires a research project conducted under the supervision of chemistry faculty and a written report. One-hour conference. May be repeated for a total of 4 credits.

Communication

IHCOMM 171 PUBLIC SPEAKING

Through experience in a variety of speaking situations, students gain self-confidence in the organization of thought and self-expression. *Fall, Spring.*

COMM 175 INTRODUCTION TO COMMUNICATION STUDIES

A survey of the basic principles and theories of communication applied to the following contexts: interpersonal, group, organizational, public, mass media, and online communica-

tion. Prerequisite: Not open to juniors and seniors except by permission. *Fall, Spring.*

COMM 250 CHILDREN AND THE MEDIA

The relationship of children and their development to their use of the mass media, including television, radio, magazines, and the Internet. This course is a reading and writing course. May be used to fulfill the IHJRN 267 requirement for the journalism major and the elective requirement for the communication major. Prerequisite: JRN 100. *Occasionally.*

COMM 275 INTERPERSONAL COMMUNICATION

Advanced study and application of the principles of interpersonal communication: communication ethics, family relationships, problem-solving, nonverbal communication, and small-group communication. Prerequisite: COMM 175 or permission of instructor. *Spring.*

COMM 278 GROUP INTERACTION

Group dynamics, interaction, problem solving, and leadership. Case study, analysis, and research are required. *Fall.*

COMM 280 RADIO TRAINING

2 credits

Required for all on-air WKNH members. This course teaches the basics of board operation, FCC regulation and station policy. *Fall, Spring.*

COMM 290 SPECIAL TOPICS

An exploration of areas not covered by the regular curriculum. Content depends on available faculty. May be repeated for credit.

COMM 294 COOPERATIVE EDUCATION

2-8 credits

Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 80 hours for 2 credits). Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

COMM 298 INDEPENDENT STUDY

2-8 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

COMM 371 SPEECH WRITING

Advanced study of the theory and practice of public speaking, with a focus on the crafting of persuasive messages. Prereq-

uisites: IHCOMM 171 and junior standing or permission of instructor. *Spring.*

COMM 320 ETHICS IN COMMUNICATION

Ethical values as they apply to interpersonal communication, public speaking, business and professional communication, persuasive techniques, and group interaction. Students develop methods of ethical analysis through discussion, lecture, experiential activities, observation, case studies, and research papers. Prerequisite: COMM 175 or permission of instructor. *Fall.*

COMM 372 INTERCULTURAL COMMUNICATION

This course applies interpersonal and intercultural theories to the understanding of intercultural communication and the fostering of intercultural communication competence. Prerequisite: COMM 175. *Spring.*

COMM 375 BUSINESS AND PROFESSIONAL COMMUNICATION

A study of effective principles and techniques of writing and speaking in organizational settings. Through research, writing, and oral presentations students will learn techniques for successful communication with internal and external audiences. Topics include business research for report generation, correspondence, resume preparation, employment application, and performance interviews. Prerequisites: IHCOMM 171 and COMM 175. *Spring, odd years.*

COMM 376 THEORY OF COMMUNICATION AND RHETORIC

A survey of the major theories and methodologies of communication and rhetoric and their application to the analysis and appraisal of discourse. Prerequisite: COMM 175. *Fall, Spring.*

COMM 378 PERSUASION

Contemporary approaches to persuasion theory and an examination of past and current persuasive efforts. Research, writing, and speaking required. Prerequisites: Two courses in communication and permission of instructor. *Fall, alternate years.*

COMM 379 INTERNSHIP

2-8 credits

A supervised, contracted experience applying communication theory and skills in a professional setting. Internships are arranged by the student with approval from the communication faculty. On-site and faculty supervision are required. Prerequisites: 12 credits in communication and permission of instructor.

COMM 380 ANALYSIS OF ORGANIZATIONS

The course explores communication in organizations and their culture using theoretical frameworks and hands-on empirical research methods. Additionally, the course focuses on problem solving respecting organizational values and beliefs. Prerequisite: COMM 375 or permission of instructor. *Fall.*

COMM 473 RHETORICAL CRITICISM

Traditional, dramatic, fantasy theme, narrative, and cultural approaches to rhetorical criticism are examined. Research, writing, and speaking are required. Prerequisite: COMM 175 or permission of instructor. *Annually.*

COMM 474 CORPORATE/INSTRUCTIONAL VIDEO

Students will study the aesthetic and practical aspects of producing videotapes to instruct or persuade in educational and business environments. Students will learn project planning, scripting, production, and postproduction techniques, and will produce videotape projects. Prerequisite: JRN 302 or permission of instructor. *Occasionally.*

COMM 478 RHETORICAL THEORY

Classical, medieval, Renaissance, Enlightenment, 19th-century, modern, and postmodern approaches to rhetorical theory are examined. Research, writing, and speaking are required. Prerequisites: COMM 175, COMM 376, or permission of instructor. *Fall, alternate years.*

COMM 479 SENIOR PROJECT

An individual research or application project for communication majors. Students will design and implement a project that will complete their study of communication. Prerequisites: COMM 175, COMM 376, and permission of instructor. *Fall, Spring.*

COMM 490 ADVANCED SPECIAL TOPICS

An exploration of areas not covered by the regular curriculum. Content depends on available faculty. May be repeated for credit.

COMM 495 SEMINAR

An intensive study of a particular communication theme or topic. May be repeated for credit as topics change. Prerequisites: A COMM course related to seminar topic and junior standing or permission of instructor.

COMM 498 INDEPENDENT STUDY

2-8 credits

An intensive study of an issue, a problem, or a topic related to communication. May be repeated for a total of 8 credits. Prerequisites: junior standing and permission of instructor.

Computer Science

CS 101 INTRODUCTION TO COMPUTER INFORMATION PROCESSING

An introductory course in the academic use of computers. Includes Internet, e-mail, the Information Highway, information resources, components for student computer systems, the campus computing environment, computer operation fundamentals, computer ethics and the law, and selective software applications. *Fall, Spring, Summer.*

CS 105 COMPUTER SCIENCE FUNDAMENTALS

This course introduces students to the fields of information technology (IT) and computer science (CS), with special emphasis on computer information systems. It provides students with an opportunity to appreciate the role of IT and CS in the modern world and prepares them to pursue more advanced courses in computer science. *Fall, Spring.*

CS 110 COMPUTER WORKSHOP

1 credit

Computer software applications. Not available for general education credit. May be retaken with permission of instructor.

CS 140 COMPUTER PROGRAMMING I

Introduction to problem-solving methods and algorithm development using the latest programming language. Emphasizes good programming techniques for designing, coding, debugging, and documenting programs. *Fall, Spring, Summer.*

CS 150 WEB PAGE CONSTRUCTION

Preliminary course in web page design using HTML and other web page development software. Course covers looking critically at the design of web pages, learning the basics of HTML, and how programming can aid in the creation of HTML web pages. Additional topics may be covered. Prerequisite: CS 140 or a grade C or higher in either CS 101 or CS 105. Can be taken concurrently with CS 140. *Fall, Spring.*

CS 160 MICROCOMPUTER SYSTEMS

A course in the general interaction of a microcomputer system: hardware, operating system, and application software. For people who will purchase, support, or maintain PC systems. Content will reflect current hardware, software, and Internet standards. Prerequisite: CS 140 or a grade C or higher in either CS 101 or CS 105. Can be taken concurrently with CS 140. *Fall, Spring.*

CS 185 COMPUTER PROGRAMMING II

Extends the CS 140 concepts to include arrays, methods, sorting, searching, dynamic memory, objects, and self-ref-

encing objects. Prerequisite: Grade C or higher in CS 140. *Fall, Spring.*

CS 205 VISUAL PROGRAMMING

An introduction to various principles, theories, and approaches to user interface design and implementation. Includes a study of the factors that affect user interface design, user acceptance factors, and mastery of at least one Rapid Application Development (RAD) tool. Prerequisite: Grade C or higher in CS 185. *Fall, Spring.*

CS 210 MIDRANGE SYSTEMS

An introduction to the basic architecture, facilities, and tools of the e-Server i5 Midrange Computer. Covers CL syntax, spool file concepts, SEU, PDM, SDA, Query/400, DFU, DDS, CPYF, database concepts (including physical and logical files), Operations Navigator, Websphere Development client, and basic CL programming. Prerequisite: Grade C or higher in CS 185 or permission of instructor. *Fall.*

CS 215 UNIX

Covers the basic working environment of a Unix system. Introduces common operations such as listing directory contents, displaying files, basic file management, getting help, sending e-mail, using Unix tools to search for text strings and files, sorting files, setting file permissions, and performing other operations. Prerequisite: Grade C or higher in CS 185 or permission of instructor. *Spring.*

CS 220 COBOL

Introduction to the business-oriented language COBOL. Covers the reading and writing of data manipulation, including search and sort routines; table creation and processing; and processing such as master/transaction file updating. Prerequisite: Grade C or higher in CS 185. *Fall, alternate years.*

CS 225 C++ PROGRAMMING

This course introduces the student to fundamental programming concepts with the C++ programming language. It includes concepts such as sequence, iteration, conditional branching, functions, recursion, function overloading, object-oriented programming, operator overloading, and file processing. It also includes a cursory treatment of fundamental data structures. Prerequisite: Grade C or higher in CS 185. *Spring, alternate years.*

CS 230 RPG PROGRAMMING

Covers concepts and programming techniques of RPG IV. Covers file, data, and calculation specifications; command structure; looping constructs; subroutines; physical and logical file creation; file access; record manipulation; interactive applications; and

file maintenance. Prerequisite: Grade C or higher in CS 185. *Fall, alternate years.*

CS 260 A+ CERTIFICATION PREPARATION

Enhance students' knowledge of PC hardware and software by preparing them to take the A+ certification tests. This course does not include the taking of the A+ certification tests or covering the testing fees. Prerequisite: Grade C or higher in CS 160 or permission of instructor. *Fall, alternate years.*

CS 265 ASSEMBLY LANGUAGE

Introduction to programming at the lowest software level using assembly language. Proper use of registers, basic CPU operations, and the efficient use of low-level system resources are emphasized. Some digital logic concepts may also be introduced. Prerequisite: Grade C or higher in CS 185. *Fall.*

CS 280 DATA STRUCTURES

Develops discipline in program design, especially for larger programs. Study of data organization through stacks, queues, linked lists, pointer-type files, and binary trees. Instruction on computer management of data. Course work done in C language. Prerequisite: Grade C or higher in CS 185. *Fall, Spring.*

CS 290 SPECIAL TOPICS

1-4 credits

Elementary topics as determined by changes taking place in the discipline. May be repeated as topics change. Prerequisite: Minimum of 8 credits in CS. *Fall, Spring, Summer.*

CS 293 SUPERVISED FIELD EXPERIENCE

1-2 credits

Allows students to participate in field experience, combining theory with practice. May be repeated. However, the total number of credits earned in CS 293 and CS 493 may not exceed 6. Prerequisites: 8 credits in CS and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

CS 294 COOPERATIVE EDUCATION

1-4 credits

Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 8 credits per degree program. Prerequisites: 24 total credits earned, declaration of CS major, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

CS 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation

with a faculty member. May be repeated for a total of 4 credits. Prerequisites: 8 credits in CS and permission of instructor who will supervise the independent study.

CS 310 COMPUTER ARCHITECTURE

Explores fundamental concepts of computer architecture, including basic logic elements, binary arithmetic, CPU design, and ALU design. May also include topics such as hardware compilation, microcode, content-addressable memories, and parallel architectures. Prerequisites: CS 280 and grade C or higher in CS 160. *Spring, alternate years.*

CS 320 OPERATING SYSTEMS

Operating systems programming techniques are examined. Areas of concentration are multiprogramming, managing memory, communicating with input/output devices, synchronizing and communicating with processes, managing time, processing various classes of interrupts, and scheduling the processor. Command languages and utility usage covered. Includes UNIX and Windows techniques. Prerequisite: CS 280. *Spring.*

CS 340 INTERNET PROGRAMMING

The art and science of programming Internet applications from a client-side perspective. Topics cover designing interactive web applications, using cascading style sheets, reading and writing database files, as well as usability and design considerations. Current web programming languages will be utilized. Prerequisites: CS 280 and grade C or higher in CS 150. *Spring.*

CS 350 SYSTEMS ANALYSIS

Introduction to fundamentals of systems analysis and design. Discusses the role of the systems analyst, with emphasis on written and oral communication and the life cycle concept in business systems. Emphasizes structured design techniques. Requires detailed systems development case study. Prerequisite: CS 280. *Fall, alternate years.*

CS 360 DATABASE MANAGEMENT

This course covers the theoretical foundation of modern database systems, concentrating on practical use of relational database management systems to model, design and implement business and commercial systems. It includes Structured Query Language (SQL), normalization, and rational algebra. It does not use any specific language. Prerequisite: CS 280. *Fall.*

CS 362 SQL

Course includes DB2 competencies, DDS, Physical/Logical files and SQL. Manipulating data to extract required information using database manager software. Topics: designing a

database, creating it, loading data, and access, plus relational theory, referential integrity, joining, indexing, triggers, and constraints. Prerequisite: Grade C or higher in CS 360. *Spring.*

CS 367 OS/400 CL PROGRAMMING

Prepares students with an understanding of Control Language (CL) programming message handling, and debugging techniques. Students also introduced to advanced techniques such as OPNQQRYF creating custom commands and applying contextual help to those unique commands. Prerequisites: CS 210 and CS 280 or permission of instructor. *Fall, alternate years.*

CS 370 DECISION SUPPORT SYSTEMS

Study of managers' computer-based decision-support activities. Stresses quantitative methods currently used with computer-based systems, such as linear programming and statistical methods, simulation, and modeling. Prerequisites: Junior standing and 4 CS credits. *Fall.*

CS 385 DESIGN AND ANALYSIS OF ALGORITHMS

Design and analysis of algorithms. Analysis will concentrate on using time and space complexity to compare implementations of an algorithm. Design will consist of learning a selection of tools for algorithmic problem solving such as divide-and-conquer, the greedy method, and dynamic programming. Prerequisite: CS 280. *Spring.*

CS 405 SOFTWARE ENGINEERING

Introduces the fundamental concepts and principles of software planning, construction, implementation and management. Students become intimately familiar with the software development life cycle, the various activities that occur, and methodologies for designing, developing, and maintaining effective computer software. Prerequisite: CS 280. *Fall.*

CS 410 ADVANCED SOFTWARE DEVELOPMENT

The study of advanced programming techniques of timely interest. Topics may include object-oriented techniques, special-purpose languages, graphical programming, or advanced design techniques. Emphasis is on the continued development of problem-solving and programming skills. Prerequisite: CS 280. *Fall, alternate years.*

CS 420 E-COMMERCE DEVELOPMENT

Covers e-business development using both conceptual and hands-on orientations. Includes significant web page construction using HTML and XML, group case analysis, presentations, and Internet exercises involving the exploration and written analysis of various eCommerce websites. Prerequisites: Senior standing and 4 CS credits. *Spring, alternate years.*

CS 430 SURVEY: PROGRAMMING LANGUAGES

This course carries students on a comparative study of programming languages, based on a finite set of design factors as well as implementation factors. Factors include data types, control structures, abstraction, parameter passing, variables, and control of ambiguity. Examples using contemporary languages will be employed to enhance the student's learning. Prerequisite: CS 280. *Fall, alternate years.*

CS 440 SOFTWARE ENGINEERING PROJECT

Provides the opportunity to apply the principles and skills acquired in earlier courses and to investigate and design the blueprints for a software engineering project. Software will then be constructed in accordance with its design specifications. Emphasis will be placed on the various activities in the SDLC. Prerequisites: CS 360 and CS 405. *Spring, alternate years.*

CS 450 TELECOMMUNICATIONS & NETWORKING

Introduces the concepts, principles, and rudiments of telecommunication systems, focusing on computer networks. Examines the various issues and alternate approaches in the design, implementation, and administration of computer networks. Covers the OSI layers, network protocols, network security, and network expansion. Prerequisite: CS 280. *Fall, alternate years.*

CS 455 TCP/IP & ADVANCED NETWORKING

Builds on the knowledge gained earlier to construct sophisticated computer networks. Covers topics such as TCP/IP, sub-netting, remote access and virtual private networks (VPN), wireless networks, network security, and network expansion. Prerequisite: CS 450. *Spring, alternate years.*

CS 460 DATA WAREHOUSING & MINING

Introduces the principles, techniques, and approaches to the construction and management of data warehouses and data marts. Includes a discussion of various data warehouse topologies as well as information extraction techniques. Prerequisite: CS 360. *Spring, alternate years.*

CS 490 ADVANCED SPECIAL TOPICS

1-4 credits

Advanced topics as determined by changes taking place in the discipline. May be repeated as topics change. Prerequisite: Minimum of 16 credits in CS. *Fall, Spring.*

CS 493 ADVANCED SUPERVISED FIELD EXPERIENCE

1-2 credits

Allows students to participate in field experience, combining theory with practice. May be repeated. However, the total number of credits earned in CS 293 and CS 493 may not exceed

6. Prerequisites: 16 credits in CS and permission of instructor. Graded Pass/Fail. *Fall, Spring, Summer.*

CS 494 ADVANCED COOPERATIVE EDUCATION

1-4 credits

Sequential work-learning experience for which compensation may be received. Placements are arranged, supervised, and evaluated by full-time faculty. Elective credit (normally 120 hours per credit) for a total of 8 credits per degree program. May be repeated for credit. Prerequisites: CS 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. Graded Pass/Fail.

CS 495 SEMINAR

Exploration of current topics in computer science under the direction of CS faculty. Requires students to complete a research project and present findings. Prerequisites: 8 credit hours of CS 300- and 400-level courses and senior standing. *Fall, Spring.*

CS 498 INDEPENDENT STUDY

1-4 credits

Individual research into selected topics in computer studies under the direction of a faculty member. May be repeated for a total of 4 credits. Prerequisites: 16 credits in CS and permission of instructor who will supervise the independent study. *Occasionally.*

Criminal Justice

IICJS 101 INTRODUCTION TO CRIMINAL JUSTICE STUDIES

An overview of the criminal justice system as it currently operates in its three major components: police, courts, and corrections. A broad-based interdisciplinary perspective is employed to introduce students to the process of criminal justice in the United States. *Fall, Spring.*

CJS 290 TOPICS IN CRIMINAL JUSTICE

Selected topics in Criminal Justice Studies. May not be repeated as topics change (total of 4 credits). *Occasionally.*

CJS 494 COOPERATIVE EDUCATION

Optional work-learning experience for Criminal Justice Studies minors. Introductory work-learning experience related to career interests for which compensation may be received. Placements arranged by students. This experience is supervised, approved, and evaluated by full-time faculty. Elective credit only (normally 120 hours for 4 credits) for a total of 4 credits. Prerequisite: permission of instructor. Graded Pass/Fail.

Economics

ISECON 100 FUNDAMENTALS OF ECONOMICS

An introduction to economic terminology, concepts, and theories with examples drawn from microeconomics, macroeconomics, and topics across the social sciences. Course concepts examined in a social and/or political context as appropriate. *Fall, Spring.*

ISECON 360 HISTORY OF ECONOMIC THOUGHT

Examines the philosophical debates that underlie modern economic models through texts by Adam Smith, Karl Marx, and John Maynard Keynes. Topics such as the relationship between competition and justice, prices and ethics, and free markets vs. government regulation will be explored. Prerequisite: One Integrative Studies course from ISECON, ISPOSC, IHIST, or IHPHIL. *Spring.*

ECON 250 ECONOMIC ANALYSIS

Development and application of quantitative tools and graphical analysis to microeconomic and macroeconomic phenomena. Provides foundation for advanced study in economics and management. *Fall, Spring.*

ECON 290 SPECIAL TOPICS

Economics survey course for nonmajors. Includes topics not covered in other listed courses, including current and historical economic issues. This course may not be used to satisfy requirements for the minor in Economics. May be repeated as topics change.

ECON 298 INDEPENDENT STUDY

1-8 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

ECON 310 GAME THEORY

An introduction to the history, theory, and application of game theory as a tool for understanding decision-making and interactive strategic behavior. Course concepts illustrated with examples drawn from across the social sciences. Prerequisite: ISECON 100. *Spring, odd years.*

ECON 325 ECONOMICS OF DISCRIMINATION

Uses economic models to explore topics such as growing wage inequality, changing demand for children, occupational segregation by gender, economic assumptions behind affirmative

action, and demand and supply of immigrant labor. Prerequisite: ISECON 100. *Fall.*

ECON 330 LAW & ECONOMICS

An exploration of the economic analysis of law and an examination of the economic implications of legal institutions. Applies economic theory to topics in property law, contract law, and tort law. Prerequisite: ISECON 100. *Spring, even years.*

ECON 340 ENVIRONMENTAL ECONOMICS

Detailed evaluation of policy alternatives for environmental protection with regard to other economic goals. Prerequisite: ISECON 100. *Fall.*

ECON 361 ECONOMICS OF PUBLIC POLICY

Topics include the basic problems underlying public revenues and public expenditures, budgetary theory and procedures, tax theory and reform, debt management policy, fiscal policy at both federal and state levels. Prerequisites: ISECON 100. *Spring.*

ECON 370 ECONOMICS OF DEVELOPING COUNTRIES

Introduces economic theories, including dependency, structuralism, and neo-liberalism, and applies them to topics such as World Bank and IMF loans, NAFTA, oil dependency, growth of manufacturing in India and China, and environmental implications. Prerequisite: ISECON 100. *Spring, odd years.*

ECON 401 ADVANCED MICROECONOMICS

Concentrates on market models, income distribution, and general equilibrium. Prerequisites: ISECON 100 and ECON 250. *Spring.*

ECON 402 ADVANCED MACROECONOMICS

Topics include concepts and measurement of national income and expenditures, employment, interest rates, and price levels; alternative approaches to national income determination and economic growth; monetary and fiscal policy. Prerequisites: ISECON 100 and ECON 250. *Fall.*

ECON 410 FINANCIAL ECONOMICS

Examines monetary and financial instruments (options, futures and stocks), institutions, and markets from the perspectives of macroeconomic theory, practice, and policy. Explores the history of the monetary system, and its evolution into modern-day banking and finance. Prerequisites: ISECON 100 and 250. *Fall.*

ECON 420 ECONOMETRICS

The theory of economic model building, both determinate and stochastic, together with the essential analytical methods. Where possible, these models are used to analyze current real-world

economic conditions. Prerequisites: ISECON 100, ECON 250, and statistics competency. *Spring, alternating years.*

ECON 455 U.S. ECONOMIC HISTORY

The development of the U.S. economy from its colonial origins to modern times, including the slave system, ties with Europe, and the subsequent development of industry, banking, and commerce. Prerequisites: ISECON 100 and ECON 250 and statistics competency. *Spring, alternating years.*

ECON 470 INTERNATIONAL TRADE & FINANCE

Applies advanced macroeconomic theory to global trade and finance through theory of comparative advantage, balance of payments accounts, determination of fixed and flexible exchange rates, and theories of currency crises. Prerequisites: ISECON 100, ISECON 250, and 402. *Fall.*

ECON 490 ADVANCED SPECIAL TOPICS

Topics not covered in other listed courses; for example, current and historical economic issues, student group research projects, and student- and faculty-initiated topics. Prerequisites: ISECON 100, ISECON 250, and permission of instructor.

ECON 491 RESEARCH PROJECT

A term project, scheduled for fall semester of senior year, involving original research of a subject approved by the Economics faculty. Prerequisites: ISECON 100, ECON 250, ECON 401, and ECON 402. *Fall.*

ECON 498 INDEPENDENT STUDY

1-8 credits

Individual research on selected topics in economics under direction of a faculty member. Prerequisites: ISECON 100 and ECON 250 and permission of instructor. May be repeated for a total of 8 credits.

Education/Special Education/ Early Childhood

EDUC 100 ISSUES IN EDUCATION

2 credits

Contemporary and historical analysis of public education. Orientation to the teaching profession as a career choice through personal reflection, professional readings, and field experience. Introduction to professional standards through electronic portfolio development. *Fall, Spring, Summer.*

EDUC 200 SOCIAL CONTEXTS OF EDUCATION

Critical analysis of educational systems within cultural, social, political, and economic contexts. Major issues in education ad-

ressed through a variety of perspectives, including practices for democratizing classrooms and schools, teaching for social justice and equity in a diverse society, multicultural education, and the impact of standards and accountability on school reform. Prerequisite: Admission to Teacher Education. *Fall, Spring, Summer.*

EDUC 206 WOMEN AND EDUCATION

An exploration of women's quest for equal educational opportunities as students and teachers. Historical and current issues are analyzed. Biographies, literature, and texts are researched. *Spring.*

EDUC 231: CURRICULUM FOR A DIVERSE WORLD

An introduction to the scope and sequence of Secondary Education curricula. Development of an interdisciplinary unit based on state and national standards. Course will focus on adolescent development, differentiated instruction, and assessment strategies to meet the needs of diverse learners. Prerequisite: EDUC 100. *Fall, Spring.*

EDUC 290 SPECIAL TOPICS IN EDUCATION

1-4 credits

Study of a selected topic in education. May be repeated as topics change. Prerequisite: Permission of instructor. *Occasionally.*

EDUC 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

EDUC 311 EARLY CHILDHOOD METHODS I: INFANT/TODDLER/PRESCHOOL

8 credits

Study of developmentally appropriate practices using NAEYC standards. Emphasizes curriculum development, diversity, antibias approaches, environmental design, child guidance, observation, assessment, family centered practice, health, safety, and the development of a professional role in childcare settings. Field experience in an infant, a toddler, or preschool classroom at KSC Child Development Center. Prerequisites: Admission to Teacher Education, EDUC 200 and EDSP 202, and MATH 171. *Fall, Spring.*

EDUC 312 EARLY CHILDHOOD METHODS II: PRIMARY GRADES (K-3)

8 credits

Study of developmentally appropriate practices using NAEYC standards. Emphasizes curriculum development in math, science, language arts, social studies; classroom design; child guidance;

assessment; family involvement; health, safety; and the development of a professional role in the public school early childhood classroom. Field experience in a public school primary grades classroom. Prerequisites: EDUC 311 *Fall, Spring*.

EDUC 321 ELEMENTARY METHODS I: INTEGRATING LITERACY, SOCIAL STUDIES, AND THE ARTS

8 credits

Practical approaches to creating literacy-rich environments in which children can grow and develop as listeners, speakers, readers, and writers. Lesson-planning techniques are introduced, including writing objectives and designing assessments. Curriculum integration is examined through literacy, social studies, and the arts. Supervised field experience included. Prerequisites: Admission to Teacher Education, EDUC 200 and EDSP 202, and MATH 172. *Fall, Spring*.

EDUC 322 ELEMENTARY METHODS II: INTEGRATING MATH, SCIENCE AND LITERACY

8 credits

Practical approaches to creating literacy-rich learning environments in which children can develop mathematical and scientific knowledge. Application of lesson and unit planning through extended supervised field experience with emphasis on assessment and impact on student learning. Classroom management skills, including behavioral considerations and techniques, are applied in the elementary classroom. Prerequisite: EDUC 321. *Fall, Spring*.

EDUC 331: SECONDARY METHODS I

An introduction to secondary methods of instruction, including designing lesson plans, understanding middle and high school philosophies, and writing standards-based objectives/outcomes. Includes a minimum of 20 hours of fieldwork. Prerequisites: EDUC 231 and admission to Teacher Education. *Fall, Spring*.

EDUC 332: SECONDARY CLASSROOM MANAGEMENT

An examination of techniques for positive classroom management, tools for intervention, and strategies for creating a positive classroom environment. Legal issues and responsibilities will be discussed. Corequisite or prerequisite: EDUC 331. *Fall, Spring*.

EDUC 400 STUDENT TEACHING

12 credits

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Teacher Education Office. *Fall, Spring*.

EDUC 405 STUDENT TEACHING

6 credits

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Prerequisite: permission of Teacher Education Office. Graded Pass/Fail. *Fall, Spring*.

EDUC 410 EARLY CHILDHOOD STUDENT TEACHING SEMINAR

2 credits

Seminar taken during student teaching focuses on current social, legal, and ethical issues affecting early childhood education. Includes reflection on professional identity and culminating portfolio development. Corequisite: Student teaching. *Fall, Spring*.

EDUC 420 ELED STUDENT TEACHING SEMINAR

2 credits

Seminar taken during student teaching focuses on current social, legal, and ethical issues affecting education. Includes reflection on professional identity and culminating portfolio development. Corequisite: Student teaching. *Fall, Spring*.

EDUC 431: SECONDARY METHODS II

4 credits

Advanced secondary methods of instruction, including standards-based unit plans, current issues, and reflective professional practice. Includes a minimum of 30 hours of fieldwork. Prerequisites: EDUC 331, 332, and 333. *Fall (May be offered in the spring for Social Studies.)*

EDUC 432: EDUCATIONAL THEORIES/TRENDS

4 credits

Development of a professional learning community in order to explore trends and issues in education within their historical context. Corequisite or prerequisite: EDUC 431. *Fall, Spring*.

EDUC 440 MUSIC STUDENT TEACHING SEMINAR

2 credits

Seminar taken during student teaching focuses on current social, legal, and ethical issues affecting music education. Includes reflection on professional identity and culminating portfolio development. Corequisite: Student teaching. *Fall, Spring*.

EDUC 490 ADVANCED SPECIAL TOPICS IN EDUCATION

1-4 credits

Study of a selected topic in education at an advanced level. May be repeated as topics change. Prerequisite: Permission of instructor. *Occasionally*.

EDUC 495 SEMINAR*1-4 credits*

Group study of topics in selected area of education. Elective credit only. Prerequisites: Senior status and permission of instructor. *Fall, Spring.*

EDUC 498 INDEPENDENT STUDY*1-4 credits*

Intensive study of an educational problem encountered in a school or community. May be repeated to a total of 8 credits. Prerequisite: Permission of instructor. *Fall, Spring.*

EDUC 595 SEMINAR*1-4 credits*

Group study of topics in selected area of education. Elective credit only. Prerequisite: Graduate students or seniors with permission of divisional dean. *Fall, Spring.*

EDUC 612 DEMONSTRATED CERTIFICATE COMPETENCE*12-24 credits*

Students who earn certification as an education professional, after completing a program at an approved collaborating institution, may be awarded credits for documented field-based learning experiences. The amount and award of credit is contingent upon matriculation at KSC, current certification, and completion of requirements specified in a current memorandum of understanding.

EDSP 202 DEVELOPMENT, EXCEPTIONALITY AND LEARNING

Study of typical and atypical cognitive, language, physical, and social/emotional development; the roles of general and special educators in the education of all students; the special education process; and collaborative approaches to team planning for inclusive school environments. Prerequisite: Admission to Teacher Education or admission to Physical Education Teacher Certification option. *Fall, Spring, Summer.*

EDSP 333 SECONDARY SPECIAL EDUCATION ISSUES*2 credits*

An examination of the roles and responsibilities of the secondary content teacher in the context of the special education process. Focus on inclusive teaching practices, social and academic supports, collaborative challenges, and current issues for teachers of individuals with disabilities. Corequisite or prerequisite: EDUC 331. *Fall, Spring.*

ESEC 560 INTERNSHIP: TEACHING*12 credits*

A clinical experience in which students who are under contract within a school district or agency acquire fuller understanding

of the principles, attitudes and techniques related to a successful teaching career. Prerequisite: Permission of Teacher Education Office. *Fall, Spring.*

ESEC 565 INTERNSHIP: TEACHING*6 credits*

A clinical experience in which students who are under contract within a school district or agency acquire fuller understanding of the principles, attitudes, and techniques related to a successful teaching career. Prerequisite: Permission of Teacher Education Office. *Fall, Spring.*

ESEC 601 RESEARCH STRATEGIES IN EDUCATION

Strategies for identifying, developing, analyzing, and evaluating educational interventions. Emphasis is on accessing and evaluating resources for intervention ideas. Introduction to statistical concepts related to assessment and professional ethics. *Fall, Spring.*

ESEC 602 STUDENTS, FAMILIES, SCHOOLS, AND SOCIETY*2 credits*

Cross-disciplinary course emphasizing current issues in public education and professional roles in schools. Team building and collaboration methods emphasized together with social responsibility and ethics. *Fall.*

ESEC 630 LIFE SPAN DEVELOPMENT

Examination of human development, with particular emphasis on school-aged children. Focus is on understanding the physical, cognitive, language, social, emotional and spiritual domains, as well as ecological and cultural context. Contemporary theories of development are explored and applied to educational settings to define developmentally appropriate practice. Prerequisite: Admission to graduate program or permission of instructor. *Fall.*

ESEC 641 SCHOOL LAW

Legal rights, duties, and responsibilities of school personnel, including the ethical and legal considerations related specifically to the practice of school counseling, special education, and educational leadership. Current issues, policies, laws, and legislation will be emphasized in accordance with professional standards. Prerequisite: Admission to graduate program or permission of instructor. *Spring.*

ESEC 661 INTEGRATING READING AND LANGUAGE ARTS

This course will address teaching and learning strategies for integrating all the language arts areas: reading, writing, listening, and speaking. Prerequisite: A reading course or permission of instructor.

ESEC 690 ADVANCED SPECIAL TOPICS IN EDUCATION*1-3 credits*

Study of a selected topic in education at the graduate level. May be repeated as topics change. Prerequisite: Permission of instructor. *Occasionally.*

ESEC 698 INDEPENDENT/DIRECTED STUDY*1-3 credits*

Intensive study of an educational problem encountered in a school or community. Offered as directed study if designed by the faculty member or independent study if proposed by the student. Prerequisite: Permission of instructor. *Fall, Spring.*

ESEC 699 CAPSTONE

Development of a comprehensive case study of a student, classroom, or school in collaboration with students in each of the specialty areas. Prerequisites: Admission to graduate program and 30 hours of specialty area course work. *Spring.*

Education: Curriculum and Instruction

ESECCI 610 PORTFOLIO DEVELOPMENT AND ASSESSMENT*1 credit*

Portfolio development procedures and assessing strategies. Requires Curriculum and Instruction students to begin development of professional portfolio, including plan for professional development aligned with national standards to be achieved through M.Ed. study. Prerequisite: Admission to graduate program or permission of instructor. *Fall.*

ESECCI 621 DESIGN AND REFORM OF AMERICAN EDUCATION

Advanced study through original sources of philosophies of American education and reform movements. Emphasis on current reform efforts and strategies. Prerequisite: Admission to graduate program or permission of instructor. *Spring.*

ESECCI 631 ASSESSMENT AND EVALUATION IN SCHOOLS

Focus on understanding the diagnostic process and developing the necessary skills for collaboration in a team setting with parents and professionals. Includes formal and informal assessment approaches. Prerequisite: Admission to graduate program. *Summer.*

ESECCI 641 APPLIED LEARNING THEORY

Study of contemporary learning theories and translations of theory to educational practice. Learning styles, multiple intel-

ligence theory, and brain behavior research included. Prerequisite: admission to graduate program and ESECCI 631 or permission of instructor. *Summer.*

ESECCI 651 CURRICULUM DEVELOPMENT

Examination of different models of curriculum development. Includes study of context, delivery, standards, and frameworks in all academic areas. Prerequisite: Admission to graduate program, ESECCI 631, ESECCI 641, or permission of instructor. *Summer.*

ESECCI 661 COLLABORATION AND SERVICE DELIVERY OPTIONS

Examination of the cooperative nature of the roles of classroom teachers and special educators and implications for delivering instruction and related support services. Emphasis is on developing working relationships. Course addresses collaboration skills for participating in change efforts, working with families, prereferral, IEP development, coteaching, and supervision of paraprofessionals. Prerequisites: Admission to graduate program or permission of instructor, ESECCI 610, ESECCI 621, and ESECI 631. Cross-listed with ESECSP 661. *Fall.*

ESECCI 686 FIELD PLACEMENT*No credit*

Direct work in classrooms applying content, skill, and materials learned in methods course(s). Emphasis on acquiring understanding of the role of the teacher in implementing curriculum and accommodating diverse learners. Hours and activities documented in a professional portfolio. Corequisite: appropriate undergraduate methods course. Prerequisite: Admission to graduate program. *Fall, Spring.*

ESECCI 687 CLASSROOM/INSTRUCTIONAL MANAGEMENT

Study of approaches to organizing and maintaining a classroom environment that supports student learning. Emphasis is on developing a comprehensive approach to managing instruction in cognitive, social, and physical domains. Includes strategies for successful inclusion of students with special needs. Prerequisite: Admission to graduate program. *Fall.*

ESECCI 696 STUDENT TEACHING*15 credits*

Full-time placement in educational setting(s) appropriate to certification sought. Supervision provided by college supervisor and field-based professional. Development of principles, attitudes, and techniques for successful teaching. Seminar included. Within this experience students will complete a project that synthesizes the entire program. Graded Pass/Fail. Prerequisite: Successful completion of all program requirements in the Curriculum and Instruction Option Certification-WEL Track. *Spring.*

ESECCI 697 INTERNSHIP

Supervised practice related to focus of student's professional portfolio development. Prerequisite: Admission to graduate program and completion of all other Curriculum and Instruction Option course requirements. *Fall, Spring.*

ESECCI 698 INDEPENDENT/DIRECTED STUDY

1-3 credits

Intensive study of an educational problem encountered in a school or community. Offered as directed study if designed by the faculty member or independent study if proposed by the student. Prerequisite: Permission of instructor.

Education: Educational Leadership

ESECEL 610 PORTFOLIO DEVELOPMENT AND ASSESSMENT

1 credit

Portfolio development procedures and assessment strategies. Requires Educational Leadership students to begin development of professional portfolio, including plan for professional development achieved through M.Ed. study. Prerequisite: Admission to graduate program or permission of instructor. *Fall.*

ESECEL 621 ORGANIZATIONAL LEADERSHIP

Leadership and organizational theories and development as they relate to the school principal's instructional role. Special emphasis on vision and mission, group process, and collaboration with parents, community members, and other professionals, including special educators, change and the change process, motivation, decision-making, problem-solving, and conflict management. Prerequisite: Admission to graduate program or permission of instructor. *Fall.*

ESECEL 622 SCHOOL EFFECTIVENESS AND REFORM

Emphasis on current school reform efforts and change strategies, processes and procedures for program development and evaluation, and school effectiveness. A study of how to improve school culture and instructional climate. Prerequisite: Admission to graduate program or permission of instructor. *Summer.*

ESECEL 631 STAFF SELECTION, SUPERVISION AND EVALUATION

Recruiting, inducting, and mentoring school personnel. Observation methods and conferencing techniques are practiced in the process of supervision and evaluation of school personnel. Related legal and personnel issues are discussed. Prerequisite: Admission to graduate program or permission of instructor. *Spring.*

ESECEL 652 BUDGET AND FACILITY MANAGEMENT

Study of and participation in the school budget process. Emphasis will be placed on budget development and management, state regulations, and federal influences. Development of health, safety, curricular, and cocurricular perspectives in building and facility management. Prerequisite: Admission to graduate program or permission of instructor.

ESECEL 697 PRINCIPAL INTERNSHIP

A supervised practical experience in educational leadership with seminar sessions addressing six national standards for educational leaders. This internship is to include participation in two levels of schooling: elementary, middle, or high school. Program requires the course be repeated for a total of six credits. Prerequisite: Completion of or current enrollment in required ESECEL courses or permission of instructor. *Fall, Spring.*

ESECEL 698 INDEPENDENT/DIRECTED STUDY

1-3 credits

Intensive study of an educational problem encountered in a school or community. Offered as directed study if designed by the faculty member or independent study if proposed by the student. Prerequisite: Permission of instructor.

Education: School Counselor

ESECSC 610 PROGRAM ORIENTATION/PORTFOLIO ASSESSMENT

1 credit

Focus of the course is to orient students to the program and profession of School Counseling, to create a strong cohort group, and to begin assessment of student strengths and challenges. Prerequisite: Admission to School Counseling graduate program. *Fall.*

ESECSC 622 SCHOOL COUNSELING: ROLES, RESPONSIBILITIES, AND INTERVENTIONS

Examines the role of the school counselor in relation to the philosophy and curriculum of school. Emphasis is on defining professional responsibilities and relationships among counselors, teachers, administrators, students, and family in the delivery of school counseling services. *Fall.*

ESECSC 623 THE INCLUSIVE SCHOOL COUNSELOR: DIVERSITY AND MULTICULTURALISM IN SCHOOLS

Investigates approaches to school counseling focused on working in a culturally sensitive and responsive way with the diverse range of students, families, faculty, and staff. Explores critical issues related to race, culture, class, social status, gender, and affectional

orientation, as well as cognitive diversity and psychological and physical challenges. *Spring.*

ESECSC 626 PROFESSIONAL SEMINAR IN SCHOOL COUNSELING

This course integrates a focus on personal and professional issues in an environment of continuous feedback and self-reflection. Content areas focus on critical issues in school counseling. Prerequisite: Admission to School Counseling graduate program. *Fall.*

ESECSC 631 ASSESSMENT AND EVALUATION FOR SCHOOL COUNSELORS

Focus on theory and practice of assessment for school counselors. Includes formal and informal assessment approaches as well as how these approaches will inform effective interventions. Emphasis is on developing the necessary skills for collaboration in a team setting with families and professionals. Prerequisite: Admission to School Counseling graduate program or permission of instructor. *Spring.*

ESECSC 641 CAREER DEVELOPMENT

Explores career development theories. Examines and evaluates career materials as they relate to school philosophy and curriculum. *Summer.*

ESECSC 651 METHODS AND SKILLS OF COUNSELING

Emphasizes the practice of ethical counseling skills integrating developmental, multicultural, and ecological perspectives. Includes role-playing, videotaping, and analysis/evaluation by self, peers, and instructor. Prerequisites: Admission to School Counseling graduate program or permission of instructor. *Fall.*

ESECSC 652 GROUP COUNSELING IN SCHOOLS

Introduces skills, knowledge base, and practice of group counseling in schools. Focuses on ethical issues, developmental perspectives, working with diverse populations, and current research. Includes experiential components, including cofacilitation of a group in a school. Prerequisite: Admission to School Counselor graduate program and ESECEL 651.

ESECSC 662 SCHOOL COUNSELING: THEORETICAL FOUNDATIONS

An exploration of major theoretical approaches to school counseling. Emphasis is on the formulation of perspectives on emotional growth and development, as well as the helping relationship. Includes case studies that illustrate strategies for intervention from an ecological perspective. Prerequisites: ESECSC 622, ESECSC 626, and ESECSC 651. *Spring.*

ESECSC 696 INTERNSHIP: ELEMENTARY SCHOOL

Weekly seminar in conjunction with supervised practice in required, semester long, minimum 250-hour elementary/middle school counseling internship. Cannot be taken in conjunction with ESEC 697. Prerequisites: Completion of all required school counseling program courses with the exception of ESEC 601 and/or ESEC 699; electives may be taken concurrently. *Fall, Spring.*

ESECSC 697 INTERNSHIP: SECONDARY SCHOOL

Weekly seminar in conjunction with supervised practice in required, semester long, minimum 250-hour secondary/middle school counseling internship. Cannot be taken in conjunction with ESEC 696. Prerequisites: Completion of all required school counseling program courses with the exception of ESEC 601 and/or ESEC 699; electives may be taken concurrently. *Fall, Spring.*

ESECSC 698 INDEPENDENT/DIRECTED STUDY

1-3 credits

Intensive study of an educational problem encountered in a school or community. Offered as directed study if designed by the faculty member or independent study in proposed by the student. Prerequisite: Permission of instructor.

Education: Special Education

ESECSP 610 PORTFOLIO DEVELOPMENT AND ASSESSMENT

1 credit

Portfolio development procedures and assessment strategies. Requires students seeking advanced certification in special education to begin development of professional portfolio, including plan for professional development achieved through M.Ed. study. Prerequisite: Admission to graduate program or permission of instructor. *Fall.*

ESECSP 612 DEMONSTRATED CERTIFICATION COMPETENCE

18 credits

Students with advanced certification in Learning Disabilities and Emotional and Behavior Disorders obtained in conjunction with Granite State College are awarded 18 credits for documented field-based learning experiences. Graduate credit is contingent on completion of required modules and evidence of certification.

ESECSP 621 CONTEXT FOR SPECIAL EDUCATION

Exploration of current issues in special education based on historical context of philosophy, legislation, litigation, models

of service delivery, and future trends. Prerequisite: Admission to graduate program or permission of instructor. *Fall.*

ESECSP 661 COLLABORATION AND SERVICE DELIVERY OPTIONS

Examination of the cooperative nature of the roles of classroom teachers and special educators and implications for delivering instruction and related support services. Emphasis is on developing working relationships. Course addresses collaboration skills for participating in change efforts, working with families, prereferral, IEP development, coteaching, and supervision of paraprofessionals. Prerequisites: Admission to graduate program or permission of instructor, ESECSP 610, and ESECSP 621. Cross-listed with ESECCI 661. *Spring.*

ESECSP 697 INTERNSHIP

Supervised practice related to focus of student's professional portfolio development. Prerequisites: Admission to graduate program, all required ESECSP specialty area courses. *Spring.*

ESECSP 698 INDEPENDENT/DIRECTED STUDY

1-3 credits

Intensive study of an educational problem encountered in a school or community. Offered as directed study if designed by the faculty member or independent study if proposed by the student. Prerequisite: Permission of instructor.

English

IIENG 210 INTRODUCTION TO AMERICAN STUDIES

An interdisciplinary introduction of the nature, methodology, resources, premises, and problems related to the study of the American experience. Focuses on a particular decade, region, or theme. Prerequisite: ITW 101. *Fall, Spring.*

ENG 200 LITERARY ANALYSIS

An introduction to the major in English, the course concentrates on refining critical reading abilities through intensive writing. Students will learn to ask questions about literary texts their authorship, historical contexts, genres, construction, and the reasons for their complexity. Prerequisite: ITW 101. All English majors must take ENG 200 before completing 12 credits in English. English majors and minors only. *Fall, Spring.*

ENG 202 EXPOSITORY WRITING

Extensive writing and reading of various types of expository essays and other prose forms. Emphasis on stylistic techniques and rhetorical devices. Prerequisite: ITW 101. *Fall, Spring.*

ENG 203 WOMEN'S WRITING

Focuses on effective rhetorical strategies for communicating women's experiences, opinions, and knowledge, as well as personal, political, and feminist issues. Prerequisite: ITW 101. *Fall.*

ENG 204 CREATIVE WRITING

Introduction to the basic strategies and techniques of writing fiction and verse. Assigned exercises, accompanied by readings, discussed in class. Opportunity to develop creative and critical skills through assignments and independent work. Prerequisite: ITW 101. *Fall, Spring.*

ENG 208 TOPICS IN WRITING

Selected topics in specific areas of creative, nonfiction, professional, or other modes of writing. May be repeated once as topics change. Prerequisite: ITW 101. *Annually.*

ENG 220 READINGS IN BRITISH LITERATURE

Examines a particular period or literary movement, or the works of a particular author or group of authors from the British Isles, or a recurring theme in fiction or other literary forms. May be repeated once as topics change. Prerequisite: ITW 101. *Fall, Spring.*

ENG 240 READINGS IN AMERICAN LITERATURE

An introduction to significant writers of the United States and their works, which may include fiction, drama, poetry, and nonfiction prose. May explore a particular theme, period, genre, or group of writers. May be repeated once as topics change. Prerequisite: ITW 101. *Fall, Spring.*

ENG 247 READINGS IN AMERICAN INDIAN STUDIES

An interdisciplinary introduction to American Indian studies through oral and written literature, music, art, history, and spirituality. Usually focuses on a particular culture or geographical area. Prerequisite: ITW 101. *Fall.*

ENG 250 READINGS IN CONTINENTAL LITERATURE

Examines literature from Europe. Students read works by authors such as Dante, Christine de Pizan, Cervantes, Mme de Lafayette, Goethe, Flaubert, Dostoyevsky, Beckett, Kafka, and Yourcenar. May be repeated once as topics change. Prerequisite: ITW 101. *Fall, Spring.*

ENG 252 LITERATURE OF THE HOLOCAUST

Examines the culture of European Jews before the Holocaust and the literature that explores the destruction of that culture in World War II. Uses texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, and Jurek Becker. Prerequisite: ITW 101. *Spring.*

ENG 260 READINGS IN WORLD LITERATURE

Reading and discussion of selected literary texts from the Ancient World: Asia, Africa, and the Pacific. May be repeated once as topics change. Prerequisite: ITW 101. *Spring.*

ENG 261 CLASSICAL LITERATURE OF GREECE

Exploration of the literature of ancient Greece: Homeric epic, Athenian drama, and Platonic dialogue. Prerequisite: ITW 101. *Fall, Spring.*

ENG 270 LITERATURE AND THE ENVIRONMENT

This course introduces students to the traditions of environmental literature, making connections with the sciences and other arts. May explore a particular group of writers, genre, historical period, or bioregion. May be repeated once as topics change. Prerequisite: ITW 101. *Annually.*

ENG 280 CULTURAL STUDIES

Interdisciplinary study of texts and contexts. Texts examined may be selected from a number of fields. Topics may focus on popular culture, a cultural concept, a subculture, region, or period. May be repeated once as topics change. Prerequisite: ITW 101. *Annually.*

ENG 286 CHILDREN'S LITERATURE

Reading and discussion of representative works from the seven genres of children's literature: traditional, fantasy, modern realism, historical fiction, biography, poetry, and information books. Prerequisite: ITW 101. *Fall, Spring.*

ENG 288 SCIENCE FICTION

Survey of the characteristic themes and forms of science fiction. Prerequisite: ITW 101. *Spring, alternate years.*

ENG 290 TOPICS

Selected topics in literature. May be repeated as topics change. Prerequisite: ITW 101. *Annually.*

ENG 298 INDEPENDENT STUDY

1-4 credits

Reading/writing in a selected area of English with a faculty member. Must be 4 credits to count as one of the two 200-level courses required for the English major. Prerequisite: ITW 101 or permission of instructor.

ENG 300 LITERARY FORM AND HISTORY

A study of literary form and history through readings and theoretical investigations of a single genre, such as poetry, fiction, drama, or the essay. Prerequisites: ITW 101 and ENG 200. *Fall, Spring.*

ENG 301 FICTION WORKSHOP

Discussion and evaluation of original manuscripts combined with reading and discussion of the theory of fiction. Prerequisites: ITW 101 and one 200-level English course. *Spring.*

ENG 302 POETRY WORKSHOP

Class discussion of original student work combined with extensive reading in poetry and poetics. Analysis of major theories, technical innovations, and innovators. Prerequisites: ITW 101 and one 200-level English course. *Fall.*

ENG 303 NONFICTION WORKSHOP

Nonfiction essay writing, focusing on style, rhetorical theory and strategies, and publication. Workshop format. Prerequisites: ITW 101 and one 200-level English course. *Fall.*

ENG 304 WRITING FOR TEACHERS

Focuses on improving the writing skills of future teachers and on methods they can use to develop these skills in their future students. Prerequisites: ITW 101, one 200-level English course, and admission to Teacher Education. *Spring.*

ENG 306 AUTOBIOGRAPHY WORKSHOP

Writing and revising several chapters of an autobiographical manuscript combined with extensive reading and discussion of the theories of autobiographical writing. Prerequisites: ITW 101 and one 200-level English course. *Spring.*

ENG 308 ADVANCED TOPICS IN WRITING

Intensive study of writing techniques and applications in specialized areas of creative, nonfiction, or professional writing, as well as writing that does not easily fit into these categories. May be repeated once as topics change. Prerequisites: ITW 101 and one 200-level English course. *Annually.*

ENG 312 DESCRIPTIVE GRAMMAR

Examination of English grammar and theory, including traditional, transformational-generative, and case grammar. Colateral readings will focus on applied linguistics and American dialects. Students develop skills for teaching grammar through written and oral exercises. Required for secondary English teacher certification. Open only to junior and senior English majors, or by permission of instructor. Prerequisites: ITW 101 and one 200-level English course. *Fall.*

ENG 321 ENGLISH LITERATURE: BEGINNINGS TO 18TH CENTURY

Survey of English literature from Anglo-Saxon times to the Enlightenment. Attention to historical and intellectual contexts as well as the development of the English language. Study of

various genres: epic, lyric, drama, romance, and prose. Prerequisites: ITW 101 and one 200-level English course. *Fall*.

ENG 322 ENGLISH LITERATURE: 18TH CENTURY TO PRESENT

Survey of major developments in English literature from the rise of Romanticism, the Victorian period, the literature of the two world wars, and the contemporary period. Prerequisites: ITW 101 and one 200-level English course. *Spring*.

ENG 323 MEDIEVAL LITERATURE

Advanced survey of medieval literature focusing particularly, but not exclusively, on the development of literary genres and themes in the British isles. All texts will be read in translation. Prerequisites: ITW 101 and one 200-level English course. *Spring*.

ENG 324 CHAUCER

A close study of Geoffrey Chaucer's *The Canterbury Tales*, with special attention to the connection between pilgrims and tales. We will read all tales in original Middle English. Prerequisites: ITW 101 and one 200-level English course. *Fall*.

ENG 326: ENGLISH RENAISSANCE LITERATURE

Intensive study of the drama, poetry, and prose of the English renaissance. Special attention will be paid to a particular social or aesthetic dimension of these literary texts. Prerequisites: ITW 101 and one 200-level English course. *Fall*.

ENG 327 SHAKESPEARE: POETRY AND PLAYS

A close study of Shakespeare's poems and drama with special attention to the development of Shakespearean comedy, history, and tragedy. Prerequisites: ITW 101 and one 200-level English course. *Spring*.

ENG 328 MILTON

A study of Milton's art as it reflects his life's changing allegiances – from his first identification as poet-priest to his last as blind-seer. Prerequisites: ITW 101 and one 200-level English course. *Spring*.

ENG 329 19TH-CENTURY ENGLISH LITERATURE

Writers and works best representing the ideals and controversies of 19th-century England from the Romantic Movement to the Victorian Era. Readings in such writers as Wordsworth, Shelley, Keats, Tennyson, Browning, Dickens, and others. Prerequisites: ITW 101 and one 200-level English course. *Every third year*.

ENG 330 STUDIES IN BRITISH LITERATURE

Examines a particular author, period, or movement with a focus on the social, intellectual, and literary significance of the works considered. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. *Fall*.

ENG 341 EARLY AMERICAN LITERATURE

Major developments of American literature, culture, and thought from the pre-Columbian period to the 19th century. Emphasis on American Indian oral literature, European visions, the formation of an Anglo-American literary tradition, the Enlightenment, and the American Revolution. Prerequisites: ITW 101 and one 200-level English course. *Fall, alternate years, beginning in 2000*.

ENG 342 19TH-CENTURY AMERICAN LITERATURE

Examines major developments in American romanticism, realism, and naturalism in the context of 19th-century American culture. Emphasis on such writers as Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Douglass, Stowe, Twain, James, Howells, 'local color' authors, Chopin, Crane, and Dreiser. Prerequisites: ITW 101 and one 200-level English course. *Alternate years*.

ENG 343 20TH-CENTURY AMERICAN LITERATURE

Studies modern and contemporary texts by U.S. writers, with an emphasis on historical, aesthetic, and critical perspectives that link the texts to major movements such as naturalism, realism, and postmodernism. Prerequisites: ITW 101 and one 200-level English course. *Every third semester*.

ENG 344 STUDIES IN AMERICAN LITERATURE

Focuses on a particular theme, period, movement, or genre. Emphasis may be aesthetic, historical, or cultural. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. *Every third semester*.

ENG 345 BLACK AMERICAN LITERATURE

Surveys literary traditions of American blacks, with special attention to relations between oral and literary works, performance and reading, tradition and innovation. Authors may include Frederick Douglass, Harriet Jacobs, Richard Wright, Ralph Ellison, Sherley Ann Williams, Toni Morrison, and Zora Neale Hurston. Prerequisites: ITW 101 and one 200-level English course. *Fall*.

ENG 346 TRANSCENDENTALISM

Explores American transcendentalism. Intensive reading and discussion of such writers as Emerson, Thoreau, Margaret Fuller, and Whitman. Prerequisites: ITW 101 and one 200-level English course. *Alternate years*.

ENG 347 MODERN AMERICAN INDIAN LITERATURE

Examines the major American Indian writers of the 20th century; emphasizes the "American Indian literary renaissance." Historical, cultural, and aesthetic contexts are explored. Authors include Momaday, Silko, Welch, Erdrich, Hogan,

and Rose. Prerequisites: ITW 101 and one 200-level English course. *Spring*.

ENG 350 STUDIES IN CONTINENTAL LITERATURE

Examines literature from Europe, with an emphasis on specific topics such as the Renaissance, the Enlightenment, and modernism. Authors may include Dante, Petrarch, Cervantes, Diderot, Voltaire, Proust, Mann, Kafka, Pirandello, Beckett, Bachmann, Duras, and Tolstoy. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. *Annually*.

ENG 360 STUDIES IN WORLD LITERATURE

Examines texts from the Ancient World: Asia, Africa, and the Pacific. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. *Every third spring*.

ENG 370 STUDIES IN LITERATURES OF THE AMERICAS

Compares literatures such as those of Canada, the United States, and Central and South America. Attention to topics such as the writer's voice, interrogation of traditions, the constructions of literary geography. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. *Alternate years*.

ENG 381 WOMEN WRITERS

Emphasis on the images, forms, contexts that shape women's literary expression and identify women's lives in cultural, social, and political spheres. Prerequisites: ITW 101 and one 200-level English course. *Annually*.

ENG 390 STUDIES

Intensive study of selected topics in literature, language, and culture. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. *Occasionally*.

ENG 395 SEQUENCE I

This course is the first of a full-year sequence. The Sequence I course acquaints students with a particular aspect of the field of English studies and exposes them to primary and secondary texts, as well as historical and cultural contexts. This course prepares students for the advanced seminar, ENG 495: Sequence II, which completes the yearlong sequence. Prerequisites: ITW 101, ENG 200, and ENG 300. *Fall, Spring*.

ENG 402 THEORY AND PRACTICE

This course examines the critical and theoretical contexts of various genres. Readings will include both the theory and the genre under discussion. Students are required to write original work in the genre as well as critical and interpretive essays. May be repeated as topics change. Prerequisites: ITW 101, one 200-level English course, and one 300-level English course. *Annually*.

ENG 405 WRITING MINOR PORTFOLIO

Independent selection and intensive revision of writing completed for the writing minor. Students will compile a portfolio under the direction of an English faculty member. May be taken concurrently with another writing minor course. Prerequisites: ITW 101, one 200-level and one 300-level English course, 12 credits completed toward the writing minor, and permission of instructor. *Fall, Spring*.

ENG 410 THEORY

Intensive study of a particular school or schools of theory. Topics may focus on poetics, genre study, rhetorical theory, or literary criticism. May be repeated as topics change. Prerequisites: ITW 101, one 200-level English course, and one 300-level English course. *Annually*.

ENG 490 ADVANCED STUDIES

Advanced study of selected topics in literature, language, and culture. May be repeated as topics change. Prerequisites: ITW 101, one 200-level English course, and one 300-level English course.

ENG 495 SEQUENCE II

Builds upon the student's knowledge of the primary texts in ENG 395: Sequence I and involves students in theoretical and critical discussions in the field. Requires writing that incorporates advanced theory. Prerequisites: ITW 101, ENG 200, ENG 300, and ENG 395. *Fall, Spring*.

ENG 498 INDEPENDENT STUDY

1-8 credits

Advanced reading or writing in a selected area of English with a faculty member. Must be 4 credits to count as one of the three 400-level courses required for the English major. May be repeated for a total of 8 credits. Prerequisites: ITW 101, one 200-level and one 300-level English course, and permission of instructor.

English as a Second Language

ESL 101 ENGLISH AS A SECOND LANGUAGE

4 credits

A course for non-native speakers of English focusing on self-assessment and needs analysis. Curriculum is developed according to student needs in writing, reading, vocabulary, grammar, listening, speaking, and pronunciation. May be repeated once for credit. Does not satisfy General Education requirements. *Fall, Spring*.

Environmental Studies

ENST 100 INTRODUCTION TO ENVIRONMENTAL STUDIES

An exploration of environmental issues, including population growth, energy use, global climate change, and pollution. Through readings, lectures, and discussion, we will examine physical, biological, chemical, economic, political, and social aspects of environmental problems on personal, local, and global scales. *Fall, Spring.*

ENST 120 GLOBAL ENVIRONMENTAL CHANGE

Students will gain a basic understanding of the earth's major physical and biological systems within the context of global environmental issues. The social, economic, political, and ethical implications of global change and potential solutions will be explored. The course involves hands-on activities, discussions, computer exercises, and interactive small-group learning teams. *Fall, Spring.*

ENST 220 INVESTIGATING ENVIRONMENTAL PROBLEMS

Students will explore regional or local environmental issues from a scientific perspective. In the context of research projects students will develop conceptual understanding needed to identify, understand, and solve environmental problems. Guided field and laboratory projects emphasize the basics of sampling and experimental design, hypothesis formation, data analysis, and interpretation. Prerequisites: INCHEM 103 and grade C or higher in ENST 120. *Fall.*

ENST 240 SOLVING ENVIRONMENTAL PROBLEMS

Students will formulate regional environmental solutions in the context of the social and political arena. Building upon the work completed in ENST 220, students will investigate the multidimensional nature of environmental policy. Course involves small-group discussions and exercises, and will require students to formulate and articulate various policy arguments. Prerequisite: ENST 220. *Spring.*

ENST 290 SPECIAL TOPICS

1-4 credits

Study of selected topics related to Environmental Studies. May be repeated as topics change. May be cross-listed with AMST 290, BIO 290, ENG 290, GEOG 290, HIST 290, POSC 290, PSYC 290, SOC 290, or other courses as appropriate depending on topic. Applicability to satisfying general education distribution requirements depends on the area with which the particular topic is cross-listed. *Occasionally.*

ENST 294 COOPERATIVE EDUCATION

1-6 credits

Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students, with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

ENST 395 JUNIOR SEMINAR

In-depth analysis of environmental research literature and methodologies. Emphasis on proposal writing and oral presentation. Development of a project proposal to be completed in ENST 495. Exploration of postgraduate opportunities. Prerequisite: ENST 240 and junior standing. *Spring.*

ENST 490 ADVANCED SPECIAL TOPICS

1-4 credits

Study of selected topics related to environmental studies at an advanced level. May be repeated as topics change. May be cross-listed with BIO 490, CHEM 490, ECON 490, GEOG 490, GEOL 490, TDS 490, or other courses as appropriate, depending on topic. Applicability to satisfying general education distribution requirements depends on the area with which the particular topic is cross-listed. *Occasionally.*

ENST 494 ADVANCED COOPERATIVE EDUCATION

1-6 credits

Sequential work-learning experience for which compensation may be received. Positions arranged by students, with sponsorship, approval, and evaluation by full-time faculty. Elective credit (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: ENST 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail.

ENST 495 SENIOR SEMINAR

In this capstone course, students explore in-depth environmental issues, integrating science, and policy aspects. Completing the research project developed in ENST 395, students further enhance their research, critical thinking, and oral and written communication skills. The seminar prepares students for professional careers or postgraduate opportunities. Prerequisites: ENST 395. *Fall.*

ENST 498 INDEPENDENT STUDY

1-6 credits

Advanced work in various fields of environmental science through individual reading, writing, laboratory work, and/or field investigation. Requires research project and a written

report. One-hour conference. May be repeated for a total of 6 credits.

Film

FILM 240 INTRODUCTION TO DIGITAL MEDIA MANAGEMENT

The students will be introduced to the basic terms, concepts, and techniques involved in the postproduction of film and video projects. The class is comprised of lecture, demonstration, and in-class exercises. All editing is performed on the Avid Xpress DV platform. Prerequisite: Film majors only or permission of instructor.

FILM 250 FILM PRODUCTION I

Introduction to basic filmmaking technique, structure, and aesthetics through production of video projects. Students gain skills in narrative filmmaking through emphasis on story, cinematography, editing, and directing. Course participation demands outside-class production time and either ownership of or access to a digital video camera. Prerequisite: FILM 240 (may be taken concurrently). Film majors only. *Fall, Spring.*

FILM 259 FILM STUDIES CREDIT

1 credit

With approval of the faculty member concerned, a student may earn credit for film archival work, indexing and repair, or for participation in a faculty-directed film production. May be repeated for credit. By permission only. Graded Pass/Fail. *Fall, Spring.*

FILM 270 INTRODUCTION TO FILM ANALYSIS

Equips students with the tools necessary to become critical viewers of film by introducing them to the elements of film form, the process of textural analysis, and the variety of filmmaking techniques employed in narrative and non-narrative cinema. *Fall, Spring.*

FILM 271 INTRODUCTION TO FILM HISTORY

Examines the history of film's technical, aesthetic, industrial, and social development within an international context, particularly in relation to wider cultural and political movements. The screening of a series of films and frequent writing assignments encourage critical skills. *Fall, Spring.*

FILM 290 SPECIAL TOPICS

An exploration of areas not covered by the regular curriculum. Content depends on available faculty and resident artists. May be repeated for credit.

FILM 294 COOPERATIVE EDUCATION

1-6 credits

Introductory work-learning experience in film and/or video production, distribution, exhibition, or preservation, for which compensation may be received. Positions arranged by students, with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

FILM 298 INDEPENDENT STUDY

1-6 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 6 credits.

FILM 350 FILM PRODUCTION II

Study of 16mm synchronous-sound, nondialogue black-and-white film emphasizing preplanning, script writing, and development, and pursuing advanced directing, cinematography, editing, and sound issues. Participation demands significant outside-class production time and substantial student financial output. Films should be produced by teams of two; prearranged partnerships are encouraged. Prerequisites: Grade B or higher in FILM 250 (or equivalent) and permission of instructor. Must be taken concurrently with FILM 351. Film Production Option students only. *Fall, Spring.*

FILM 351 INTERMEDIATE PRODUCTION STUDIO

Film production studio emphasizing hands-on equipment, facilities, and technique demonstrations. Prerequisites: Grade of B or better in FILM 250 (or equivalent) and instructor's permission. Must be taken concurrently with FILM 350. Film Production Option students only. *Fall, Spring.*

FILM 352 FILM GENRES AND DIRECTORS

Examines a body of narrative films related by virtue of theme, director, country, or period from historical and theoretical perspectives. May be repeated for credit as topics change. Prerequisites: FILM 270 and FILM 271, or permission of instructor. *Fall, Spring.*

FILM 355 FILM THEORY

The study of major film theories and their application to specific films. Formalist, structural, and ideological theories are covered. Prerequisites: FILM 270, 271, and 352, or permission of instructor. *Spring.*

FILM 440 ADVANCED PRODUCTION TECHNIQUES

Exploration of film production areas not usually addressed

through the regular curriculum. Specific topics and techniques covered vary. May be repeated for credit. Prerequisites: FILM 350 and permission of instructor. *Fall, Spring.*

FILM 450 FILM PRODUCTION III

4 credits

First semester of yearlong course emphasizing preproduction for all crew positions toward production of 30-minute sync-sound, dialogue, 16mm color project. Participation demands substantial student financial output. Films should be produced in crews of seven to 10; prearranged crews are encouraged. May be retaken once for a total of 8 credits with instructor's permission. Prerequisites: Grade B or higher in FILM 350/351 (or equivalent) and permission of instructor. *Fall.*

FILM 451 FILM PRODUCTION IV

Second semester of yearlong course emphasizing preproduction for all crew positions toward production of 30-minute sync-sound, dialogue 16mm color project. Participation demands substantial student financial output. Films are designed to be produced in crews of seven to 10; prearranged crews are encouraged. May be retaken once for a total of eight (8) credits with instructor's permission. Prerequisites: FILM 450 and permission of instructor. *Spring.*

FILM 460 DIRECTING THE ADVANCED FILM PROJECT I

This course is designed to give an advanced production student experience directing the annual yearlong advanced project. Students will select his or her crew and fully preproduce the film, guiding the project and crew through the first (preproduction) semester of the course. Students will work closely with the instructor outside of class to fully prepare the project and facilitate communication between crewmembers. Prerequisites: FILM Production Option students only, FILM 451, and permission of instructor.

FILM 461 DIRECTING THE ADVANCED FILM PROJECT II

This course is designed to give an advanced production student experience directing the annual yearlong advanced project. Students will continue the process initiated in FILM 460 by producing and postproducing an advanced film or video project, guiding the project and crew through the second semester of the course. Students will work closely with the instructor outside of class to fully prepare the project and facilitate communication. Prerequisites: FILM Production Option students only, FILM 460, and permission of instructor.

FILM 490 ADVANCED SPECIAL TOPICS

An exploration of areas not covered by the regular curriculum. Content and prerequisites depend on available faculty and resident artists. May be repeated for credit.

FILM 495 SEMINAR

Intensive study of a particular theme or topic relating to film or film production. May be repeated for credit as topics change. Prerequisites: Junior standing and FILM 270, 271, and 352, or permission of instructor. *Fall, Spring.*

FILM 498 INDEPENDENT STUDY

1-6 credits

Intensive study of an issue, problem, or topic related to film or film production. May be repeated for a total of 6 credits. Prerequisites: Junior standing and permission of instructor.

FILM 499 SENIOR RESEARCH PROJECT

Culminating course for critical studies in film. Under the guidance of a faculty member, students develop, research, and present an individualized project on a chosen historical or critical topic. Prerequisite: FILM 495 or permission of instructor.

French

IHFR 101 ELEMENTARY FRENCH I

Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and on Internet sites, and exploring the contemporary French-speaking world. For students with little or no prior knowledge of French.

IHFR102 ELEMENTARY FRENCH II

Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and on Internet sites, and exploring contemporary issues in the French-speaking world. Students should have prior knowledge of basic French.

IHFR 200 INTERMEDIATE READINGS IN FRENCH

Selected readings in French from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the French major. Students should have an elementary knowledge of French. *Fall, Spring.*

IHFR 201 INTERMEDIATE FRENCH I

Development of skills to converse with native speakers, explore contemporary issues in the French-speaking world, narrate events in present and past tenses, and read newspapers, websites, and

short fiction with a dictionary. Students should have prior knowledge of elementary French.

IIFR 240 FRANCO-AMERICAN WOMEN'S VOICES

4 credits

An exploration of Franco-American culture through the lens of gender. Topics will include family structure, employment, migration patterns, Franco-American contributions to literature and music, and the factors contributing to making this ethnic minority an “invisible” population. Readings and discussion in English. Counts toward the French major, the American Studies major, and the Women's Studies minor. Does not satisfy the Arts and Humanities language requirement. *Fall, even years.*

FR 100 BASIC FRENCH LANGUAGE AND CULTURE

Introduction to basic French, French history, and contemporary culture. This course makes extensive use of multimedia resources, including interactive language programs, video, and the Internet. Does not satisfy the Arts and Humanities language requirement. *Fall, Spring, or Summer.*

FR 190 ELEMENTARY SPECIAL TOPICS IN FRENCH

Study of selected topics in French. May be repeated as topics change. *Occasionally.*

FR 202 INTERMEDIATE FRENCH II

Advanced development of writing and speaking skills to discuss contemporary issues in the French-speaking world; read newspapers, websites, and short fiction; and understand French films. Students should have intermediate-level knowledge of French.

FR 290 INTERMEDIATE SPECIAL TOPICS

Study of a selected topic in French. May be repeated as topics change. *Occasionally.*

FR 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study and the appropriate divisional dean. May be repeated for a total of 8 credits.

FR 315 CONVERSATION IN FRENCH

The vocabulary of spoken French and guided practice to increase oral proficiency. Prerequisite: FR 202 or permission of instructor. *Fall.*

FR 316 COMPOSITION IN FRENCH

Study and practice of French writing styles for various purposes: journals, letters, essays, and creative pieces. Prerequisite: FR 315 or permission of instructor. *Spring.*

FR 325 INTRODUCTION TO FRENCH LITERATURE

A study of various critical approaches to French literature conducted in French. Prerequisite: FR 202 or permission of instructor. *Fall, alternate years.*

FR 330 THE FRENCH-SPEAKING WORLD

Backgrounds in French civilization and culture stressing major themes and topics necessary for understanding the contemporary Francophone world. Conducted in French. Students should have an advanced command of written and spoken French. *Spring, alternate years.*

FR 350 STUDY IN FRANCE OR QUEBEC

Maximum of 18 credits per semester

Study in a College-approved program. May be used to meet the Arts and Humanities language requirement. Students must meet with Modern Languages faculty for pre-approval of their program of study and for an exit interview upon their return. *Fall, Spring.*

FR 405 CONTEMPORARY FRENCH USAGE

Advanced study of syntax, semantics, and lexicon based on actual usage in the contemporary Francophone world. Prerequisite: FR 315 or equivalent. *Occasionally.*

FR 410 ADVANCED FRENCH GRAMMAR

A study of contemporary French grammar and a treatment of the typical pitfalls for nonnative users of French. Prerequisite: FR 405 or permission of instructor. *Occasionally.*

FR 495 SEMINAR

The capstone experience for French majors. Topics based on needs and interests of the group. Prerequisites: FR 405 and senior status. *Spring.*

FR 498 INDEPENDENT STUDY

1-4 credits

Intensive study of some aspect of French language, literature, or culture adapted to the student's needs. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor.

Geography

ISGEOG 100 INTRODUCTION TO GEOGRAPHY

A systematic introduction to the discipline, designed to give the beginning student exposure to major topics associated with the subfields of geography. Geographic concepts and theories using real world examples will be presented in order to examine spatial information and patterns that exist on the earth. *Fall, Spring.*

ISGEOG 101 WORLD REGIONAL GEOGRAPHY

Introduction to the geography of the world's peoples and places. Adopting a regional perspective, the course examines the homogenizing and diversifying forces inherent among the world's countries, peoples, and physical environments. Includes resource materials for teaching geography. Students may not receive credit for both ISGEOG 101 and GEOG 105. *Fall, Spring.*

GEOG 105 GEOGRAPHY FOR TEACHERS

A combination of world regional geography and its application in the K-12 classroom. Course is based on the five themes of geography and the national geography standards. Appropriate for both elementary and secondary preservice teachers. Not open to students who have completed GEOG 105. *Fall, Spring.*

ISGEOG 203 THE HUMAN CULTURAL MOSAIC

Focuses on a global analysis of cultural systems, spatial patterns, and processes underlying cultural evolution, resource systems, and the impact of humans on the environment. *Fall, Spring.*

ISGEOG 204 PHYSICAL GEOGRAPHY

This course examines the dynamic processes that shape the Earth's landscapes. Special attention is given to weather, climate, maps, and landforms. *Fall, Spring.*

GEOG 221 MAPS INTERPRETATION

The fundamentals of maps, map contents, and the theory of map reproduction, as well as an overview of the maps of the United States and other countries. Emphasis is on interpreting and analyzing map information and data. *Spring.*

GEOG 223 METHODS OF SPATIAL ANALYSIS

Introduction to statistical analysis in Geography. Principles learned include the use of the map as a model for statistics prediction and hypothesis testing. SPSSx computing on the PC through simulation experiments conducted in the computer lab of the Geography department. Three-hour lecture, two-hour lab. Prerequisites: ISGEOG 203 or ISGEOG 204. *Spring, even years.*

GEOG 290 SPECIAL TOPICS

1-4 credits

Study of a selected topic in Geography. May be repeated as topics change. *Occasionally.*

GEOG 294 COOPERATIVE EDUCATION

1-4 credits

Introductory work-learning experience related to career interests for which compensation may be received. Placements arranged, supervised and evaluated by a full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 8 credits

per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

GEOG 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Prerequisite: Permission of the instructor who will supervise the independent study. May be repeated for a total of 4 credits. *Occasionally.*

GEOG 303 THE POLITICS OF PLACE

Provides a systematic introduction to the geographical dimensions of political systems, with emphasis on the physical environment, economic and cultural systems, location, resources, and political patterns. *Spring, odd years.*

GEOG 304 POPULATION GEOGRAPHY

Global demographic analysis of birth rates, death rates, and migration rates. Provides a spatial, temporal, and structural investigation of the relationship between demographic and cultural, economic, and environmental factors. Prerequisite: ISGEOG 203 or ISGEOG 204. *Spring, odd years.*

GEOG 305 THE GLOBAL ECONOMY

Analysis of the world economy from the spatial perspective, emphasizing resources, location, trade, and development. Attention is focused on population issues; the primary, secondary, and tertiary sectors; development and underdevelopment issues, environmental relationships, and the global economy. Prerequisite: 4 credits in Geography. *Fall, even years.*

GEOG 307 URBAN GEOGRAPHY & PLANNING

Combines attention to urbanism, growth of cities, morphological theories of urbanization, and modern urban problems with theory and methods of land use planning. Emphasis is placed on concepts, principles, and practices of land analysis and evaluation of planning and design. Prerequisite: ISGEOG 100 or ISGEOG 203 or permission of instructor. *Spring, odd years.*

GEOG 321 GEOSPATIAL TECHNOLOGY FOR K-12

Exploration of geospatial technologies such as Geographic Information Systems (GIS), Global Positioning Systems (GPS), and Remote Sensing and their applications in the K-12 classroom. Emphasis is on geospatial technology skills and its associated K-12 pedagogy. This course is only recommended as one of the required skills courses for teacher certification candidates. Prerequisite: One course in Geography. *Spring.*

GEOG 323 CARTOGRAPHY AND SURVEYING

Fundamental and modern techniques of surveying and map making. Three-hour lecture, three-hour lab. *Fall, alternate years.*

GEOG 324 VECTOR GIS

This vector-based Geographic Information Systems (GIS) course provides an introduction to the fundamental components of GIS. Lecture and lab-based instruction emphasize data input, manipulation, and production of maps for geographic analysis. Prerequisite: GEOG 204 or GEOG 221. *Fall.*

GEOG 325 CARTOGRAPHIC DESIGN AND ANALYSIS

Analysis of statistical geographical data is used to design and produce publishable maps with computer programs. Three-hour lecture, two-hour lab. Prerequisite: GEOG 204 or GEOG 221. *Fall, even years.*

GEOG 326 RASTER GIS

The raster-based Geographic Information Systems (GIS) IDRISI is used to manage databases, process remotely sensed images, and produce a geographic analysis. Three-hour lecture, two-hour lab. Prerequisite: GEOG 204 or GEOG 221. *Spring.*

GEOG 327 ENVIRONMENTAL REMOTE SENSING

The basics of aerial photography and remote sensing and the identification and analysis of objects. Imagery of low as well as high altitude is interpreted. *Spring, odd years.*

GEOG 330 NATURAL RESOURCE MANAGEMENT

Examination of the use and management of renewable and nonrenewable resources, including patterns of assessment, conservation policies and practices, and human impact on the environment. Resources discussed include land, water, air, forests, wilderness, and recreation from an international perspective. Prerequisites: ENST 120 and 4 credits in Geography. *Fall, even years.*

GEOG 332 GLOBAL WATER RESOURCES

Spatial investigation of the social, political, and environmental consequences of water resources development and use. Case studies used to compare hydrologic conditions, social institutions, and hydrogeology in watersheds around the world. Emphasis is on emerging global change (e.g., population and climate). Prerequisite: ENST 120 or ISGEOG 204 or permission of instructor. *Spring, even years.*

GEOG 340 TOPICS IN REGIONAL GEOGRAPHY

A systematic analysis of the physical, social, and economic resources of the region under study. Focuses on historical development, physical and cultural diversity, natural resources,

demographic trends, spatial interaction, the environment, and prospects for growth. May be repeated as topics change. *Fall, Spring.*

GEOG 341 GEOGRAPHY OF THE U. S. AND CANADA

Examines the complex mosaic of peoples and places that make up the United States and Canada. A systematic analysis of the physical, environmental, cultural, political, and economic aspects of the North American region using a geographic perspective. *Spring.*

GEOG 371 GEOGRAPHY FIELD STUDIES

1-8 credits

Off-campus field study. Themes include aspects of physical and/or cultural Geography depending on the expertise of the instructor and the areas under observation. Course may be repeated for a maximum of 16 credits, only 8 of which are applicable toward the major in Geography. Prerequisite: Permission of instructor. *Fall, Spring.*

GEOG 395 SEMINAR I

An in-depth analysis of geographic literature and research. Stresses research methodologies and design, survey analysis, report preparation, and oral presentations of research. Develops critical analysis and critical thinking skills in Geography. Prerequisites: IQL 101 and 12 credits of Geography at the 200-level or above. GEOG 324 or GEOG 325 is recommended. *Spring.*

GEOG 420 ENVIRONMENTAL ASSESSMENT

Examines methodologies for evaluating natural resources and organizing data for decision-making applications. Includes key legislative policies driving environmental assessments, common assessment techniques, and how information generated flows back into the policy process. Prerequisite: ENST 120 or GEOG 330 or permission of instructor. *Fall, odd years.*

GEOG 490 ADVANCED SPECIAL TOPICS

1-4 credits

Individual study and discussion of selected topics in Geography under direction of a faculty member. Prerequisites: GEOG 203 or 204 and permission of instructor. *Occasionally.*

GEOG 494 ADVANCED COOPERATIVE EDUCATION

1-6 credits

Sequential work-learning experience related to career interests (compensation is allowed). Placements are arranged with and approved, supervised, and evaluated by full-time faculty. Elective credit only (normally 120 hours per credit). Prerequisites: GEOG 294, 2.5 cumulative GPA, and permission of instructor. May be repeated for a total of 12 credits. Graded Pass/Fail. *Fall, Spring.*

GEOG 495 SEMINAR II

The capstone course stressing integration and application of geographic studies and research. Focus on quantitative and qualitative methodologies and skills necessary for pursuing a Geography-related career. Culminates with the design and implementation of a major career-oriented research project. Prerequisites: IQL 101, grade C or higher in GEOG 395. *Fall*.

GEOG 498 ADVANCED INDEPENDENT STUDY

1-4 credits

Exploration of a major area of Geography under direction of a Geography faculty member. Topics contingent on student interest and available staff. Prerequisite: ISGEOG 100, ISGEOG 203, ISGEOG 204, and permission of instructor. May be repeated for a total of 4 credits. *Fall, Spring*.

GEOG 571 GEOGRAPHY FIELD STUDIES

1-8 credits

Off-campus field study. Themes include aspects of physical and/or cultural Geography depending on the expertise of the instructor and the areas under observation. A research project is required. Prerequisite: Permission of instructor. *Fall, Spring*.

GEOG 690 GRADUATE SPECIAL TOPICS

4 credits

Study of selected topics in geography based on the needs and interest of the student. May be repeated for credit as topic changes. Prerequisite: Permission of the instructor. *Fall, Spring*.

Geology

GEOG 100 PERSPECTIVES OF THE EARTH

An overview of earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) and their interactions. Includes a survey of earth materials, internal and external processes, global cycles (carbon, water), and feedback loops between humans' and earth's systems. Environmental and resource issues are addressed. *Fall, Spring*.

INGEOL 110 EARTH SYSTEMS SCIENCE

An overview of earth's systems (geosphere, atmosphere, hydrosphere, and biosphere) and their interactions. Includes a survey of earth materials, internal and external processes, global cycles (carbon, water), and feedback loops between humans and earth's systems. Environmental and resource issues are addressed. Includes an integrated laboratory component. *Fall, Spring, Summer*.

INGEOL151 PHYSICAL GEOLOGY

An overview of the earth. Includes description and origin of minerals and rocks, internal and external processes and recognition of the landforms they produce, global cycles (carbon, water), and feedback loops between humans' and earth's systems. Environmental and resource issues are addressed. Three-hour lecture, two-hour lab. Required field trips. *Fall, Spring*.

GEOG 152 EVOLUTION OF THE EARTH

Introduction to Earth History and the processes that have shaped the Earth since its formation. Topics include absolute and relative correlations, plate tectonics, and the origin and evolution of the lithosphere, biosphere, and atmosphere. Three-hour lecture, two-hour lab. Required weekend field trip(s). Prerequisite: INGEOL 151. *Spring*.

GEOG 206 OCEANOGRAPHY

Introduction to ocean science emphasizing waves, tides, coastal marginal processes, marine sediments and resources, the importance of technology in ocean studies, and the origin of the ocean basins through plate tectonics. Some coverage of ocean chemistry and biota. *Fall*.

GEOG 290 TOPICS

1-4 credits

Exploration and analysis of topics of geology, such as plate tectonics, environmental geology, and geologic history of particular terrains. Prerequisite: Permission of instructor. *Occasionally*.

GEOG 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

GEOG 301 MINERALOGY

Introduction to crystallography, physical and chemical nature of minerals, and description and hand-specimen recognition of important economic and rock-forming minerals and mineral associations. Introduction to the petrographic microscope. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: INGEOL 151 or permission of instructor. *Fall, odd years*.

GEOG 302 IGNEOUS AND METAMORPHIC PETROLOGY

The origin, occurrence, and classification of igneous and metamorphic rocks. Hand-specimen and thin section techniques are emphasized. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: GEOG 301 and CHEM 111. *Spring, even years*.

GEOL 305 PALEONTOLOGY

The description, classification, and uses of invertebrate fossils, including their spatial and stratigraphic distribution, evolution, and paleoecology. Three-hour lecture, three-hour lab. Prerequisite: GEOL 152 or permission of instructor. *Spring, even years.*

GEOL 306 SEDIMENTATION AND STRATIGRAPHY

Principles of sedimentation and stratigraphy, properties and classification of modern sediments and sedimentary rocks, sedimentary processes and environmental analysis, stratigraphic procedures and correlations, and stratigraphic relationships of North America. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: GEOL 152 or permission of instructor. *Fall, odd years.*

GEOL 309 GEOMORPHOLOGY

Nonglacial surface processes. The evolution of landforms and the influence of lithology, tectonics, and climate on landforms. Surface processes related to land use and environmental planning. Labs involve interpreting topographic and geologic maps, field projects. Three-hour lecture, three-hour lab. Prerequisite: INGEOL 151 or permission of instructor. *Fall, even years.*

GEOL 310 GLACIAL GEOLOGY

Study of the mechanics of glacial origin and movement, characteristics of existing glaciers, and an interpretation of Pleistocene glacial features. Emphasizes the glacial topography of northeastern North America, with special attention to New Hampshire examples of alpine and continental glaciation. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisite: GEOL 309 or permission of instructor. *Spring, odd years.*

GEOL 315 ENVIRONMENTAL GEOLOGY

Relationships between humans and our geological environment, including resources, hazards, and human impacts. Field methods in obtaining geologic information for resource evaluation and protection, risk reduction, and environmental remediation. Three-hour lecture, two-hour lab. Required field trips. Prerequisites: INGEOL 151. *Fall.*

GEOL 403 STRUCTURAL GEOLOGY

Study of the structural features of rock bodies and the interpretation of these features in terms of the forces that caused them, methods of geological field work, graphic representation of geological field data, interpretation of geological maps, and preparation of field reports. Three-hour lecture, three-hour lab. Required weekend field trips. Prerequisites: GEOL 152 and 4 credits in Geology at the 300-level or higher, or permission of instructor. *Spring, odd years.*

GEOL 412 ENVIRONMENTAL GEOCHEMISTRY

Examination of the principles and mechanisms governing distribution of the chemical elements and their isotopes in natural environments, with application to selected problems and geochemical analysis research projects. Three-hour lecture, three-hour lab. Required field trips. Prerequisites: INGEOL 151, CHEM 112, and PHYS 142 or PHYS 242, or permission of instructor. *Spring, even years.*

GEOL 460 HYDROGEOLOGY

Occurrence and movement of groundwater as it relates to the hydrologic cycle, water resource evaluation (well hydraulics), and transport and fate of contaminants. Theoretical and practical aspects, including computer modeling. Three-hour lecture, two-hour lab. Field trips may be required. Prerequisites: INGEOL 151, MATH 151, and PHYS 141 or PHYS 241, or permission of instructor. *Spring, odd years.*

GEOL 490 ADVANCED SPECIAL TOPICS

1-4 credits

Study of a selected topic in Geology at an advanced level. May be repeated for a total of 8 credits as topics change. Prerequisite: Permission of instructor. *Frequently.*

GEOL 498 INDEPENDENT STUDY

1-4 credits

Advanced study of various fields of Geology through individual reading, writing, laboratory work and/or field investigation; involves a research project and submission of a written report. May be repeated for a total of 8 credits. *Fall, Spring.*

German

IHGER 101 ELEMENTARY GERMAN I

Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and on Internet sites, and exploring contemporary German-speaking Europe. For students with little or no prior knowledge of German.

IHGER 102 ELEMENTARY GERMAN II

Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and on Internet sites, and exploring contemporary issues in German-speaking Europe. Students should have prior knowledge of basic German.

IHGER 201 INTERMEDIATE GERMAN I

Development of skills to converse with native speakers, explore contemporary issues in German-speaking Europe, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary German

IHGER 202 INTERMEDIATE GERMAN II

Advanced development of writing and speaking skills to discuss contemporary issues in German-speaking Europe; read newspapers, websites, and short fiction; and understand German films. Students should have intermediate-level knowledge of German. *Spring only.*

GER 290 INTERMEDIATE SPECIAL TOPICS

Study of a selected topic in German. May be repeated as topics change. *Occasionally.*

GER 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

GER 315 CONVERSATION AND COMPOSITION

Review and practice aimed at increasing listening and speaking proficiency. Practice in writing German: essays, narratives, and creative pieces. Prerequisite: GER 202 or equivalent. *Fall only.*

GER 350 STUDY IN GERMANY OR AUSTRIA

Maximum of 18 credits per semester

Study in a College-approved program. May be used to meet the Arts and Humanities language requirement. Students must meet with Modern Languages faculty for preapproval of their program of study and an exit interview upon their return.

GER 498 INDEPENDENT STUDY

1-4 credits

Intensive study of some aspect of German language, literature, or culture adapted to the student's needs. May be repeated to a maximum of 8 credits. Prerequisite: permission of instructor.

Health Science

HLSC 101 HEALTH AND WELLNESS

An overview using a balanced, integrated, holistic model of health and an exploration of the dimensions of wellness. Focus on self-assessment, development of critical thinking, and behavior change skills to facilitate personal awareness and well-being. *Fall, Spring.*

HLSC 115 NUTRITION AND WELL-BEING

Introduction to nutrients and their relationship to individual well-being. Health issues associated with diet and nutrition, lifestyle choices, and the role of nutrition for a healthy person. Assessing nutrient intake and strategies for making informed choices are presented. Prerequisite: Freshman or sophomore standing or permission of instructor. *Fall, Spring.*

HLSC 125 NUTRITION AND THE PROFESSION

An introduction to the foundational knowledge and professional preparation needed for Nutrition option students. A survey of nutrition science, consumer nutrition, U.S. dietary guidelines, and the relationship between nutrition and chronic disease. Prerequisites: HLSC 101 and Nutrition option only. *Fall, Spring.*

HLSC 200 ALCOHOL AND OTHER DRUGS: THE FUNDAMENTALS

An introduction to alcohol and other drugs and their biophysical effects. Topics include the history and classification of drugs; the physical, cognitive, emotional, and societal impact of psychoactive substances; levels of use, poly-substance abuse, and addiction liability. Required for the associates degree in Chemical Dependency and the HLSC Substance Abuse/Addictions option. *Fall, Spring.*

HLSC 214 NUTRITION FUNDAMENTALS

Understanding nutrition concepts and its practical application. Review of digestion, absorption, utilization, and function of the macronutrients and micronutrients with emphasis on using food for disease prevention and wellness. Additional topics: energy metabolism, eating disorders, and sports nutrition. Prerequisites: HLSC 101, BIO 230, and BIO 232. *Fall, Spring.*

HLSC 215 NUTRITION SCIENCE AND APPLICATION

Principles of nutrition, including macro- and micronutrients and their functions, DRIs, and assessment of nutritional status and dietary patterns are explored. In-depth review of digestion, absorption, utilization, and function of nutrients, with emphasis on using food for disease prevention and wellness. Concepts and skills are developed through an integrated lab. Prerequisites: HLSC 125, BIO 230, BIO 232. Nutrition option only. *Fall, Spring.*

HLSC 216 CURRENT TOPICS IN FOOD CULTURE

Introduction to the effects of economic, cultural, aesthetic, and sociopsychological factors related to food and nutrition. Analysis of contemporary issues related to food, people, and culture. Prerequisite: HLSC 101, HLSC major only, or permission of instructor. *Fall.*

HLSC 220 WOMEN AND HEALTH

A historical and current survey of the biological, social, economic, and political issues that affect women's physical and mental health. Includes discussion of body image, nutrition, exercise, addictive behaviors, aging, and disorders common to women. Prerequisite: Sophomore standing. *Annual.*

HLSC 265 EXERCISE SCIENCE AND APPLICATION

2 credits

Fundamentals of exercise physiology and basic design and implementation of physical activity or exercise programs for apparently healthy adults and those with chronic conditions. Discussion of lifestyle and health factors on activity behavior. Prerequisites: HLSC 101, BIO 230, and BIO 232. *Fall, Spring.*

HLSC 285 HEALTH IN SOCIETY

An introduction to the social, cultural, economic, environmental, and political factors that affect health. Topics of social justice and ethics will be explored. Prerequisites: HLSC 101, PSYC 101, or SOC 101, and sophomore or junior standing only. Health Science majors only. *Fall, Spring.*

HLSC 298 INDEPENDENT STUDY

1-6 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 6 credits. *Fall, Spring.*

HLSC 310 FOOD SCIENCE

Introduction to physical and chemical changes in ingredients and nutrients during food preparation and storage. Experimentation through manipulation of food variables. Development of professional skills: menu design, food preparation, recipe modification, nutrient analysis, culinary techniques, and economics of nutrition management. Prerequisites: HLSC 215, HLSC 216, and CHEM 220. *Fall, Spring.*

HLSC 313 FOOD SERVICE MANAGEMENT

Theory and integrated practice in management of planning, directing, and coordinating food service systems. Topics: menu design, purchasing, inventory, food production and service, finances, personnel management, space or equipment layout

and use, and food safety or sanitation certification. Application of principles through service-learning field experiences. Prerequisite: HLSC 125. *Fall, Spring.*

HLSC 318 LIFE CYCLE NUTRITION AND WELLNESS

Changing nutrition and wellness needs, physiology and health concerns preconception through late adulthood. Requirements and challenges posed by physical and psychological growth, development, and lifelong wellness. Assessment, intervention, and evaluation of individuals, groups, and communities. Prerequisites: PE 201 or HLSC 265 and HLSC 214 or HLSC 215. *Fall, Spring.*

HLSC 320 NUTRITION, FITNESS, AND HEALTH

The relationship between physical fitness and nutrition is examined. The effects of diet on physical performance and misconceptions surrounding food, fluids, and supplements are studied. The role of nutrition in enhancing performance, achieving desired caloric balance, and preventing disease and injury is analyzed. Prerequisites: HLSC 214 or HLSC 215. *Spring, odd years.*

HLSC 330 PSYCHOLOGY OF HEALTH AND PHYSICAL ACTIVITY

Biopsychosocial examination of the factors underlying health and disease. Students explore mind/body interactions, psychosocial risk, and protective factors in health. Emphasis is on physical activity adherence and other health behaviors such as eating and smoking. Prerequisite: PSYC 101, HLSC major, or permission of instructor. *Fall.*

HLSC 332 FITNESS TESTING

Scientific principles of exercise testing and prescription using appropriate assessment protocols. Laboratory experience included. Prerequisites: PE 201 and Health Promotion and Fitness option or permission of instructor. *Fall, Spring.*

HLSC 333 EXERCISE PROGRAMMING

Design and implementation of physical activity/fitness programs for the apparently healthy and those with chronic conditions. Emphasis on ACSM guidelines, client perspectives and goals, and teaching strategies and dynamics with individuals and groups. Prerequisites: PE 201, PE 200, and HLSC 332. *Fall, Spring.*

HLSC 335 STRENGTH AND FLEXIBILITY TRAINING

Examination of the influence of strength and flexibility training on health and performance. Students develop skills in flexibility, strength training, and injury prevention. National certification preparation is emphasized. Prerequisite: HLSC 332 or permission of instructor. *Fall, Spring.*

HLSC 372 PRACTICUM: HEALTH PROMOTION AND FITNESS

Designed to provide the student with a practical application of health fitness and health promotion skills. Theory and/or administrative or management skills and concepts in the sport and leisure industry are incorporated. Total of 8 credits. Prerequisites: PE 332, Health Promotion and Fitness option, and PE 191 or equivalent ARC first aid and CPR certifications, or permission of instructor. *Fall, Spring.*

HLSC 380: ADDICTION: THEORY, RESEARCH, AND PRACTICE

The analysis of alcohol and other drug use, abuse, dependence, and compulsive behaviors through theoretical models, including Public Health, Family Systems, and sociocultural and psychological perspectives. Drug research and evidence-based practices are examined. Prerequisites: PSYC 101, SOC 101, or permission of instructor; junior standing or above; Health Science majors; and Chemical Dependency associate degree only. *Fall, Spring.*

HLSC 382: ADDICTION COUNSELING AND CASE MANAGEMENT

Overview of addiction counseling and case-management service coordination. Students integrate knowledge from both research and practice to develop professional helping relationships with individuals, groups, and families dealing with chemical abuse and dependency. Prerequisites: HLSC 200 and HLSC 380. *Annually.*

HLSC 385 BEHAVIOR CHANGE FACILITATION

Expands on knowledge and skills of the behavioral change process. Students analyze and apply behavior or education theories appropriate for diverse population groups. Interviewing, assessment, and motivation skills are enhanced. Students develop and implement a behavioral change-based project for a community audience. Prerequisites: IHCOMM 171, HLSC 285, HLSC 318, and HLSC 380. *Fall, Spring.*

HLSC 386: CHEMICAL DEPENDENCY DIAGNOSIS AND TREATMENT

An introduction to the application and practice of drug-abuse and addiction screening, assessment, diagnosis, and an overview of treatment. Topics include treatment modalities, treatment planning, interviewing strategies, and referral techniques. Prerequisite: HLSC 382 or permission of instructor. *Fall, Spring.*

HLSC 410 EXPERIMENTAL FOODS

2 credits

Introduction to food research methods and technical writing. Experimental investigation of the chemical and physical reac-

tions involved in food preparation, sensory and objective testing of food quality, and food product formulation. Prerequisite: HLSC 310. *Fall, Spring.*

HLSC 415 NUTRITIONAL BIOCHEMISTRY

In-depth analysis of digestion, absorption, transport, and intermediary nutrient metabolism. Review and analysis of research methodologies. Integrated lab to develop skills in critiquing current literature while researching, designing, and delivering a professional seminar on a micronutrient. Prerequisites: HLSC 215, BIO 240, and CHEM 220. *Fall.*

HLSC 416 MEDICAL NUTRITION THERAPY

Normal nutrition and physiology applied to acute and chronic diseases. Modification of nutritionally balanced diets for disease prevention and treatment. Development of professional skills: nutrition assessment, diet instruction, counseling, and documentation. Integrated application of skills through 1:1 service-learning field experience. Prerequisites: HLSC 318, BIO 230, BIO 232, and BIO 240. *Spring.*

HLSC 431 STRESS MANAGEMENT

Examination of the nature of stress from biopsychosocial perspectives. A variety of stress-management practices are explored, including coping strategies and relaxation techniques. Prerequisite: Health Promotion and Fitness option or permission of instructor. *Spring.*

HLSC 445 HUMAN SEXUALITY

Examines human sexual development and behavior, including reproduction, sexual anatomy, psychosexual development, sexual socialization, values, and various forms of sexual expression. Prerequisites: Courses in biology, sociology, and psychology and junior standing, or permission of instructor. *Fall, Spring.*

HLSC 472 ADVANCED PRACTICUM: HEALTH PROMOTION AND FITNESS

3-12 credits

A supervised experience designed to provide the advanced student with an applicable exposure to career opportunities in health promotion and fitness. Planning and supervising selected activities appropriate to the assigned work site. Prerequisite: HLSC 372 or permission of instructor. *Fall, Spring.*

HLSC 473 PRACTICUM: NUTRITION

Supervised field experience in community, clinical, or food-service management environments providing nutrition, health, and/or wellness practice opportunities for the advanced student. Hands-on experience aimed at developing critical professional skills in the application of theory to practice. Prerequisites: HLSC 313, HLSC 318, and HLSC 385. *Fall, Spring.*

HLSC 485: HEALTH PROMOTION PRACTICE

Development of planning, implementation, evaluation, and management skills to effectively deliver health promotion programming. Application of theory to practice, including asset-based assessment, risk management, financial planning, quality assurance, marketing, and personnel management. Prerequisites: HLSC 385, MGT 101, or HLSC 313 or HLSC 372. *Fall, Spring.*

HLSC 489: DRUG ABUSE PREVENTION

Current topics in chemical dependency prevention, including the examination of theories and methods in alcohol and other drug prevention. Application and evaluation of contemporary techniques, models, and methods. Prerequisite: HLSC 380. *Alternate years.*

HLSC 490 ADVANCED SPECIAL TOPICS

1-4 credits

Study in an area of Health Science beyond that provided in other courses. May be repeated as topics change. Prerequisite: Varies with topic. *Fall, Spring.*

HLSC 491: ADVANCED DRUG TREATMENT METHODS

Examination of new or developing theories, methods, models, techniques, and/or concepts in alcohol and other drug treatment. Prerequisite: HLSC 386. *Alternate years.*

HLSC 492: INTERNSHIP IN SUBSTANCE ABUSE AND ADDICTIONS

4-8 credits

Field-based internship opportunity for students to apply theory, strategies, interventions, and knowledge learned in the classroom. Prerequisites: HLSC 386, HLSC 489, or HLSC 491, and application completion with permission of instructor. *Fall, Spring.*

HLSC 495 SEMINAR: HEALTH SCIENCE

This capstone class integrates the knowledge, skills, and abilities learned in the Health Science major. Examination of relevant health issues through regional, national, and international perspectives. Personal awareness and professional identity are fostered through reflective activities and portfolio development. Prerequisites: HLSC 385, Health Science major, and senior standing, or permission of instructor. *Fall, Spring.*

HLSC 498 INDEPENDENT STUDY

1-6 credits

Independent study under faculty supervision of a problem in an area of Health Science. Initiative and self-direction required. May be repeated for a total of 6 credits. Prerequisite: Permission of instructor. *Fall, Spring.*

HLSC 690 GRADUATE SPECIAL TOPICS

1-4 credits

Study of selected topics in human services based on the needs and interests of the student. Prerequisite: Permission of instructor. *Spring.*

History**IHHIST 141 THE WEST IN THE WORLD**

This course will follow the rise and spread of early civilizations from Mesopotamia, Egypt, India, and China to the political, economic, and cultural foundations of the West in ancient Greece and Rome. Course concludes with an examination of the classical age of Muslim culture during the European Middle Ages. *Fall.*

IHHIST 161 AMERICAN PERSPECTIVES TO 1877

In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the poor, women, African Americans, and American Indians. Issues of class, race, and gender will be explored from a comparative approach.

IHHIST 210 "WHO WAS BEN FRANKLIN?"

Explores identity and power in the British Empire and American Revolution through an examination of Benjamin Franklin's presentation of self in his autobiography. Additionally, through various biographies, we will consider Franklin as a "self-made man," as the embodiment of empire, Enlightenment scientist, Revolutionary diplomat, runaway servant, and slave owner.

IHHIST 211 THE WORLDS OF EARLY AMERICA

The years between 1500 and 1750 witnessed numerous encounters and conflicts as American Indians, Africans, and Europeans came into contact with one another for the first time. This course examines the new worlds in early America that resulted from these exchanges. The use of primary sources is emphasized.

IHHIST 212 BECOMING HELEN KELLER

An examination of the life and career of Helen Keller as a path to understanding the meanings of disability in American life. We will read Keller's autobiography as a starting point for an exploration of what her life has meant in various historical contexts.

HIST 111 TRADITIONAL WORLD CIVILIZATION

A survey of the four major civilizations (Western, Middle Eastern, South Asian, and East Asian) from antiquity to 1500. Provides a generalized view of cultural, political, economic, and religious evolution. *Fall.*

HIST 112 MODERN WORLD CIVILIZATION

A survey of the four major civilizations (Western, Middle Eastern, South Asian, and East Asian) from the beginning of European world dominance (1500) to the emergence of the modern world. Provides a generalized view of cultural, political, economic, and religious evolution. *Spring.*

HIST 121 TRADITIONAL CIVILIZATION OF EAST ASIA

A survey of China and Japan from antiquity to approximately 1800. Establishes a broad picture of cultural values, social structures, and political institutions. Attempts to convey a sense of how both the common people and the elite lived. *Spring.*

HIST 122 MODERN EAST ASIA

A sequel to HIST 121. A survey of Chinese and Japanese experiences with modernization from the beginning of the 19th century to the present. The theme of revolution provides focus for the study of China. In the case of Japan, the main emphasis is on its rapid adaptation to the modern world. *Fall.*

HIST 141 WESTERN CIVILIZATION I: ORIGINS TO 1500

An introduction to the crucial ideas, institutions, and events of the formative centuries of Western civilization, from Moses and Machiavelli to the Parthenon and St. Peter's. *Fall.*

HIST 142 WESTERN CIVILIZATION II: 1500 TO PRESENT

The revolutionary modern era is examined, from Luther's dissent to contemporary student protest. Important landmarks include the birth of modern science; the Enlightenment; political revolutions in England, North America, France, and Russia; industrialization; and the tragedies and triumphs of the 20th century. *Fall, Spring.*

HIST 161 TOPICS IN UNITED STATES HISTORY I

A systematic introduction to U.S. history before 1877, emphasizing major topics within a chronological framework. Topics vary with each instructor, but always include Puritan and plantation colonies, formation of the United States, slavery and abolition, foreign relations and territorial expansion, the rise of mass politics, and the Civil War and Reconstruction. Not open to juniors and seniors except by permission. *Fall, Spring.*

HIST 162 TOPICS IN UNITED STATES HISTORY II

A systematic introduction to United States history since 1865, emphasizing major topics within a chronological framework. Topics vary with each instructor, but always include: industrialization and labor, immigration, the growth of cities, nativism and extremism, segregation, civil rights, centralization of American life, and the rise of the United States as a world power. Not open to juniors and seniors except by permission. *Fall, Spring.*

HIST 200 READING AND WRITING IN HISTORY

An introduction to various ways of reading and interpreting historical documents and to the major forms of historical writing. This course is intended to prepare students for advanced course work. HIST 200 must be taken prior to completing 13 credits in History. *Fall, Spring.*

HIST 252 THE HOLOCAUST

Examines the genocide and mass murder committed by the Nazi regime during 1939-45. Also surveys long- and short-term factors, including World War I and Germany's failed postwar democratic experiment, that help explain the consolidation of a racially based totalitarian regime. Cross-listed as HOLO 252. *Spring.*

HIST 253 THE SECOND WORLD WAR

Examines the origins and outbreak of WWII, the course of the war in Europe and the Pacific, the complexity of military priorities and operations, the evolution of mass murder in Nazi-occupied Europe, and the war's social and political impact.

HIST 261 U.S. SOCIAL HISTORY I: 1603-1865

Evolution of American institutions, including the family, social classes, work, economic relationships, roles of the sexes, churches, child rearing, education, and governments, from colonial origins to the mid-19th century. Not open to students who have completed HIST 161 with a passing grade. *Fall.*

HIST 262 U.S. SOCIAL HISTORY II: 1865 TO PRESENT

A continuation of HIST 261 for the late 19th and 20th centuries. Elements examined: the social consequences of industrialization and urbanization; the development of the public school system; the roles of corporations, labor unions, and professional organizations; and the changing roles of the sexes and governments. Not open to students who have completed HIST 162 with a passing grade. *Spring.*

HIST 265 MILITARY IN U.S. SOCIETY I

A social history of war, peace, and the military in America from the Colonial period through the Civil War. Surveys the development of U.S. military institutions, the nation's wartime experiences, and how the military reflected American society and culture.

HIST 266 MILITARY IN U.S. SOCIETY II

A social history of the U.S. military from Reconstruction to the present. Focuses on the social composition of the military, the growth of federal power, American attitudes toward war and peace, and the development of modern warfare.

HIST 269 WOMEN IN MODERN AMERICA

Course describes women from the late-19th century to today. Themes include women and power, gender division of labor,

women and family, and life cycles. Topics include women in unions, women's suffrage fights, and women in world wars and in modern rights movements.

HIST 290 SPECIAL TOPICS

1-4 credits

Study of a selected topic in History. May be repeated as topics change. *Fall, Spring.*

HIST 291 WORLD OF THE OLD TESTAMENT

A historical, literary, and philosophical introduction to the Hebrew Bible, one of the most important and influential texts in the history of world civilization. Particular attention is paid to the relationship between rhetoric and theology in the Bible. *Fall, Spring.*

HIST 321 LATE IMPERIAL CHINA

The relationship between the Chinese polity and society in the late imperial period (Ming and Qing dynasties, from the 14th century to 1911). Topics include the family system, important socioeconomic changes, and the persistence of traditional culture, thought and institutions into modern times.

HIST 322 THE CHINESE REVOLUTION

China's revolutionary transformation in the 20th century. Includes the social and political origins of revolution, the Communist movement and rise of Mao, defeat of Nationalists, and the creation of the People's Republic and its principal domestic and foreign policies to the present.

HIST 324 MODERN JAPAN

From the Tokugawa period to the present, this course traces Japan's transition from a feudal to an industrial society, the decline of the Samurai class and the rise of cities, merchants, and urban culture; the Meiji Restoration and political reform; imperialist expansion; war; American occupation; and postwar changes contributing to Japan's "miraculous" economic growth. *Spring.*

HIST 330 ANCIENT CIVILIZATION

The dawn of civilization: ancient Mesopotamia – life in the valley of the two rivers; ancient Egypt – civilization in the Nile Valley; the smaller kingdoms of the Hittites, Phoenicians, and Hebrews; the growth of the empire – Assyria and Persia. Selected cultural, economic, and political developments are studied. *Fall.*

HIST 332 GREECE IN THE CLASSICAL AGE

The evolution of Greek classical civilization from the Mycenaean origins through the Hellenistic age. The significance of the Polis is brought out by detailed examination of Athens and Sparta. Intellectual and cultural contributions of classical Greece. *Fall.*

HIST 336 THE MEDIEVAL WORLD: 400-1500

Europe and the Byzantine and Islamic worlds from the collapse of the western Roman Empire to the discovery of America by Columbus. Feudalism, manorialism, the role of the Church, the rise of the nation-state, the growth of cities, the revival of the economy, and the development of technology. *Spring.*

HIST 337 EUROPE: 1400-1600

The events of the 15th and 16th centuries laid the foundations of the modern western world, from the Renaissance and the print revolution to war with the Turks in the East and the conquest of American natives in the West and the Reformation and religious war.

HIST 340 THE FRENCH REVOLUTION AND THE NAPOLEONIC EMPIRE

Covers in detail the causes, progress, and consequences of the French Revolution and the rise and fall of the Napoleonic Empire. *Fall.*

HIST 341 EUROPE FROM WATERLOO TO VERSAILLES

Examines the post-Napoleonic restoration; the forces of nationalism, liberalism, and imperialism; and the origins of World War I. *Spring.*

HIST 342 EUROPE 1918-1945

The history of Europe from the Versailles treaty to the end of World War II, with special attention given to the rise of Fascism in Germany and Italy and the political and diplomatic events of World War II. *Spring.*

HIST 343 EUROPE SINCE 1945

Political, diplomatic, and economic developments in Europe, notably in the major countries of Western Europe. *Fall.*

HIST 349 FRANCE SINCE 1815

History of post-Napoleonic France, including the Restoration and the beginnings of Republicanism and its evolution during the Third, Fourth, and Fifth Republics. *Spring.*

HIST 351 19TH-CENTURY GERMANY

After reviewing the collapse of the Holy Roman Empire, this course examines the impact on Germany of the French Revolution, the role of philosophy in Germany's development, the policies of Metternich, Bismarck's role in German unification, and the origins of WWI. Prerequisite: HIST 142. *Fall.*

HIST 352 20TH-CENTURY GERMANY

World War I and its impact on Germany's Weimar Republic, the rise of National Socialism and Hitler's seizure of power, the Nazi racial state and Holocaust, World War II, and the

influence of the cold war on Germany's postwar development. Prerequisite: HIST 142. Not open to students who have taken HIST 353. *Spring.*

HIST 353 NAZI GERMANY AND THE HOLOCAUST

Examines the Nazi rise to power during the Weimar Republic, the consolidation of totalitarian rule, the transformation of racial ideology into policy, Hitler's foreign policy as prelude to war, World War II, and the Holocaust. Cross-listed as HOLO 353. Prerequisite: HIST 142. *Spring, even years.*

HIST 356 READINGS IN THE HISTORY AND PHILOSOPHY OF SCIENCE

Examines selected topics in the development of scientific thought and philosophy of science. *Fall.*

HIST 360 THE AMERICAN COLONIES TO 1763

Examines the foundation of the American colonies and the economic, social, and political problems besetting them from their establishment to the close of the Great War for Empire, 1763. *Fall.*

HIST 361 THE AMERICAN REVOLUTION

Examines the causes of the conflicts of 1763 to 1783, the nature of the Revolution, the Confederation years, the establishment of the Constitution and changes to 1789. *Spring.*

HIST 362 THE EARLY AMERICAN REPUBLIC 1789-1850

Examines political, social, economic, and cultural developments as well as changes in material culture from the establishment of the federal government to the Compromise of 1850. *Fall.*

HIST 363 THE UNITED STATES IN THE CIVIL WAR PERIOD: 1850-1876

Examines the coming of the Civil War, the secession crisis, the war itself, and Reconstruction. Prerequisite: Not open to freshmen without permission of instructor. *Fall.*

HIST 364 19TH-CENTURY AMERICA

Examines selected aspects of the century's major developments; topics include, among others, immigration, the political economy of the Civil War, the rise of labor, elections and politics, and the Populist movement. *Spring.*

HIST 365 GILDED AGE AND PROGRESSIVE ERA AMERICA

Examines social, economic, and political aspects of U.S. history from 1877 to 1920. Topics include industrialization, immigration, politics, Populism, progressivism, and World War I. Prerequisite: Not open to freshmen without permission of instructor. *Spring.*

HIST 366 U.S. IN CRISIS: 1920-1950

Special attention is given to the turbulent '20s and market crash, the anxieties of the '30s and governmental response, the U.S. role in World War II and home front repercussions for women and Japanese Americans, and postwar traumas of bomb, cold war, and domestic readjustment. Prerequisite: HIST 162 or HIST 262, or permission of instructor. *Fall.*

HIST 367 MODERN AMERICA: 1950-PRESENT

Describes United States in the modern age of Cold War and fears of domestic subversion, domestic reform upheavals of blacks, students, women in 1960s and 1970s; major changes for economy and labor. Prerequisite: HIST 162 or HIST 262, or permission of the instructor. *Spring.*

HIST 390 STUDIES IN HISTORY

1-4 credits

Examines a selected subject or theme in history at an intermediate level. May be repeated as subjects or themes change. *Fall, Spring.*

HIST 393 TOPICS IN HISTORY OF IDEAS

Examines a selected topic in intellectual history, cultural history, or history of philosophy. Readings are drawn from primary sources. May be repeated as topics change. Prerequisite: One course in History or permission of instructor. Cross-listed as PHIL 393. *Fall, Spring.*

HIST 490 ADVANCED SPECIAL TOPICS

1-4 credits

Study of a selected topic in History at an advanced level. May be repeated as topics change. *Fall, Spring.*

HIST 495 SEMINAR

Discussion of problems and issues in History. May be repeated as seminar topics change. Prerequisite: Permission of instructor. *Fall, Spring.*

HIST 497 HISTORY INTERNSHIP

1-4 credits

Students research, organize, and write about historical materials in cooperation with historical societies, archives, museums, historical restoration projects, and other groups or agencies. The History Internship Committee, in consultation with the dean for Arts and Humanities, determines the credit value. Prerequisite: Permission of instructor. *Fall, Spring.*

HIST 498 INDEPENDENT STUDY

1-8 credits

Intensive study of an issue, problem, or topic. Offered as independent study if proposed by the student or as directed study if

designed by the faculty member. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor. *Fall, Spring.*

Holocaust Studies

HOLO 232 INTRODUCTION TO JUDAISM

The course provides an overview to 2000 years of development in both Judaism and Jewish history. Students will be introduced to the writings that anchor Judaism, the pillars upon which Jews define the world, the calendar of Jewish holidays, and the origins and attributes of the Jewish movements that formed in the wake of the Enlightenment. *Spring.*

HOLO 251 LITERATURE OF THE HOLOCAUST

Examines the culture of European Jews before the Holocaust and the literature that explores the destruction of that culture in World War II. Uses texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, and Jurek Becker. Prerequisite: Equivalent ITW. Cross-listed with ENG 251. *Spring.*

HOLO 252 THE HOLOCAUST

Examines the genocide and mass murder committed by the Nazi regime during 1939-45. Also surveys long- and short-term factors, including World War I and Germany's failed postwar democratic experiment, that help explain the consolidation of a racially based totalitarian regime. Cross-listed with HIST 252. *Spring.*

HOLO 254 WOMEN AND THE HOLOCAUST

Explores gender in Central Europe in the 1930s and '40s and women's experiences under Nazi rule – in ghettos, camps, and antifascist resistance – and as Holocaust survivors. Examines connections between the Holocaust and present-day manifestations of anti-Semitism, sexism, homophobia, nationalism, masculinity, and feminism. Prerequisite: HOLO 252 or HIST 252 or IIWS 101. *Spring.*

HOLO 290 SPECIAL TOPICS

Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis. Builds on foundations acquired in HIST 142 or HOLO 252/HIST 252, the two introductory courses. May be repeated for credit as topics change. Prerequisite: HIST 142 or HOLO 252/HIST 252. *Occasionally.*

HOLO 313 PHILOSOPHY AND THE HOLOCAUST

An examination of the philosophy of language and rhetoric, including analytic philosophy, logical positivism, ordinary language philosophy, semiotics, structuralism, and deconstruc-

tionism. Attention is given to the key role of language and rhetoric in the evaluation of persuasive arguments. Cross-listed with PHIL 313. *Occasionally.*

HOLO 326 SOCIOLOGY OF THE HOLOCAUST

Analyzes the Holocaust from a comparative, sociological perspective, applying relevant theories and concepts. Emphasis is on social and cultural forces that led to the Holocaust, including stereotyping, discrimination, anti-Semitism, institutional changes, and social/political indifference. Prerequisite: SOC 101 or HOLO 252/HIST 252. Cross-listed with SOC 326. *Fall.*

HOLO 353 NAZI GERMANY AND THE HOLOCAUST

Examines the Nazi rise to power during the Weimar Republic, the consolidation of totalitarian rule, the transformation of racial ideology into policy, Hitler's foreign policy as prelude to war, World War II, and the Holocaust. Prerequisite: HIST 142. Cross-listed with HIST 353. *Spring, even years.*

HOLO 490 ADVANCED SPECIAL TOPICS

Advanced interdisciplinary study of a specific issue or theme not covered in depth by the regular curriculum. Content and prerequisites vary. Prerequisites: HIST 142, HOLO 252/HIST 252, and one 300-level or higher HOLO depth course. *Occasionally.*

HOLO 495 SEMINAR

Small-group exploration and discussion of problems and issues in Holocaust Studies. May be repeated as topics change to a total of six credits. Prerequisites: HIST 142, HOLO 252/HIST 252, and one 300-level or higher HOLO depth course, or permission of instructor. *Occasionally.*

HOLO 497 INTERNSHIP

1-6 credits

Focus is on a student researching, organizing, and writing about Holocaust-based topics in cooperation with the Cohen Center for Holocaust Studies or some other society, resource center, museum, or foundation dedicated to Holocaust Studies. May be repeated to a total of 6 credits. Prerequisites: HOLO 252/HIST 252 and permission of instructor. *Occasionally.*

HOLO 498 INDEPENDENT STUDY

1-6 credits

In-depth study of a topic or problem selected and pursued in consultation with faculty member. Design will be at faculty member's discretion. May be repeated to a total of six credits. Prerequisites: HIST 142, HOLO 252/HIST 252, and one 300-level or higher HOLO course, or permission of instructor. *Occasionally.*

Integrative Studies

FOUNDATION COURSES

IQL 101 QUANTITATIVE LITERACY

Introduces students to quantitative reasoning skills and habits of mind to understand and apply quantitative information to their lives. Students will investigate questions or problems and analyze data using descriptive statistics. Students will create written reports and orally present the results of their investigations. *Fall, Spring.*

ITW 101 THINKING AND WRITING

Introduces students to skills and ways of thinking essential to intellectual inquiry. Students will pose a creative and complex question; investigate it with critical analyses of reading, research, and data; and use appropriate research techniques and documentation to produce a substantial writing project.

PERSPECTIVE COURSES

ARTS

IAART101 FOUNDATIONS OF DESIGN

Study of primary visual design concepts through series of lectures and projects that explore two and three dimensional design, and the language of color. Emphasis on the interaction of these elements in relation to composition and the development of visual literacy. *Fall, Spring.*

IAART 111 INTRODUCTION TO ART

A study of the unique features of art and aesthetic experience designed to promote an understanding of artists and their works. Includes materials and techniques of artists, as well as the psychological and cultural aspects of artists in society. *Fall, Spring.*

IAART 125 DRAWING I

The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. May be repeated for credit with approval of instructor. *Fall, Spring.*

IAMU 114 MUSIC CULTURES OF THE WORLD

A study of selected folkloric, popular, and non-Western art music traditions and their historical, social, and cultural contexts. *Fall, Spring.*

IAMU 115 WOMEN IN MUSIC

The study of recurring issues concerning women composers, teachers, performers, and patrons, in both historical and contemporary cultures. *Spring.*

IAMU 217 AVANT ROCK

Presented in a seminar format, this course involves a study of how experimentalism and the avant-garde developed in the context of rock music. Prerequisite: ITW 101. *Spring.*

IAMU 242 LISTENING TO AMERICA

This course examines the history of music in the United States, with an emphasis on 20th-century music. Students will study traditional, popular, and classical music from historical and social perspectives. Prerequisite: ITW 101. *Fall, even years.*

IATAD 100 THEATRE: THE ART OF IMAGINATION

We humans have an elemental need for make-believe. This course explores the use of imagination in the creation of theatrical events using hands-on creative projects and traditional lecture/discussion. Topics include historical and global perspectives, acting, designing, directing, and playwriting. Attendance at specific Redfern Arts Center productions is mandatory. *Fall, Spring.*

IATAD 102 ACTING: IDENTITY IN A DIVERSE SOCIETY

This experiential course explores how acting helps identify and understand the issues and perceptions that formulate personal identity and cultural diversity. Includes play/text analysis, exploration of identity and diversity through acting, and research into the issues and ideas that inform the dramatic point of view. *Fall, Spring.*

IATAD 113 DANCE AS A WAY OF KNOWING

This experiential dance course addresses issues of identity, culture, and ethics through personal movement exploration and analysis of master works from turning points in modern dance history. Includes dance technique, composition, and research methods from the field of performance studies. *Fall, Spring.*

HUMANITIES

IHCOMM 171 PUBLIC SPEAKING

Through experience in a variety of speaking situations, students gain self-confidence in organization of thought and self-expression. *Fall, Spring.*

IHFR 101 ELEMENTARY FRENCH I

Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and Internet sites, and exploring the contemporary French-speaking world. For students with little or no prior knowledge of French. *Fall, Spring.*

IHFR102 ELEMENTARY FRENCH II

Development of skills to communicate about personal and everyday topics, including informal conversations with native

speakers, finding and reading information in newspapers and Internet sites, and exploring contemporary issues in the French-speaking world. Students should have prior knowledge of basic French. *Fall, Spring.*

IHFR 200 INTERMEDIATE READINGS IN FRENCH

Selected readings in French from literary texts, scholarly journals, magazines, newspapers, and web sites. Class discussions are mainly in English. This course meets the A&H language requirement and does not count for the French major. Students should have an elementary knowledge of French. *Fall, Spring.*

IHFR 201 INTERMEDIATE FRENCH I

Development of skills to converse with native speakers, explore contemporary issues in the French-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary French. *Fall, Spring.*

IHGER 101 ELEMENTARY GERMAN I

Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding information in newspapers and Internet sites, and exploring contemporary German-speaking Europe. For students with little or no prior knowledge of German. *Fall, Spring.*

IHGER 102 ELEMENTARY GERMAN II

Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring contemporary issues in German-speaking Europe. Students should have prior knowledge of basic German. *Fall, Spring.*

IHGER 201 INTERMEDIATE GERMAN I

Development of skills to converse with native speakers, explore contemporary issues in German-speaking Europe, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary German. *Fall, Spring.*

IHGER 202 INTERMEDIATE GERMAN II

Advanced development of writing and speaking skills to discuss contemporary issues in German-speaking Europe, to read newspapers, websites, and short fiction, and to understand German films. Students should have intermediate-level knowledge of German. *Spring.*

IHHIST 141 THE WEST IN THE WORLD

This course will follow the rise and spread of early civilizations from Mesopotamia, Egypt, India and China to the political,

economic, and cultural foundations of the West in ancient Greece and Rome. Course concludes with an examination of the classical age of Muslim culture during the European Middle Ages. *Fall.*

IHHIST 161 AMERICAN PERSPECTIVES TO 1877

In this course, students will be exposed to a variety of American perspectives through time. Emphasis will be placed on the voices of the traditionally unheard such as the poor, women, African Americans, and Native Americans. Issues of class, race, and gender will be explored from a comparative approach.

IHHIST 210 "WHO WAS BEN FRANKLIN?"

Explores identity and power in the British Empire and American Revolution through an examination of Benjamin Franklin's presentation of self in his autobiography. Additionally, through various biographies, we will consider Franklin as a "self-made man," as the embodiment of empire, Enlightenment scientist, Revolutionary diplomat, runaway servant, and slave owner. *Fall.*

IHHIST 211 THE WORLDS OF EARLY AMERICA

The years between 1500 and 1750 witnessed numerous encounters and conflicts as American Indians, Africans, and Europeans came into contact with one another for the first time. This course examines the new worlds in early America that resulted from these exchanges. The use of primary sources is emphasized.

IHHIST 212 BECOMING HELEN KELLER

An examination of the life and career of Helen Keller as a path to understanding the meanings of disability in American life. We will read Keller's autobiography as a starting point for an exploration of what her life has meant in various historical contexts.

IHJRN 101 MEDIA AND SOCIETY

This course will examine the ways that the media participates in shaping social reality. Students will analyze and interpret the roles of the media in a democratic society in regard to a variety of cultural, political and economic problems. *Fall, Spring.*

IHJRN 267 ISSUES IN THE MEDIA

This course will examine the way the mass media shapes public perception of a contemporary societal issue. Students will analyze and interpret the roles of the media in a democratic society and how media can sometimes change human understanding and behavior in regard to this issue. May be repeated for credit as "issues" change. Prerequisite: ITW. *Spring.*

IHMU 313 SOURCE READINGS IN MUSIC HISTORY

This course offers an examination of historical issues related to the development of Western music. Students will read and

interpret primary source documents from all periods of music history. Prerequisite: ITW 101. *Spring.*

IHPHIL 100 LOGICAL ARGUMENTATION

The art of correct reasoning, advanced by studying forms of argument. Emphasizes deductive arguments, both categorical and sentential, and informal fallacies. *Fall, Spring.*

IHSP 101 ELEMENTARY SPANISH I

Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring the contemporary Spanish-speaking world. For students with little or no prior knowledge of Spanish. *Fall, Spring.*

IHSP 102 ELEMENTARY SPANISH II

Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring contemporary issues in the Spanish-speaking world. Students should have prior knowledge of basic Spanish. *Fall, Spring.*

IHSP 200 INTERMEDIATE READINGS IN SPANISH

Selected readings in Spanish from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the Spanish major. Students should have an elementary knowledge of Spanish. *Fall, Spring.*

IHSP 201 INTERMEDIATE SPANISH I

Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary Spanish. *Fall, Spring.*

NATURAL SCIENCES

INASTR 101 INTRODUCTION TO ASTRONOMY

Quantitative and descriptive view of current knowledge/developments in the field and methods used to acquire/analyze data and draw conclusions. Historical and cultural perspective, modeling, tools of the astronomer, underlying physical principles. Some lab exercises. Topics include stellar astronomy, origin, structure, and evolution of the universe, Earth-Sun system, and planetary origins. *Fall, Spring.*

INBIO 100 PLANTS AND HUMAN AFFAIRS

Explores the interrelationships between human cultures and plants. The course is designed to introduce students to plant science, the

diversity of ways in which plants are used in different societies throughout the world, and the ways in which plants and plant uses have shaped past and modern cultural development. (Not open for credit toward a major program in science.) *Fall, Spring.*

INBIO 105 EVOLUTION AND GENETICS OF SEX

Introduces the biology of sex, primarily in animals. The evolutionary and genetic basis of sex determination, sexual dimorphism, inter-specific variation in reproductive biology, and the divergence of male and female sexual strategies. The course introduces hypotheses of ultimate and proximate causation and evaluates the costs and benefits of sex. *Fall, Spring.*

INCHEM 100 INTRODUCTION TO CHEMISTRY

An introductory course providing a survey of general chemical principles and their application to current environmental and social issues. Topics include atomic and molecular structure, chemical bonding, energy, reaction chemistry, solutions and nuclear power. (Not open toward a major program in Biology, Chemistry, Geology, or Chemistry/Physics.) *Fall, Spring.*

INCHEM 103 FUNDAMENTALS OF CHEMISTRY

Lecture and laboratory course providing a survey of general chemical principles. Topics include matter, energy, atomic and molecular structure, bonding, reaction chemistry and radioactivity. Knowledge of algebra, exponentials, and logarithms expected. Three-hour lecture, two-hour lab. (Not open toward a major program in Biology, Chemistry, Geology, or Chemistry/Physics.) *Fall, Spring.*

INCHEM 111 GENERAL CHEMISTRY I

The first course in a one-year sequence covering fundamental principles and concepts, including stoichiometry, atomic and molecular structure, bonding, periodicity, gases and thermochemistry. Previous chemistry recommended. For students who plan to take further chemistry courses. Knowledge of algebra, exponentials and logarithms expected. Three-hour lecture, two-hour lab. *Fall.*

INGEOL 110 EARTH SYSTEMS SCIENCE

An overview of earth's systems (geosphere, atmosphere, hydrosphere and biosphere) and their interactions. Includes a survey of earth materials, internal and external processes, global cycles (carbon, water), and feedback loops between humans and earth's systems. Environmental and resource issues are addressed. Includes an integrated laboratory component. *Fall, Spring, Summer.*

INGEOL151 PHYSICAL GEOLOGY

An overview of the earth. Includes description and origin of minerals and rocks, internal and external processes and recogni-

tion of landforms they produce, global cycles (carbon, water), and feedback loops between humans and earth's systems. Environmental and resource issues are addressed. Three-hour lecture, two-hour lab. Required field trips. *Fall, Spring.*

INMET 225 METEOROLOGY

A survey of the atmosphere followed by discussion of solar influence, temperature, humidity, pressure, wind and forces. Weather patterns, severe weather and hurricanes are emphasized. World climates and classifications are treated, ending with past and future climates. Exercises such as map reading are conducted throughout the course. *Fall, Spring.*

INPHYS 100 INQUIRY INTO PHYSICS

Introduction to physics using a hands-on inquiry approach in which the student becomes the scientist with the goal of understanding the basic concepts of physics. Topics include mechanics, energy, sound, light, heat, electricity, and modern physics. Emphasizes development of a scientific worldview and includes quantitative reasoning. *Fall, Spring.*

INPHYS 141 COLLEGE PHYSICS I

Algebra-based introduction to Newtonian mechanics. Emphasis on conceptual understanding and problem-solving: motion, forces, Newton's laws applied to both linear and rotational situations, momentum, energy, and conservation laws. Knowledge of algebra and trigonometry are expected. A math competency assessment is administered. Includes two-hour laboratory. *Fall, Spring.*

INPHYS 241 UNIVERSITY PHYSICS I

The first semester of a two-semester calculus-based sequence for science and technology majors. Emphasized are kinematics, forces, both static and dynamic, energy and momentum, gravitation and fluids, thermal physics, and thermodynamics. Includes a two-hour laboratory. *Spring.*

SOCIAL SCIENCES

ISANTH 110 CULTURAL ANTHROPOLOGY

Introduction to anthropological knowledge and understanding of human cultures and societies. Cross-cultural comparison and review of tribal and industrialized societies. Application of anthropological concepts to provide understanding of other cultures and one's own culture. *Fall, Spring.*

ISECON 100 FUNDAMENTALS OF ECONOMICS

An introduction to economic terminology, concepts, and theories with examples drawn from microeconomics, macroeconomics and topics across the social sciences. Course concepts examined in a social and/or political context as appropriate. *Fall, Spring.*

ISECON 360 HISTORY OF ECONOMIC THOUGHT

Examines the philosophical debates that underlie modern economic models through texts by Adam Smith, Karl Marx, and John Maynard Keynes. Topics such as the relationship between competition and justice, prices and ethics, free markets vs. government regulation will be explored. Prerequisite: One Integrative Studies course from ISECON, ISPOSC, IHIST, or IHPHIL. *Spring.*

ISGEOG 100 INTRODUCTION TO GEOGRAPHY

A systematic introduction to the discipline, designed to give the beginning student exposure to major topics associated with the subfields of geography. Geographic concepts and theories using real-world examples will be presented in order to examine spatial information and patterns that exist on the earth. *Fall, Spring.*

ISGEOG 101 WORLD REGIONAL GEOGRAPHY

Introduction to the geography of the world's peoples and places. Adopting a regional perspective, the course examines the homogenizing and diversifying forces inherent among the world's countries, peoples, and physical environments. Includes resource materials for teaching geography. Students may not receive credit for both ISGEOG 101 and GEOG 105. *Fall, Spring.*

ISGEOG 203 THE HUMAN CULTURAL MOSAIC

Focuses on a global analysis of cultural systems, spatial patterns and processes underlying cultural evolution, resource systems, and the impact of humans on the environment. *Fall, Spring.*

ISGEOG 204 PHYSICAL GEOGRAPHY

This course examines the dynamic processes that shape the Earth's landscapes. Special attention is given to weather, climate, maps, and landforms. *Fall, Spring.*

ISPOSC 101 WHAT IS POLITICS?

An introduction to the study of politics and an overview of the content areas of political science. The course will include a variety of developmental skills, including writing, oral presentation, and use of scholarly sources and information technology. Junior- and senior-status students require permission of instructor. *Fall, Spring.*

ISPOSC 210 UNITED STATES POLITICS

Survey of U.S. politics at the federal level. Emphasis is on the context and development of the Constitution and the evolution of political institutions, such as Congress, the presidency, and the courts. Other topics include political economy, media, public opinion, parties, elections, interest groups, and social movements. *Fall.*

ISPOSC 211 STATE AND LOCAL POLITICS

The role of power and institutions in the states and their government subdivisions. Comparative state and local cultures,

federalism, revenues and expenditures, and contemporary problems. *Spring*.

ISPOSC 218 UNDERSTANDING U.S. POLITICS THROUGH LITERATURE AND FILM

Survey of important concepts in U.S. politics that can be studied through such media as documentaries, films, and novels. *Occasionally*.

ISPOSC 220 GLOBAL POLITICS

International politics in the era of globalization. International security frameworks, the global political economy, and critical agendas. *Spring*.

ISPOSC 223 COMPARATIVE ANALYSIS OF GOVERNMENT

Introduction to the organization and practice of government in representative nations and states. Primary emphasis is on the context and evolution of political traditions, institutions, and behavior. Secondary emphasis is on the methods of comparative analysis. *Spring*.

ISPOSC 228 UNDERSTANDING GLOBAL POLITICS THROUGH LITERATURE AND FILM

Survey of important concepts in global politics that can be studied through such media as documentaries, films, and novels. The course treats important political questions and provocative theories about the international environment, hegemony, the international monetary regime, and the use of war. *Occasionally*.

ISPOSC 230 FOUNDATIONS OF POLITICAL THOUGHT

Introduction to the political philosophies that framed political action and governance in the West between the Classical Era and the end of the 17th century. Students learn the political contributions of Greek, Roman, Church, Reformation, and Enlightenment thinkers. Students also learn how to ask, answer, and assess philosophical questions about political power. *Fall*.

ISPOSC 238 UNDERSTANDING POLITICAL THOUGHT THROUGH LITERATURE AND FILM

Survey of important concepts in political thought that can be studied through such media as documentaries, films, and novels. The course treats important political questions and provocative theories about power and the people who are served and neglected by government. *Occasionally*.

ISPSYC 100 TOPICS IN PSYCHOLOGY

An exploration of topical psychological issues for non-majors. Topics vary in sub-areas of psychology such as biological, social, cognitive, developmental, and clinical psychology. May be repeated for credit as topics change. *Fall, Spring*.

ISSOC 225 SOCIAL PROBLEMS

A study of selected social problems using a sociological lens. Problems may include alcoholism and drug addiction, crime, divorce, poverty, gender inequality, race relations, and others. *Fall, Spring*.

ISSOC 260 POPULAR CULTURE

This course focuses on dominant ideas or ideologies of inequality and how they are perpetuated (or not) in mass media and popular culture products such as TV shows, movies, songs, websites, games, and the like. *Spring*.

CONNECTIONS COURSES

IAMST 210 INTRODUCTION TO AMERICAN STUDIES

An interdisciplinary introduction to the nature, methodology, resources, premises, and problems of the American experience. Usually focuses on a particular decade, region, or theme. May be repeated once for credit as topics change. Prerequisite: ITW 101. *Fall, Spring*.

IICJS 101 INTRODUCTION TO CRIMINAL JUSTICE STUDIES

An overview of the criminal justice system as it currently operates in its three major components: police, courts, and corrections. A broad-based interdisciplinary perspective is employed to introduce students to the process of criminal justice in the United States. (no prerequisites) *Fall, Spring*.

IIENG 210 INTRODUCTION TO AMERICAN STUDIES

An interdisciplinary introduction of the nature, methodology, resources, premises, and problems related to the study of the American experience. Focuses on a particular decade, region, or theme. Prerequisite: ITW 101. *Fall, Spring*.

IIFR 240 FRANCO-AMERICAN WOMEN'S VOICES

An exploration of Franco-American culture through the lens of gender. Topics will include family structure, employment, migration patterns, Franco-American contributions to literature and music, and the factors contributing to making this ethnic minority an "invisible" population. Readings and discussion in English. Counts toward the French major, the American Studies major and the Women's Studies minor. 4 credits. Does not satisfy the Arts and Humanities language requirement. *Fall, alternate years*.

IIJRN 268 ENVIRONMENTAL ISSUES AND THE MEDIA

Media coverage of environmental issues is analyzed from scientific, economic, political and legal perspectives. For both science and non-science majors, a clearer understanding of how the media covers the environment and the various institutional

interests involved in that coverage results through critical analysis and research projects. *Spring, even years.*

IIMU 241 LISTENING TO BRAZIL

This course offers an interdisciplinary examination of Brazilian arts and culture, with an emphasis on music, literature, and film. Prerequisite: ENG 101 or ITW 101. *Spring.*

IIPHYS 210 HISTORY OF SCIENCE

The history and philosophy of science (astronomy, chemistry, geology, physics, and evolution) from its origins in Ancient Greece through Rome, the Middle Ages, the Islamic period, and the Renaissance to the Scientific Revolution of the 17th century to modern times, including plate tectonics, relativity, quantum physics and cosmology. Prerequisites: ITW101 and IQL101 or equivalent. *Fall.*

IIDS 101 INTRODUCTION TO WOMEN'S STUDIES

This course introduces students to key issues, questions, and debates in the interdisciplinary field of women's studies. Central to the course is a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality, and nationality intersect to constitute people's experiences. *Fall, Spring.*

IIDS 290 TOPICS IN WOMEN'S STUDIES

Concentrated study of a specific issue or theme from an interdisciplinary perspective. May be repeated for credit as topics change.

Interdisciplinary

Non-Integrative Studies Courses

ARTS AND HUMANITIES (IDAH)

IDAH 290 TOPICS IN ARTS AND HUMANITIES

1-4 credits

Selected interdisciplinary topics in Arts and Humanities. May be repeated as topics change. *Occasionally.*

IDAH 298 INDEPENDENT STUDY

1-6 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent of the instructor who will supervise the independent study is required. May be repeated for a total of 6 credits.

IDAH 498 INDEPENDENT STUDY

1-6 credits

Independent study under faculty supervision of a problem in an area of individual interest. Initiative and self-direction are required. May be repeated for a total of 6 credits. Prerequisite: Permission of instructor.

SCIENCE/MATHEMATICS (IDSM)

IDSM 298 INDEPENDENT STUDY

1-6 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 6 credits.

IDSM 301 THE WEB OF SCIENCE

Course provides extensive hands-on experience in a laboratory setting for Elementary Education majors. Students plan science lessons and teach lessons to elementary school children. Lessons include discovery- and inquiry-based learning. It is an integrated natural science, content-oriented curriculum, based on the National Science Standards and New Hampshire Science Curriculum Frameworks. Prerequisites: BIO 110, BIO 111, INGEOL 151, INCHEM 103, MATH 171, and MATH 172 or permission of instructor.

IDSM 498 INDEPENDENT STUDY

1-6 credits

Independent study under faculty supervision of a problem in an area of individual interest. Initiative and self-direction are required. May be repeated for a total of 6 credits. Prerequisite: Permission of instructor.

SOCIAL SCIENCES (IDSS)

IDSS 150 TECHNOLOGY AND CIVILIZATION

The development of technological literacy through an examination of the evolution, use, and significance of technology; the social and environmental issues associated with industrialization; and the contemporary technological alternatives that affect the nature of the human condition. *Occasionally.*

IDSS 290 SPECIAL TOPICS

1-4 credits

Selected topics that require interdisciplinary approaches. May be repeated as topic changes. Prerequisite: Course work in at least two social science disciplines or permission of instructor. *Occasionally.*

IDSS 298 INDEPENDENT STUDY*1-6 credits*

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 6 credits.

IDSS 490 ADVANCED SPECIAL TOPICS

This is an advanced course for in-depth exploration of social science topics from an interdisciplinary perspective. It may be repeated as topic changes. Prerequisites: Junior or senior status, course work in at least three social science disciplines, and permission of instructor. *Occasionally.*

IDSS 498 INDEPENDENT STUDY*1-6 credits*

Independent study under faculty supervision of a problem in an area of individual interest. Initiative and self-direction are required. May be repeated for a total of 6 credits. Prerequisite: Permission of instructor.

Journalism

IHJRN 101 MEDIA AND SOCIETY

This course will examine the ways that the media participates in shaping social reality. Students will analyze and interpret the roles of the media in a democratic society in regard to a variety of cultural, political, and economic problems. *Spring.*

IHJRN 267 ISSUES IN THE MEDIA

This course will examine the way the mass media shapes public perception of a contemporary societal issue. Students will analyze and interpret the roles of the media in a democratic society and how media can sometimes change human understanding and behavior in regard to this issue. May be repeated for credit as “issues” change. Prerequisite: ITW. *Spring.*

IJRN 268 ENVIRONMENTAL ISSUES AND THE MEDIA

Media coverage of environmental issues is analyzed from scientific, economic, political, and legal perspectives. For both Science and non-Science majors, a clearer understanding of how the media covers the environment and the various institutional interests involved in that coverage results through critical analysis and research projects. *Offered every third semester.*

JRN 100 INTRODUCTION TO MASS COMMUNICATION

A study of the techniques and effects of mass media in modern society; an interdisciplinary approach to understanding the

relationship between the citizen and information sources. Press, radio, TV, film, and other sources analyzed from historical, technical, ethical, and potential viewpoints. Required as a first course for Journalism majors and open to all students as space is available. *Fall, Spring.*

JRN 130 WRITING FOR THE MEDIA

Introduction to copy writing for print and electronic media, with special emphasis on the development of news judgment, writing leads, and adapting messages to specific audiences. Prerequisite: ITW. *Fall, Spring.*

JRN 230 PRINT JOURNALISM

Introduction to reporting techniques, including interviewing, fact checking, obtaining documents, and reporting on speeches, public meetings, and events. Prerequisite: JRN 130. *Fall, Spring.*

JRN 235 BROADCAST JOURNALISM

Basic principles of journalism for radio and television news. Introduction to interview techniques, electronic news gathering, researching, writing, producing, and reporting news for radio and television. Lecture, practice, and fieldwork. Prerequisite: JRN 130 or permission of instructor. *Fall, Spring.*

JRN 255 DIGITAL JOURNALISM

Introduction to the vocabulary, principles, tools, and techniques of visual communication for print and electronic media. Assignments focus on message communication using typography, image, visual design, and writing for the Internet. Prerequisite: JRN 130. *Fall, Spring.*

JRN 280 EQUINOX STAFF*2 credits*

Training in news writing, photojournalism, and graphic design for *The Equinox*. May be repeated for a total of 12 credits. Only 4 credits may be counted toward elective credit for the major. Prerequisite: Permission of instructor. *Fall, Spring.*

JRN 282 EQUINOX EDITOR

Training in page design, story assignment, journalism law and ethics, and newsroom management for the editors of the student newspaper. May be repeated for a total of 12 credits. Prerequisite: Permission of instructor.

JRN 294 COOPERATIVE EDUCATION*1-6 credits*

Introductory work-learning experience related to career interests for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours for 3 credits) for a total of 12 credits per degree program. Prerequisites: 24

total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

JRN 311 MASS MEDIA HISTORY AND THEORY

Readings on the history of mass communication and mass communication theory. Students will examine survey, interview, and historical research methods. This course is writing intensive. Prerequisite: JRN 100 or permission of instructor. *Fall, odd years.*

JRN 323 JOURNALISM LAW & ETHICS

Teaching and practice in journalism law and ethics by use of case studies and legal precedents. Students will examine the role of journalism in a democratic society and the laws and ethical considerations that affect this role. Prerequisite: JRN 235 or JRN 230 or permission of instructor. *Spring.*

JRN 330 PUBLIC AFFAIRS REPORTING

Instruction in the process of gathering information from public meetings and public officials. Students will write about school board meetings, city council meetings, court cases, public hearings, and other kinds of public events. Prerequisite: JRN 230 and JRN 255.

JRN 335 TELEVISION JOURNALISM

An advanced course in television news, public affairs programs, and documentaries. Introduction to public affairs and documentary research, scriptwriting, and production. News for closed-circuit television at Keene State College. Lecture, practice, and fieldwork. Prerequisites: JRN 235 and JRN 255, or permission of instructor. *Spring, odd years.*

JRN 345 RADIO JOURNALISM

An advanced course in radio news, with special attention to story structure, public affairs programs, and documentaries. Introduction to public affairs and documentary research, script writing, and production. Productions for WKNH. Lecture, practice, and fieldwork. Prerequisite: JRN 235 or permission of instructor. *Fall, alternate years.*

JRN 367 PUBLIC RELATIONS PRACTICE

Hands on practice in PR strategies and tactics, including communication goal-setting, audience research, and message and campaign creation. Some lecture/discussion, with individual student participation as an important component. Prerequisite: JRN 230. *Occasionally.*

JRN 380 INTERNSHIP

3-12 credits

A supervised, contracted internship arranged by the student with an approved publication or, in certain cases, with campus offices, either for a semester's work or summer employment.

Contract must be approved by the Journalism faculty. Responsible faculty supervision and review are required. Only four credits may be counted toward elective credit for the major.

JRN 430 FEATURE WRITING

Instruction and practice in feature writing for newspapers and magazines. Advanced practice in research and writing techniques as well as the creation of story ideas. Freelance feature writing will also be discussed. Prerequisite: JRN 330. *Fall, occasionally.*

JRN 435 COMMUNITY TELEVISION NEWS

A performance course in television news, with special attention to developing a regularly cablecast community television newscast for the Keene area. Introduction to formatting the news and presenting it under deadline. Lecture, practice, and fieldwork. Prerequisites: JRN 235 and JRN 255. *Spring, even years.*

JRN 450 NEWS EDITING AND MANAGEMENT

Practice in copy editing, page design, photo editing, headline writing, story assignments, law, ethics and management of a newspaper. Prerequisites: JRN 255 and JRN 330.

JRN 467 SPECIALIZED JOURNALISM

Advanced study and practice in specialized news gathering or reporting. Topics include column writing, editorial writing, reviewing, or environmental reporting, among others. Prerequisite: JRN 330 or JRN 335 or JRN 435. *Occasionally.*

JRN 498 INDEPENDENT STUDY

1-6 credits

Under faculty supervision, the student develops and completes a program of research or development in a worthwhile aspect of journalism or mass communications. May be repeated for a total of 6 credits. Only 4 credits may be counted toward elective credit for the major. Prerequisite: Written permission of instructor.

KSC Courses

KSC 270 LEARNING ASSISTANT

1-4 credits

Under faculty supervision, learning assistants develop and practice instruction and interaction skills for working effectively with students in a specific discipline. Supplemental instructors and undergraduate teaching assistants are examples. May be repeated for a total of 6 credits. *Fall, Spring.*

KSC 690 GRADUATE SPECIAL TOPICS

1-4 credits

Study of selected topics in academic disciplines based on the needs and interests of the student. Intended for professionals

seeking continuing study and middle school and high school educators seeking advanced study in content areas. May be repeated for credit. Prerequisite: Permission of instructor. *Fall, Spring, Summer.*

Management

MGT 101 INTRODUCTION TO MANAGEMENT

An examination of the principles underlying the management of organizational activities. Management theory and practice including: planning, organizing, leading, and controlling; decision making, motivation, leadership and communication will be covered. Topics also include: globalization, technology, corporate social responsibility, ethics, conflict management and organizational change. *Fall, Spring.*

MGT 202 QUANTITATIVE DECISION MAKING

An introduction to quantitative analysis for management to provide students with an opportunity to learn the basic concepts and the quantitative/analytical tools used in the process of decision-making and problem-solving. Prerequisite: MATH 102 or passing grade on the Math Assessment Exam. *Fall, Spring.*

MGT 208 SMALL BUSINESS PRACTICUM

Under faculty supervision, students work with local business by assisting senior students in Small Business Institute projects. Prerequisite: permission of instructor. *Spring.*

MGT 213 FINANCIAL ACCOUNTING

Introduces accounting information with an emphasis on its use in decision making by owners, creditors, managers, and government for both profit and non-profit organization. Topics include the accounting profession, double-entry accounting system, information systems, ethics, taxation, and internal control systems. Prerequisites: Grade of C or higher in MGT 202 and sophomore standing, or permission of instructor. *Fall, Spring.*

MGT 214 MANAGERIAL ACCOUNTING

This course focuses on accounting information used by managers in planning, controlling operations and decision making within organizations. Topics include cost concepts and classifications, cost volume profit analysis, costing systems, and budgeting. Prerequisite: Grade of C or higher in MGT 213. *Fall, Spring.*

MGT 290 SPECIAL TOPICS

1-4 credits

Study of a selected topic in management. May be repeated as topics change. *Occasionally.*

MGT 292 TRANSITION TO THE WORKPLACE

1 credit

Topical seminar focusing on the transition from college life to the workplace. Seminar topics include preparation of an effective resume, successful interviewing, business etiquette, locating and contacting prospective employers, building and maintaining job search momentum, development of an overall employment search strategy, and employer/employee expectations in the workplace. Graded Pass/Fail. *Spring.*

MGT 298 INDEPENDENT STUDY

1-4 credits

Opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits. *Fall, Spring.*

MGT 301 ORGANIZATIONAL THEORY AND BEHAVIOR

Analyzes approaches to managing modern organizations, using organizational theory to assess problems of administration in public and private organizations. Emphasizes internal structure, leadership, planning and personnel utilization problems, and external influences, bargaining and coalition formation relationships, and the nature of authority and organizational behavior. Prerequisites: Grade C or higher in MGT 101 and junior standing, or permission of instructor. *Fall, Spring.*

MGT 306 PERSONAL FINANCIAL PLANNING

Introduces students to a comprehensive examination of the concepts and practical applications in financial planning. Topics include money management, tax planning, risk management and insurance, investment planning, retirement planning and estate planning. Prerequisites: MGT 213 and junior standing, or permission of instructor. *Alternate years.*

MGT 308 SMALL BUSINESS ENTREPRENEURSHIP

Applies modern management techniques to small businesses. Includes business plan development, financial and administrative controls, marketing strategy, and employee relations. Prepares students for working with small business clients in practicum course. Prerequisites: ECON 201 or 202, MGT 214 and 331, and junior standing, or permission of instructor. *Occasionally.*

MGT 311 INTERMEDIATE ACCOUNTING

Review of accounting cycle, balance sheet valuations, principles relating to financial statements, income determination, disclosure problems, cash management, investments, receivables, and plant assets. Includes alternative accounting procedures. Prerequisites: MGT 214 and junior standing, or permission of instructor. *Occasionally.*

MGT 319 FINANCIAL MANAGEMENT

Study of financial decision making based in contemporary financial theory and world economic conditions. The course will focus on financial theory and tools applicable to investing, capital budgeting, and capital structure decisions. Students are introduced to a variety of valuation techniques and to the capital markets and their influence on corporate financial decisions. Prerequisites: MGT 202, MGT 214, and junior standing, or permission of instructor. *Fall, Spring.*

MGT 324 HUMAN RESOURCE MANAGEMENT

Overview of human resource management, including human resource planning, recruitment, selection, training and development, performance appraisals, compensation, health and safety, employee and labor relations, employment law, job design and analysis, and human resource research. Prerequisites: MGT 101 and junior standing, or permission of instructor. *Fall, Spring.*

MGT 331 PRINCIPLES OF MARKETING

Study of marketing behavior of the firm as it supplies goods and services to consumers and industrial users. Optimal "marketing mix," product design, product line policies, branding, pricing, promotion, consumer behavior, and channels of distribution. Prerequisites: MGT 202, MGT 213, and junior standing, or permission of instructor. *Fall, Spring.*

MGT 333 ADVERTISING AND PROMOTION

The role of advertising and promotion in society and in the marketing mix of the firm. Tools of promotion, budgeting, media, campaign evaluation and research, and criteria for selection of most effective media for the target market and products. Prerequisites: MGT 331 and junior standing, or permission of instructor. *Fall, Spring.*

MGT 345 OPERATIONS MANAGEMENT

Gives students the opportunity to learn basic operations management techniques to improve the efficiency with which work is accomplished in any type of organization. Inventory control models, queuing theory, simulation, and decision theory are among the topics covered. Prerequisites: MGT 202 and 213 and junior standing, or permission of the instructor. *Fall, Spring.*

MGT 350 BUSINESS LAW

Presents law as an expanding social institution. Nature and sources of law, courts and court procedures, crimes and torts, contracts, agency and personal property, and types of business organizations. Prerequisites: MGT 101 and junior standing, or permission of instructor. *Fall, Spring.*

MGT 355 BUSINESS NEGOTIATIONS

This course is a highly interactive course designed to introduce the student to the fundamental concepts of negotiation and the negotiation styles, tactics, and strategies used by corporate and public service negotiators, collective bargainers and mediators. The course examines the practical application of negotiation theory and conflict management in both basic and increasingly complex settings. Prerequisites: MGT 201 and MGT 301, or permission of instructor. *Occasionally.*

MGT 360 INTERNATIONAL MANAGEMENT

General introduction to the international business environment with emphasis on key forces in the global business environment. Topics include country and culture differences, political, legal, financial and labor forces and strategies for entering international markets. Recommended in conjunction with an international exchange. Prerequisites: MGT 101, MGT 213, and junior standing, or permission of instructor. *Alternate years.*

MGT 381 MANAGEMENT INFORMATION SYSTEMS

Survey course based on the premise that information systems knowledge is essential for creating competitive firms, managing global corporations, adding business value, and producing useful products and services to customers. Emphasis is on digital integration from the warehouse to the executive suite. Prerequisites: CS 101, MGT 202, MGT 213, and junior standing, or permission of instructor. *Fall, Spring.*

MGT 402 ORGANIZATIONAL DEVELOPMENT

Overview of organization development, major theories in the field, organizational change; an understanding of power and politics in organizations; theory and practice of implementing organizational change; dealing with resistance to change and research techniques. Prerequisite: MGT 301 or permission of instructor. *Alternate years.*

MGT 408 SMALL BUSINESS INSTITUTE

Under faculty supervision, students will serve in teams as consultants for local small businesses or non-profit organizations. Student teams will write comprehensive case analyses and business plans. Students in this course participate in national competition. Prerequisite: permission of instructor. *Spring.*

MGT 410 PRINCIPLES OF INVESTMENT

Introduction to financial markets including the organization, regulation and ethics of national and international markets. Research, analysis, and valuation of financial instruments including equities, fixed income and leveraged securities, and derivatives are covered. Prerequisites: MGT 319 and senior standing, or permission of instructor. *Spring.*

MGT 422 LABOR RELATIONS

Covers history of the labor movement, labor relations policy and practice, contract negotiations, application of Labor Management Relations Act as amended, collective bargaining theory and practice, and legal constraints. Prerequisites: MGT 324 and senior standing, or permission of instructor. *Odd years.*

MGT 425 COMPENSATION

Theories, techniques, and practices of organizations in establishing compensation programs for employees and executives. Influence of motivation on establishment of total compensation for personnel of modern organizations, including wages and salaries, incentive payments, self-improvement programs, pensions, and insurance programs. Prerequisites: MGT 324 and senior standing, or permission of instructor. *Odd years.*

MGT 434 MARKETING RESEARCH

Study of the marketing research process, including management uses of marketing research, the scientific method in marketing and research procedures. Examination of exploratory and secondary research, including data collection, tabulation, and analysis. Emphasis on market segment, product, advertising, and sales analysis research. Prerequisites: MGT 331 and senior standing, or permission of instructor.

MGT 435 MARKETING MANAGEMENT

Use of marketing principles and data evaluation in the development of alternatives and solutions to real world situations. Students analyze cases and problems of diverse industries reflecting current happenings in the business world and the public sector. Prerequisites: MGT 214, MGT 331, and senior standing, or permission of instructor. *Alternate years.*

MGT 451 SOCIAL, LEGAL, AND POLITICAL ENVIRONMENT OF BUSINESS

Advanced study of management philosophy and practice. Focus is on the manager's role as influencing and influenced by organizational structures, organization goals, and social, legal, political, and ecological constraints. Students are encouraged to develop a personal management philosophy. Prerequisites: MGT 301 and senior standing, or permission of instructor. *Fall, Spring.*

MGT 490 ADVANCED SPECIAL TOPICS

1-4 credits

Exploration of an advanced major area of management, depending on student interest. May be repeated as topics change. Prerequisites: junior standing or permission of instructor. *Occasionally.*

MGT 491 BUSINESS POLICY AND STRATEGY

Capstone course requiring the application of all business disciplines to real-world problems. Focuses on the decision-making

process for the manager as a strategist and organization builder. Prerequisites: Completion of all required MGT courses (except MGT 451 which can be taken concurrently), a grade C or higher in MGT 301 and senior standing, or permission of instructor. *Fall, Spring.*

MGT 493 MANAGEMENT INTERNSHIP

4-8 credits

An opportunity to compare management theory with practice through on-the-job experience in participating organizations. Regular meetings with the instructor ensure maximum learning. A research paper is required. May be repeated for a total of 8 credits. Cannot be used to fulfill required mgt elective. Prerequisites: 2.50 GPA overall and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

MGT 494 ADVANCED COOPERATIVE EDUCATION

12 credits

Sequential work-learning experience for which compensation may be received. Placements arranged by Management faculty. Supervision and evaluation conducted by both work-site supervisor and faculty. Normally, 480 hours of work is expected for 12 credits. Cannot be used to fulfill required MGT elective. Prerequisites: 2.0 cumulative GPA, declaration of major, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

MGT 495 SEMINAR

1-4 credits

Exploration of major areas of management under direction of Management faculty. Subject matter depends on student interest. Prerequisite: Management major only and junior standing, or permission of instructor. May be repeated for a total of 4 credits. *Fall, Spring.*

MGT 498 INDEPENDENT STUDY

1-8 credits

Advanced individualized study in an area of management not normally available in the curriculum. May be repeated for a total of 8 credits. Cannot be used to fulfill required MGT elective. Prerequisites: Junior standing and permission of instructor. *Fall, Spring.*

Mathematics

MATH 020 ALGEBRA PREPARATION

Intensive review of the arithmetic and basic algebra needed for success in MATH 120, MATH 130, and many science courses. Credits do not apply toward graduation. Graded Pass/No Pass. Course may be repeated until passed. *Occasionally.*

MATH 071 ELEMENTARY EDUCATION MATH PREPARATION

Intensive review of the basic mathematics needed for success in MATH 171 Structure of Number Systems. Topics: place value, whole number computation, fractions, decimals, percents, integers, basic algebra, and problem solving. Credits do not apply toward graduation. Graded Pass/No Pass. Course may be repeated until passed. *Fall, Spring.*

MATH 102 MATHEMATICS FOR MANAGEMENT

1 credit

Intensive review of fractions, decimals, percents, order of operations, solving equations, evaluating formulas, ratios and proportions and linear functions. Open only to Management majors and minors who do not pass the mathematics assessment exam for management. *Fall, Spring.*

MATH 120 APPLIED ALGEBRA AND TRIGONOMETRY

Algebra and trigonometry taught in context, using technology to enhance understanding of algebraic concepts. Topics include numeracy; data analysis; linear, quadratic, and exponential growth; formula use; laws of exponents; logarithms; and systems of equations. Not open to students who have completed MATH 130 or MATH 151. *Fall, Spring.*

MATH 130 PRECALCULUS

Functions explored from numerical, graphical, and analytic perspectives. Function notation, operations, and inverses. Includes study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Intended as a preparation for calculus and not open to students who have taken calculus in college. Presumes competency in the content of MATH 120. *Fall, Spring.*

MATH135 MATH FOUNDATIONS FOR CS

This course is an introduction to the formal mathematical concepts necessary for the study of computer science. Topics include elementary logic, set theory, relations, deduction, induction, algorithmic processes, graph theory, and data analysis. *Spring.*

MATH 141 INTRODUCTORY STATISTICS

Basic tools of descriptive statistics, discrete probability, binomial distribution, normal distribution, t-distribution, estimates and sample sizes, hypothesis testing, elementary correlation and regression, contingency tables. Use of graphing calculator and spreadsheet software. May not be taken for credit by students who have completed PSYC 251. *Fall, Spring.*

MATH 151 CALCULUS I

Topics include limits, continuity and derivatives of functions of one and two variables, integrals of a function of one variable

and the Fundamental Theorem of Calculus. Applications of differentiation and development of mathematical modeling skills will be emphasized. Presumes competency in content of MATH 130. Computer algebra system introduced. *Fall, Spring.*

MATH 152 CALCULUS II

Techniques of integration for functions of one and several variables; first and second order differential equations; applications such as area, volume, and arc length; apply Taylor series to find power series representations of functions. Continued use of a computer algebra system. Prerequisite: Grade C or higher in MATH 151. *Fall, Spring.*

MATH 171 STRUCTURE OF NUMBER SYSTEMS

Examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Includes sets, functions, whole numbers, fractions, number theory, and integers. Intended for prospective elementary school teachers. Utilizes appropriate grade-level technology. Prerequisite: passing grade on the proficiency examination. *Fall, Spring.*

MATH 172 APPLICATION OF NUMBER SYSTEMS

Considers applications of rational numbers, decimals, percent, probability and statistics, counting techniques, geometry, and measurement. Intended for prospective elementary school teachers. Uses appropriate grade-level technology. Prerequisite: Grade C or higher in MATH 171. *Fall, Spring.*

MATH 225 INTRODUCTION TO ABSTRACT AND DISCRETE MATHEMATICS

Introduction to mathematical language and reasoning and to selected topics in discrete mathematics. Introduction to proof techniques. Mathematical induction, logic, set theory, functions, relations, elementary number theory, combinatorial enumeration, and graph theory. Prerequisite: Grade C or higher in MATH 151. *Fall, Spring.*

MATH 231 LINEAR ALGEBRA AND DIFFERENTIAL EQUATIONS

Develops the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, and linear transformations. Development and solution of mathematical models involving systems of linear algebraic equations and systems of linear differential equations. Incorporates graphing calculator and computer algebra system. Prerequisite: Grade C or higher in MATH 152. *Spring.*

MATH 241 PROBABILITY AND STATISTICS I

A calculus-based course introducing elementary probability theory; discrete and continuous distributions and random variables; and sampling distributions. Data analysis via descriptive

and inferential statistics. Includes point and interval estimation; regression and correlation; and hypothesis testing. Prerequisite: Grade C or higher in MATH 152. *Fall, Spring.*

MATH 242 APPLIED STATISTICS

Hypothesis testing, single linear regression, and one-way analysis of variance using calculators and statistical software. Includes problems dealing with multiple linear regression, multi-way analysis of variance, nonparametric statistics, and computer applications. Prerequisite: MATH 141, PSYC 251, or MATH 241. *Spring, odd years.*

MATH 251 VECTOR CALCULUS

Extends multivariable calculus to vector fields and functions. Topics include vector algebra and geometry; line and surface integrals; gradient, divergence and curl; Lagrange multipliers; and Green's, Stokes's and Divergence theorems. Applications to physics, engineering, and other sciences. Computer algebra system used extensively. Prerequisite: Grade C or higher in MATH 152. *Spring.*

MATH 275 GEOMETRY FOR K-8 TEACHERS

An introduction to geometry for the elementary/middle school curriculum. Emphasis on proof techniques and content areas of Euclidean and non-Euclidean topics. Prerequisite: MATH 172 or MATH 151. *Spring.*

MATH 300 INTRODUCTION TO ALGEBRA AND ANALYSIS

Introduction to the basic concepts of algebra and analysis, focusing on the properties of the number systems, natural numbers to complex numbers. Groups, rings, fields, and homomorphisms; limits, continuity, differentiation, integration and the Fundamental Theorem of Calculus. Prerequisite: Grade C or higher in MATH 225. *Fall.*

MATH 310 HISTORY OF MATHEMATICS

A study of the development of various branches of mathematics from ancient times to the present. Investigates historical and multicultural influences on the development of mathematics, to include non-Western cultures. Includes research, writing and oral presentation requirements. Prerequisites: IQL101 and ITW101. *Fall.*

MATH 315 CONTEMPORARY MATHEMATICS

An introduction to mathematics that affects political, sociological and economic situations in modern society. Topics such as voting systems, fairness conditions, power indices, fair division methods and their applications, apportionment methods, Euler and Hamilton circuits and their applications, networks, scheduling, elementary game theory. Prerequisite: IQL-101. *Spring.*

MATH 320 GEOMETRY

Rigorous treatment of Euclidean and non-Euclidean geometries. Synthetic, analytic, and transformational approaches. Axiomatic systems, parallel postulates, congruence, similarity. Incorporates the historical development of geometry and the use of geometry software. Prerequisite: Grade C or higher in MATH 225. *Spring.*

MATH 337 NUMBER THEORY

Theory and applications of properties of the integers. Mathematical induction, divisibility, division algorithm, congruencies, greatest common divisor, least common multiple, primes, Fundamental Theorem of Arithmetic, and Pythagorean triples. Also considers historical background and famous number-theoretic conjectures. Prerequisite: Grade C or higher in MATH 225. *Fall.*

MATH 341 PROBABILITY AND STATISTICS II

A second course in probability and mathematical statistics addressing in depth such topics as the Central Limit Theorem, Chebyshev's theorem, covariance, multiple regression, ANOVA, nonparametric methods, and applications of probability distributions. Prerequisite: Grade C or higher in MATH 241. *Spring, even years.*

MATH 360 NUMERICAL METHODS

An introductory course in numerical analysis addressing the topics of error analysis, order of convergence, computational efficiency, and programming of algorithms. Explores methods such as numerical integration, numerical linear algebra, numerical solution of ordinary differential equations, interpolation, curve fitting, and optimization. Prerequisites: CS 140 and MATH 152. *Fall even years.*

MATH 361 DIFFERENTIAL EQUATIONS

A study of analytical and numerical solution methods for ordinary and partial differential equations. Includes series solutions and special functions for the solution of ODEs and the use of Fourier series to solve PDEs. Transform and numerical methods for solving ODEs and PDEs are introduced. Prerequisite: MATH 231. *Spring.*

MATH 365 MATHEMATICAL MODELING

This course provides an introduction to the mathematical modeling process and applies this process to problems that may be modeled with calculus or lower-level mathematics. The types of models will include both deterministic and stochastic models. Spreadsheet software will be used throughout the course. Prerequisites: IQL 101 and MATH 151. *Fall, odd years.*

MATH 371 MATH CONCEPTS FOR THE MIDDLE SCHOOL

Focuses on the use in the middle school of statistics, discrete mathematics, set theory, number theory, and probability to obtain solutions to realistic problems, and on the teaching of algebra through physical models. Prerequisite: MATH 275. *Occasionally.*

MATH 375 ALGEBRIAC CONCEPTS FOR K-8 TEACHERS

The focus is on building algebraic thinking with an emphasis on modeling real-world phenomena and the meanings represented by algebraic expressions. Topics include linear relationships; slope; linear, quadratic, and exponential functions. Connections will be drawn between algebra and geometry through patterns and other areas of overlap. Prerequisite: MATH 337. *Spring.*

MATH 400 CAPSTONE IN MATHEMATICS

A senior-level course in mathematical reasoning, problem solving, and communication. Topics vary at instructor's discretion. Students will make connections and integrate previous learning, develop mathematical literacy through reading and interpreting mathematical literature, and prepare and present written and oral reports on mathematical topics. Prerequisite: MATH 300. *Fall.*

MATH 471 TOPICS IN MATHEMATICS EDUCATION

Topics from mathematics education. May be repeated with department's permission. Prerequisite: Permission of instructor. *Occasionally.*

MATH 475 ISSUES AND TRENDS IN MATH EDUCATION

Analyzes the development of historical, mathematical, and psychological factors influencing K-16 mathematics curricula. Emphasis is on the content of mathematics and its interface with current major issues in mathematics education. Taken concurrently with EDUC 312 or EDUC 322 or EDUC 332 or permission of instructor. *Fall.*

MATH 490 TOPICS IN PURE MATHEMATICS

Topics from fields of pure mathematics. May be repeated with department's permission. Prerequisite: permission of instructor.

MATH 494 COOPERATIVE EDUCATION

1-8 credits

Sequential work-learning experience for which compensation may be received. Placements arranged, supervised, and evaluated by full-time faculty. Elective credit to maximum of 8 credits. Prerequisites: 2.5 cumulative GPA, declaration of Mathematics major, and permission of instructor. May be repeated for credit. Graded Pass/Fail.

MATH 495 TOPICS IN APPLIED MATHEMATICS

Topics from fields of applied mathematics. May be repeated with department's permission. Prerequisite: Permission of instructor. *Occasionally.*

MATH 498 INDEPENDENT STUDY

1-8 credits

Individual investigation of selected topics. May be repeated for a total of 8 credits. Prerequisite: permission of instructor.

Meteorology

INMET 225 METEOROLOGY

A survey of the atmosphere followed by discussion of solar influence, temperature, humidity, pressure, wind, and forces. Weather patterns, severe weather, and hurricanes are emphasized. World climates and classifications are treated, ending with past and future climates. Exercises such as map reading are conducted throughout the course. *Fall, Spring.*

MET 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

Modern Languages

ML 101 THE WORLD OF LANGUAGE

An introduction to the concept of language. Topics include verbal and nonverbal communication, machine language, taboos, sexist language, language acquisition, and the specialized language of politicians, scientists, and the media. Students become familiar with current linguistic research. Does not satisfy the Arts and Humanities language requirement. *Fall.*

ML 191 BEGINNING LANGUAGE I

Introduction to communication in a foreign language other than French, German, or Spanish with emphasis on listening and speaking skills.

ML 192 BEGINNING LANGUAGE II

Continuation of the study of a foreign language other than French, German, or Spanish. Continuation of the development of oral communication skills. Prerequisite: ML 191 or the equivalent in prior study of this particular language.

ML 290 SELECTED TOPICS

Selected topics related to Modern Language study (e.g., Caribbean studies, the Franco-American experience). May be repeated as topics change. *Occasionally.*

ML 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

ML 498 INDEPENDENT STUDY

1-4 credits

Independent study under faculty supervision of a problem in an area of individual interest. Initiative and self-direction are required. May be repeated for a total of 8 credits. Prerequisite: Permission of instructor.

Music

IAMU 114 MUSIC CULTURES OF THE WORLD

A study of selected folkloric, popular, and non-Western art music traditions and their historical, social, and cultural contexts. *Fall, Spring.*

IAMU 115 WOMEN IN MUSIC

The study of recurring issues concerning women composers, teachers, performers, and patrons, in both historical and contemporary cultures. *Spring.*

IAMU 217 AVANT ROCK

Presented in a seminar format, this course involves a study of how experimentalism and the avant-garde developed in the context of rock music. Prerequisite: ITW 101. *Spring.*

IAMU 242 LISTENING TO AMERICA

This course examines the history of music in the United States, with an emphasis on 20th-century music. Students will study traditional, popular, and classical music from historical and social perspectives. Prerequisite: ITW 101. *Fall, even years.*

IHMU 313 SOURCE READINGS IN MUSIC HISTORY

This course offers an examination of historical issues related to the development of Western music. Students will read and interpret primary source documents from all periods of music history. Prerequisite: ITW 101. *Spring.*

IIMU 241 LISTENING TO BRAZIL

This course offers an interdisciplinary examination of Brazilian arts and culture, with an emphasis on music, literature, and film. Prerequisite: ENG 101 or ITW 101. *Spring.*

MU 100 MUSIC WORKSHOP

No credit

Includes such musical activities as meetings, recitals, concerts, small ensemble performances, master classes, and guest lectures. Must be scheduled each semester by all full-time students in the Bachelor of Music degree programs, except during the student teaching semester. Fall, Spring.

MU 101-102 APPLIED MUSIC

1, 2, or 4 credits each

Individual instruction consisting of twelve 50-minute lessons (for 2 or 4 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Only Performance majors may take this course for 4 credits. Fall, Spring.

MU 103 FUNDAMENTAL MUSIC SKILLS

Study of concepts, skills, and techniques necessary to read and understand music. Not available for credit toward a Music major or minor. *Fall, Spring.*

MU 104 LISTENING TO MUSIC

Analytical and critical listening to music of various historical periods. Primary attention is given to music of the European-American classical tradition as well as popular music styles. Not available for credit toward a Music major or minor. *Fall, Spring.*

MU 105 VOICE CLASS

1 credit

Emphasizes the development and improvement of proper vocal techniques for those with little or no vocal training. Helps non-Music majors with a variety of interests in singing. *Fall, Spring.*

MU 108 PIANO CLASS I

2 credits

For students with little or no previous study of a keyboard instrument. Instruction takes place in a digital piano laboratory and emphasizes the development of music reading and playing skills for lifetime enjoyment. Designed for non-Music majors or minors. *Fall, Spring.*

MU 109 PIANO CLASS II

2 credits

Continuation of MU 108. Development of previous experience at the keyboard. Emphasis on studying and playing easy, original

keyboard music. Digital piano lab allows for individual level and pace. Designed for non-music majors/minors. Prerequisite: MU 108 with grade of C or better, or by audition and permission of instructor. *Spring.*

MU 110 GUITAR CLASS

1 credit

Introductory study of the guitar. Emphasis on development of music reading skills, basic chording, plectrum and finger picking techniques, and single-line melodic playing in the first position.

MU 112 LATIN AMERICAN MUSIC

An historical survey of Latin American folk and art music, which emphasizes African, European, and Amerindian roots of representative styles. Students learn through readings, lectures, listening, and performance on indigenous instruments. Open to Music majors and non-majors. *Fall.*

MU 118 FUNCTIONAL PIANO I

2 credits

For Music majors and minors with limited piano background. Emphasis is on keyboard fundamentals and reading keyboard (grand staff) music. Preparation for the required departmental piano skills test. Instruction takes place in a digital piano laboratory. Prerequisites: Music major or minor status. *Fall, Spring.*

MU 119 FUNCTIONAL PIANO II

2 credits

Continuation of MU 118. More advanced study and development of keyboard technique and performance. Focus on accumulation of repertoire and skills necessary for successful completion of departmental piano skills test. May be repeated once for credit, with study of additional repertoire. Prerequisites: MU 118, with grade C or higher, or by audition and permission of instructor. *Fall, Spring.*

MU 151 MUSIC THEORY I

2 credits

Rudiments (basic terms, key signatures, scales and modes, triads), cadences, and basics of four-part harmonic writing using all root position chords. Prerequisite: Music major or minor or permission of instructor. *Fall, Spring.*

MU 152 MUSIC THEORY II

2 credits

Dominant seventh and nondominant seventh chords. Part-writing using root position and first inversion chords. Completion of figured bases and harmonizing a simple melody. Prerequisite: MU 151 with a grade C or higher or permission of instructor. *Spring.*

MU 161 AURAL SKILLS I

1 credit (meets 2 hours weekly)

Aural dictation skills, including consonant intervals, major and minor triads, progressions of primary major chords in root position, and basic rhythms in simple meter. Sight-singing of major-key diatonic melodies and major scale. Music major or minor or permission of the instructor. *Fall, Spring.*

MU 162 AURAL SKILLS II

1 credit (meets 2 hours weekly)

Aural dictation skills, including consonant and dissonant intervals, diminished and augmented triads, and progressions of primary major chords and minor chords. Rhythmic dictation in simple meters with sixteenth notes, with introduction to compound meter. Sight-singing of major- and minor-key diatonic melodies and scales. Prerequisite: MU 161, with a grade C or higher, or permission of the instructor. *Spring.*

MU 171-178 MUSIC ENSEMBLES

0-1 credit each (may be repeated)

MU 171 Chamber Ensemble

Open by audition to a limited number of students. Performance of traditional and/or contemporary chamber works in various ensembles. *Fall, Spring.*

MU 172 KSC Concert Choir

Open by audition to any student with adequate singing ability, within limits of balance of voices. *Fall, Spring.*

MU 173 KSC Chamber Singers

Open to a limited number of singers selected by audition. *Fall, Spring.*

MU 174 Orchestra

Open to any student with adequate playing ability, within limits of balanced instrumentation. *Fall, Spring.*

MU 175 Jazz Ensemble

Open by audition to a limited number of players. A select group specializing in jazz of various periods. *Fall, Spring.*

MU 177 Concert Band

Open by audition to any student with adequate playing ability, within limits of balanced instrumentation. *Fall, Spring.*

MU 178 Guitar Orchestra

A performing group composed of various sizes of classical guitars, specializing in the performance of works for multiple guitars. Audition required. *Fall, Spring.*

MU 181 ACCOMPANYING

1 credit

Pianists are guided through the characteristics of appropriate collaborative performance practices in both vocal and instrumental accompanying. Open by audition. *Fall, Spring.*

MU 201-202 APPLIED MUSIC

1, 2, or 4 credits each

Individual instruction consisting of twelve 50-minute lessons (for 2 or 4 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Only Performance majors may take this course for 4 credits. *Fall, Spring.*

MU 207 TEACHING MUSIC TO CHILDREN

Music teaching techniques needed by teachers in the early childhood and elementary classroom. Develops skills in singing, listening, creating, and playing classroom instruments. Not available for credit toward a Music major or minor, except in the BA Music with specialization of Music for the Elementary Teacher. Must be able to read simple treble clef music. *Fall, Spring.*

MU 211 INTRO TO ELECTRONIC MUSIC

2 credits

An introduction to the techniques of electronic music through hands-on experience and historical survey. Includes studio/MIDI setup, synthesizer operation, sequencing, and audio file manipulation using the Macintosh operating system. Also includes listening to examples of electronic music. Prerequisites: computer literacy and MU 152, or permission of instructor. *Fall.*

MU 213 COMPOSITION CLASS I

2 credits

Preliminary study of the process of musical composition in a classroom setting. Includes the effective use of counterpoint; listening to examples from the standard literature; composing works for solo instrument or chamber groups. Prerequisite: MU 152 or permission of instructor. *Fall.*

MU 214 COMPOSITION CLASS II

2 credits

Continuation of MU 213. More advanced work with counterpoint techniques. Additional literature review. Composing for a wider variety of instruments or voice. Prerequisite: MU 213. *Spring.*

MU 216 HISTORY OF ROCK & ROLL

Study of the growth and diffusion of popular music and its surrounding culture in the '50s and '60s, including concurrent historical events and movements, as well as trends in other arts. *Fall, Spring.*

MU 218 THE HISTORY OF JAZZ

Jazz from its origins through modern developments. Ethnic backgrounds, contributing factors, style characteristics, and inter-relationships, literature, and performers. *Fall, Spring.*

MU 220 TECHNOLOGY FOR MUSIC EDUCATORS

An introduction to music technology and its relationship to music education. Topics are based on the areas of competency

in music technology for K-12 music teachers established by the Technology Institute for Music Educators. Prerequisites: Music Education major, sophomore standing. *Fall, Spring.*

MU 222 MUSICAL IMPROVISATION

1 credit

Within the elements of rhythm, melody, harmony, timbre and form, this course will provide a foundation for developing extemporaneous musical skills useful in performance and teaching. Students are expected to have completed one year of music theory prior to taking this course. *Fall, Spring.*

MU 223 STRING METHODS I

1 credit

Class instruction in string performance, pedagogy, methods, materials, and basic instrument maintenance. Two instruments are studied. Prerequisite: Music major or permission of instructor. Meets first half of semester only. *Fall.*

MU 224 STRING METHODS II

1 credit

Continuation of MU 223. Additional stringed instruments are studied. Prerequisite: MU 223. Meets second half of semester only. *Fall.*

MU 225 BRASS METHODS I

1 credit

Class instruction in brass performance, pedagogy, methods, materials, and basic maintenance. Two brass instruments are studied. Prerequisite: Music major or permission of instructor. Meets first half of the semester only. *Fall.*

MU 226 BRASS METHODS II

1 credit

Two additional brass instruments are studied. Prerequisites: MU 225 and major in Music. Meets second half of the semester only. *Fall.*

MU 227 WOODWIND METHODS I

1 credit

Class instruction in woodwind performance, pedagogy, methods, materials, and basic maintenance. One woodwind instrument will be studied. Prerequisite: Music major or permission of instructor. Meets first half of the semester only. *Spring.*

MU 228 WOODWIND METHODS II

1 credit

Continuation of MU 227. One additional woodwind instrument will be studied. Prerequisites: MU 227 and major in Music. Meets second half of the semester only. *Spring.*

MU 229 PERCUSSION METHODS I*1 credit*

Class instruction in percussion performance, pedagogy, methods, materials, and basic instrument maintenance. Prerequisite: Music major or permission of instructor. Meets first half of semester only. *Spring.*

MU 230 PERCUSSION METHODS II*1 credit*

Continuation of MU 229. Prerequisite: MU 229. Meets second half of semester only. *Spring.*

MU 231 GUITAR METHODS*2 credits*

Class instruction in basic guitar skills, emphasizing application in classroom teaching situations at the elementary and junior high levels, methods and materials, and basic instrument maintenance. *Fall, Spring.*

MU 235 PERFORMANCE LITERATURE*2 credits*

Sections offered in piano and guitar literature. Treats performance literature from all periods. Classes include performance of examples with coaching in stylistic interpretation. Piano: fall, even years. Guitar: *Spring, odd years.*

MU 237 VOCAL PEDAGOGY*2 credits*

Physiology of the vocal mechanism, methods and materials for teaching voice and Italian diction for singing using the International Phonetic Alphabet. Students are required to teach a beginning voice student in class with supervision by the instructor. Prerequisite: One year of applied vocal study or permission of instructor. *Fall.*

MU 238 VOCAL DICTION*2 credits*

German, French, and English diction for singers using the International Phonetic Alphabet. It applies this knowledge to the study and performance of vocal literature from the various historical periods. Prerequisite: One year of applied vocal study, or permission of instructor. *Fall.*

MU 239 VOCAL LITERATURE*2 credits*

This course focuses on the study and performance of vocal literature from the various historical periods. Prerequisite: MU 102 in voice, or permission of instructor. *Spring.*

MU 251 MUSIC THEORY III*2 credits*

Part-writing using second inversion chords, deceptive cadence,

analysis of Bach chorales and 18th to early 19th century piano music; secondary dominants and diatonic modulation. Principles of binary and ternary form. Prerequisite: MU 152, with a grade C or higher, or permission of the instructor. *Fall.*

MU 252 MUSIC THEORY IV*2 credits*

Chromatic chords (Augmented Sixths, Neapolitan, secondary diminished sevenths). Chromatic modulation. Analysis of mid-to late nineteenth century music. An introduction to 9th, 11th, and 13th chords as used by Impressionist and Jazz composers. Prerequisite: MU 251, with a grade C or higher, or permission of the instructor. *Spring.*

MU 261 AURAL SKILLS III*1 credit (meets 2 hours weekly)*

Aural dictation skills including dominant seventh chords, progressions including major, minor and diminished chords and inversions. Rhythmic dictation in compound meters. Sight-singing of more difficult tonal melodies, use of C clefs. Prerequisite: MU 162, with a grade C or higher, or permission of the instructor. *Fall.*

MU 262 AURAL SKILLS IV*1 credit (meets 2 hours weekly)*

Aural dictation skills including chromatic chord progressions. Rhythmic dictation including dotted rhythms, triplets, and some syncopation. Sight-singing of chromatic and modulating melodies. Prerequisite: MU 261 with a grade C or higher, or permission of the instructor. *Spring.*

MU 270 OPERA WORKSHOP*1 credit*

Opera excerpts are studied and performed. Complete operas are also studied: composers, plots, and characters. *Spring.*

MU 290 SPECIAL TOPICS IN MUSIC*1-4 credits*

Study of selected topics in music. May be repeated as topics change. Prerequisite: ITW 101 or permission of instructor.

MU 298 INDEPENDENT STUDY*1-6 credits*

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 6 credits.

MU 301-302 APPLIED MUSIC*1, 2, or 4 credits each*

Individual instruction consisting of twelve 50-minute lessons (for 2 or 4 credits) or twelve 25-minute lessons (for 1 credit)

on an instrument or in voice. Only Performance majors may take this course for 4 credits. *Fall, Spring.*

MU 310 WESTERN MUSIC BEFORE 1700

2 credits

A survey of Western art music traditions from the Medieval era up to the 18th century. Emphasis on the development of musical style. Prerequisite: MU 251. *Fall.*

MU 312 WESTERN MUSIC AFTER 1700

A chronological survey of music from the 18th century to the present day. Emphasis on the development of musical style. Prerequisite: MU 251. *Spring.*

MU 315 CONDUCTING I

2 credits

Basic conducting techniques, experience in score reading, baton technique, and interpretation. Prerequisite: MU 152, or permission of instructor. *Fall.*

MU 316 CONDUCTING II

2 credits

Sequel to MU 315. More advanced conducting techniques used in both instrumental and choral ensembles. Prerequisite: MU 315, with a grade C or higher. *Spring.*

MU 326 APPLIED PEDAGOGY

2 credits

Directed study of materials and approaches to studio teaching of one's primary applied instrument to students of all ages, beginning to advanced. Includes readings and observations of other teachers as assigned. May be repeated once for credit. Prerequisite: one year of applied music study on primary instrument and permission of instructor. *Piano: Fall, odd years. Guitar: Spring, even years.*

MU 356 GENERAL MUSIC K-12 PRACTICUM

1 credit

Supervised field experience in K-12 General Music classroom(s). Corequisite: MU 357 *Fall.*

MU 357 GENERAL MUSIC K-12

Planning, teaching, and assessing general music lessons (K-12) in accordance with the National Music Standards. Implementation of Orff and Kodaly pedagogies including keyboard skills, singing, playing classroom instruments, solfege, and Curwin hand signs. Classroom observations and field teaching required. Prerequisite: Completion of piano skills test. *Fall.*

MU 358 CHORAL MUSIC EDUCATION

2 credits

Principles, techniques, and materials for developing and administering a complete school choral program. Literature for large

and small vocal ensembles surveyed. Observations and field teaching experience in choral setting are required. Prerequisites: Completion of piano skills test, admission to Teacher Education, and MU 357, or permission of instructor. *Spring.*

MU 359 ENSEMBLE MUSIC PRACTICUM

1 credit

Supervised field experience in instrumental or choral music programs or both. Corequisites: MU 358 and MU 360. *Spring.*

MU 360 INSTRUMENTAL MUSIC EDUCATION

2 credits

Principles, techniques, organization, and materials for developing and administering a complete school instrumental program. Includes sources and criteria for selection of repertoire. Observations of school music programs are stressed. Prerequisites: Completion of piano skills test, admission to Teacher Education, and MU 357, or permission of instructor. *Spring.*

MU 401 APPLIED MUSIC

1, 2, or 4 credits

Individual instruction consisting of twelve 50-minute lessons (for 2 or 4 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Successful completion of recital requirements is necessary for passing grade in this course. Only Performance majors may take Applied Music for 4 credits. *Fall, Spring.*

MU 404 ANALYTICAL TECHNIQUES IN MUSIC

2 credits

Formal analysis of representative examples of music literature. Emphasis is on the larger structural units of tonal composition. Prerequisite: MU 252. *Spring, odd years.*

MU 405 COUNTERPOINT

2 credits

Contrapuntal techniques in music of the 16th and 18th centuries; survey of "species" counterpoint and the basics of canon, fugue, and invertible counterpoint. Prerequisite: MU 252. *Fall, odd years.*

MU 411 ELECTRONIC MUSIC PROJECTS

1 credit

In this elective course, students will produce a music project that brings together their knowledge of an area in music with their acquired skills in electronic music. May be repeated for credit. Prerequisite: MU 211 or permission of instructor. *Fall, Spring.*

MU 414 APPLIED MUSIC

Individual instruction consisting of a one-hour private lesson per week on an instrument or voice. Successful completion of recital requirements is necessary for passing grade in this course. Open only to Performance majors. *Fall, Spring.*

MU 419 PRACTICUM IN ENSEMBLE DIRECTING*1-4 credits*

Allows upper-division Music majors to participate as apprentices in performing groups. Students may be asked to assist in selection of literature, group logistics, rehearsal, and performance. Prerequisites: MU 315 and MU 316, an audition, and permission of instructor. *Fall, Spring.*

MU 486 20TH CENTURY MUSIC

Analytical study of representative works from 20th-century art music. Students apply theoretical and style-analytical knowledge to a small body of works and present academic papers on topics of their choice. Prerequisite: Completion of all Music Core courses or permission of instructor. *Fall, odd years.*

MU 497 INTERNSHIP IN MUSIC TECHNOLOGY*1-4 credits*

Supervised, contracted internship arranged by the student with an approved recording studio, or, in certain cases, with another compatible facility, for either a semester's work or summer employment. Contract must be approved by the music technology coordinator. Responsible faculty supervision and review required. Prerequisites: MU 211, MU 213, MU 214, and MU 411. *Fall, Spring.*

MU 498 INDEPENDENT STUDY*1-6 credits*

Independent reading and study in a selected area of Music, conducted on a tutorial basis. Students must obtain approval of the supervising faculty member before registering. May be repeated for a total of 6 credits.

Philosophy

IHPHIL 100 LOGICAL ARGUMENTATION

The art of correct reasoning, advanced by studying forms of argument. Emphasizes deductive arguments, both categorical and sentential, and informal fallacies. *Fall, Spring.*

PHIL 200 PHILOSOPHY AND CRITICAL ANALYSIS

Critical readings in works of the Greek, Medieval, and Modern periods of Western philosophy. Skills of analyzing, evaluating, and paraphrasing are nurtured and applied to philosophical arguments, classifications, definitions, explanations, and refutations. *Fall, Spring.*

PHIL 211 SENSE AND NONSENSE

Inductive reasoning approached through the study of modern pseudoscientific writings on topics such as extraterrestrial visitors, the Bermuda Triangle, astrology, and PSI. Emphasizes criteria for

acceptable hypotheses, controls for observation and experiment, and guards against neglect of evidence. *Alternate semesters.*

PHIL 231 COMPARATIVE RELIGION

A philosophical introduction to many of the world's religions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Taoism. Investigates the differing aspects of human religious experience and examines the similarities and differences both between religions and among the denominations within them.

PHIL 240 SKIN, SEX, AND GENES

This course reviews some of the ways in which modern biology has been a site of conflict about race, gender, and sexuality. We will consider scientific studies, as well as feminist, queer, and anti-racist critiques of those studies, in an effort to understand how science marks certain bodies as different. *Fall.*

PHIL 260 THEORIES OF THE BODY

This course examines the argument that bodies are only produced once they have been given meaning within a society, focusing on scholarship from disability studies, queer theory, antiracist theory, and feminist theory. What does embodiment reveal about structures of inequality and the operations of power in our society? *Occasionally.*

PHIL 298 INDEPENDENT STUDY*2-8 credits*

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

PHIL 300 ANCIENT PHILOSOPHY

An examination of Western philosophy among the Greeks and Romans, from Thales through Plotinus. Reading and discussion of primary sources. Prerequisite: one course in Philosophy or permission of instructor. *Alternate years.*

PHIL 302 MODERN PHILOSOPHY

An examination of Western philosophy from the 17th to early 19th century. Major attention is paid to the continental rationalists, the British empiricists, and Kant. Prerequisite: one course in Philosophy or permission of instructor. *Alternate years.*

PHIL 304 AMERICAN PHILOSOPHY

A critical study of American Pragmatism, its critique of earlier Modern philosophy, and its appropriation of evolutionary theory. Prerequisite: one course in Philosophy or permission of instructor. *Alternate years.*

PHIL 306 EXISTENTIALISM AND LITERATURE

An examination of philosophic writings, novels, and plays from writers such as Nietzsche, Kierkegaard, Kafka, Camus, Beckett, Ionesco, and Sartre. Attempts to isolate and evaluate typical existentialist themes and to contrast them with non-existentialist themes.

PHIL 308 CONTEMPORARY PHILOSOPHY

An examination of 20th-century Anglo-American and continental thought, including analytic philosophy, phenomenology, logical positivism, hermeneutics, ordinary language philosophy, existentialism, structuralism, and deconstructionism. Attention is given to influential theorists such as Russell, Husserl, Wittgenstein, Heidegger, Quine, Sartre, and Derrida. Prerequisite: One course in Philosophy or permission of instructor. *Occasionally.*

PHIL 313 PHILOSOPHY AND THE HOLOCAUST

This course examines ethical, philosophical, and theological issues relating to the experience of the Holocaust and the broader human concerns of evil and suffering. Topics include the uniqueness and universality of the Holocaust as well as questions of justice. Prerequisite: One course in Philosophy and either HIST 252 or HIST 253, or permission of instructor. *Once every three years.*

PHIL 320 ETHICS

From a preliminary analysis of the nature and function of ethics, the course proceeds to examine contemporary ethical problems, such as abortion, sexual morality, and criminal punishment. Also examines some theoretical issues, such as egoism, relativism, and moral freedom. *Spring.*

PHIL 322 MEDIA ETHICS

Teaching and practice in ethics with use of case studies. Students are taught that information in journalism is a social good, not merely a commodity, and that the journalist shares responsibility for what is transmitted to the public. Prerequisites: JRN 100 or permission of instructor. *Occasionally.*

PHIL 350 AESTHETICS

A philosophic introduction to a variety of influential theories of art in areas as diverse as literature, dance, and film. Examination of the role of the creative process in human experience as perceived by philosophers from Plato to Derrida.

PHIL 358 HISTORY AND PHILOSOPHY OF SCIENCE: 1700 TO PRESENT

Examines the development of scientific thought and philosophy of science from the Scientific Revolution to the present.

Prerequisites: 6 credits of science course work or permission of instructor. Cross-listed as HIST 358.

PHIL 360 PHILOSOPHY OF LAW

Examines questions in the area of the philosophy of law including discussions of the appropriate roles of liberty, justice, and responsibility in a society that reconciles a respect for the individual with the need for legitimate governmental authority. Prerequisite: One course in Philosophy or permission of instructor. *Spring, alternate years.*

PHIL 393 TOPICS IN HISTORY OF IDEAS

Examines a selected topic in intellectual history, cultural history, or history of philosophy. Readings are drawn from primary sources. May be repeated as topics change. Prerequisite: One course in History or permission of instructor. Cross-listed as HIST 393.

PHIL 400 PHILOSOPHICAL MASTERS

Concentrated study of works of a single philosopher. Primary readings are complemented by secondary readings that sample a range of interpretations and by examination of some historical influences both within and without philosophy. Repeatable for credit as topics change. Prerequisite: One course in Philosophy or permission of instructor. *Occasionally.*

PHIL 406 EXISTENTIALISM AND FILM

The success of many films derives not only from their entertaining qualities, but also from existential themes. Philosophical perspectives are applied to the films of directors such as Woody Allen and Alfred Hitchcock. *Spring, alternate years.*

PHIL 490 ADVANCED SPECIAL TOPICS

Examines a selected topic, or the works of one or two major thinkers at an advanced level. May be repeated as topics change. Prerequisite: One course in Philosophy or permission of instructor. *Occasionally.*

PHIL 495 SEMINAR

Intensive study of a particular theme or topic in Philosophy. May be repeated for credit as topics change. Prerequisites: One course in Philosophy and junior standing, or permission of instructor.

PHIL 498 INDEPENDENT STUDY

2-8 credits

Independent reading and study in a selected area of philosophy, conducted on a tutorial basis. Students must obtain approval of the supervising faculty member before registering. May be repeated for a total of 8 credits. *Occasionally.*

Physical Education

PE 100 FOUNDATIONS OF PHYSICAL EDUCATION

2 credits

An introduction to the foundations of sport, fitness, and physical education professions. Examines the historical, sociological, and psychological concepts, issues, and current trends. This course is designed for students who intend to major in Physical Education Teacher Certification. *Fall.*

PE 140 INTRODUCTION TO ATHLETIC TRAINING

2 credits

An orientation for students applying to the Athletic Training Option. Includes the historical perspective of athletic training as a career, introduction of legal concerns and basic terminology related to athletic training. Provides opportunities to develop basic clinical skills and knowledge through observation hours and skills proficiencies. Lecture and labs. Prerequisites: Permission of instructor. *Fall, Spring.*

PE 141 PERSONAL HEALTH

2 credits

An introduction to a broad range of concepts in personal health. Topics covered include emotional health, stress and stress management, nutrition, drugs and alcohol, tobacco, family planning and safe sexual practices, the aging process, infectious diseases, heart disease, cancer and other noncommunicable diseases, and physical activity benefits. Prerequisites: Permission of instructor. *Fall.*

PE 150-199 SPORT AND LEISURE ACTIVITIES

1 credit each (2 credits as noted)

Each course provides an opportunity for students to acquire basic knowledge, skills, and techniques in a sport or leisure activity. Designed for non-PE majors. Graded Pass/Fail.

PE 150-155 AQUATICS

PE 150 Beginning Swimming. *Fall.*

PE 152 Aquatics Conditioning. *Fall.*

PE 154 Lifeguard Training

2 credits

Note: Candidates must pass a swimming competency test given on the first day of class. This course provides an opportunity for students to acquire basic knowledge, skills, and techniques in a sport or leisure activity. Designed for non-PE majors. Graded Pass/Fail. *Fall, Spring.*

PE 155 Water Safety Instructor

2 credits

Note: Candidates must pass a written water safety exam and a swimming competency test on the first day of class. This

course provides an opportunity for students to acquire basic knowledge, skills, and techniques in a sport or leisure activity. Designed for non-PE majors. Graded Pass/Fail. *Spring.*

PE 160-162 PHYSICAL CONDITIONING

PE 161 Strength Training *Fall, Spring.*

PE 162 Tension Control. *Fall, Spring.*

PE 176-184 INDIVIDUAL SPORTS

PE 176 Badminton. *Fall.*

PE 177 Golf. *Fall.*

PE 181 Tennis. *Fall.*

PE 185-186 TEAM SPORTS

PE 185 Volleyball. *Fall, 1st quarter.*

PE 186 Basketball. *Spring, 4th quarter.*

PE 191 ARC STANDARD FIRST AID/CPR

1 credit

First aid and adult, child, and infant CPR procedures with emphasis on practices endorsed by the American Red Cross for standard first aid certification. *Fall, Spring.*

PE 200 APPLIED KINESIOLOGY

Study of the skeletal and muscular systems as applied to physical education activities. Mechanical analysis of basic motor patterns and sports skills using video and high-speed film. Lecture and labs. Prerequisites: BIO 230 or permission of instructor. *Fall, Spring.*

PE 201 PHYSIOLOGY OF EXERCISE

The study of physiological principles and adaptations to exercise and physical activity. Focuses on the scientific evaluation and understanding of immediate and long-term effects of exercise on the human body. Emphasis placed on the muscular, cardiovascular, endocrine and respiratory systems. Lecture and labs. Prerequisites: BIO 230 and BIO 232 or permission of instructor. *Fall, Spring, Summer.*

PE 210 INTRODUCTION TO COACHING

3 credits

Course is designed as an introduction to coaching. Topics covered include developing a personal coaching philosophy, planning for coaching, conditioning for sport participation, effective teaching of sport skills, sport psychology, legal responsibilities, and nutrition for competition. *Spring.*

PE 240 EMERGENCY RESPONSE

Emergency Response and CPR/AED for the Professional Rescuer provides knowledge and skills to assess and manage emergencies for all ages including sudden illnesses, trauma injuries, shock,

oxygen therapy, cardiac and respiratory arrest, safety and disease related issues are addressed throughout. Lecture and labs. Prerequisite: Permission of instructor. *Fall, Spring.*

PE 241-289 MAJOR SKILLS AND TECHNIQUES

1 credit each (2 credits as noted)

PE 241 Techniques of Athletic Taping

1 credit

This laboratory course is designed to present an introduction of techniques used when applying athletic taping, compressive/supportive wrapping and padding for sports injuries. Prerequisite: Permission of instructor. *Spring.*

PE 242 Management of Cardiac and Respiratory Emergencies

1 credit

Provides recertification for ARC CRP for the Professional Rescuer; develops skills and knowledge in respiratory and circulatory emergency management for heart attack, stroke, chest trauma and shock; develop skills for AED and oxygen administration; provides blood pathogen training. May be repeated for a total of three credits. Prerequisite: PE 240 or permission of instructor. *Fall, Spring.*

PE 255 Developmental Movement

2 credits

Develops skill and knowledge to perform and teach fundamental motor skills. Teaching emphasis on skill practice, feedback, skill application, and incorporating cognitive objectives. Prerequisite: PE Teacher Certification option or permission of instructor. *Fall.*

PE 256 Rhythms

2 credits

Develops skill and knowledge to perform and teach selected rhythmic activities. Teaching emphasis on cueing. Prerequisites: PE 360 and PE Teacher Certification option, or permission of instructor. *Spring.*

PE 260 Total Fitness

2 credits

Develops skills and basic knowledge related to principles of physical fitness. Students will have opportunities to participate in various fitness activities. Teaching emphasis on leading warm-up. Prerequisite: PE major or permission of instructor. *Fall, Spring.*

PE 261 Fitness Curriculum for K-12 Learners

1 credit

Provides students with opportunities to plan health-related physical fitness curriculum for K-12 learners. Teaching emphasis will be on designing learning experiences and activity demonstration/explanation with feedback. Prerequisites: PE

260 and PE Teacher Certification option, or permission of instructor. *Spring.*

PE 265 Secondary Activities

1 credit

Develops skill and knowledge to perform and teach selected secondary activities. Teaching emphasis on game supervision, including teachable moments, cueing, and incorporating affective (psychosocial) objectives. Prerequisite: PE Teacher Certification option or permission of instructor. *Spring.*

PE 268 Outdoor Skills

1 credit

Provides students with basic knowledge and introductory experiences in outdoor leisure activities that would be appropriate to be taught in a physical education setting. Emphasis is on learning to provide safe outdoor experiences for physical education students. Prerequisites: PE 360 and PE Teacher Certification option, or permission of instructor. *Spring.*

PE 278 Racquet Sports

2 credits

Develops skill and knowledge to perform and teach selected racquet sports. Teaching emphasis on skill practice and group feedback. Prerequisite: PE Teacher Certification option or permission of instructor. *Spring.*

PE 282 Track and Field

1 credit

Develops skill and knowledge to perform and teach track and field. Teaching emphasis on leading warm-up and skill review and practice with feedback. Prerequisites: PE 360 and PE Teacher Certification option, or permission of instructor. *Fall.*

PE 283 Gymnastics

2 credits

Develops skill and knowledge to perform and teach gymnastics. Teaching emphasis on leading warm-up, skill review and practice with feedback, and incorporating cognitive and affective goals. Prerequisite: PE Teacher Certification Option or permission of instructor. *Spring.*

PE 285 Volleyball

1 credit

Develops skill and knowledge to perform and teach volleyball. Teaching emphasis on skill review and individual and group feedback. Prerequisite: PE Teacher Certification option or permission of instructor. *Fall.*

PE 286 Basketball

1 credit

Develops skill and knowledge to perform and teach basketball. Teaching emphasis on skill practice, individual feedback, and officiating. Prerequisite: PE Teacher Certification option, or permission of instructor. *Spring.*

PE 287 Softball*1 credit*

Develops skill and knowledge to perform and teach softball. Teaching emphasis on skill review and practice with feedback. Prerequisite: PE Teacher Certification option or permission of instructor. *Fall.*

PE 288 Soccer/Speedball*1 credit*

Develops skill and knowledge to perform and teach soccer and speedball. Teaching emphasis on skill demonstration/explanation. Prerequisite: PE Teacher Certification option or permission of instructor. *Fall.*

PE 290 SPECIAL TOPICS*1-6 credits*

Study of a selected topic in physical education. May be repeated as topics change. Prerequisite: PE major or permission of instructor. *Fall, Spring.*

PE 298 INDEPENDENT STUDY*1-6 credits*

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 6 credits. *Fall, Spring.*

PE 340 PREVENTION AND CARE OF ATHLETIC INJURIES

An introduction to the primary mechanisms of athletic injuries, techniques of injury prevention including specialized equipment for collision sports, basic knowledge presented dealing with injury specific to extremities and head, and the impact of the Certified Athletic Trainer in the prevention and care of athletic injuries. Lecture and labs. Prerequisites: PE 140, PE 240, and PE Athletic Training option, or permission of instructor. *Fall.*

PE 341 EVALUATION OF THE LOWER EXTREMITY AND AXIAL REGION

Analyzes the inflammatory process and the implications for treatment of sports injuries. Identifies of signs, symptoms and pathology of common sports injuries of the lower extremity and axial region. The evaluation process including history, observation, palpation, range of motion, joint stability, muscle function and special tests. Lecture and labs. Prerequisites: PE 200, PE 340, PE 383, and PE Athletic Training option or permission of instructor. *Spring.*

PE 342 THERAPEUTIC MODALITIES

Provides knowledge and skills in the application of contemporary therapeutics modalities used in the treatment of athletic

injuries. Modalities covered are classified as thermal agents, electrical agents or mechanical agents. Emphasis is placed on physiological effects, therapeutic indications and contraindications, and clinical application. Lecture and labs. Prerequisites: PE 340, PE 383, and PE Athletic Training option or permission of instructor. *Spring.*

PE 343 CLINICAL EXERCISE THERAPY

Design and modification of rehabilitation protocols based on evaluation of structural and functional pathology, postural anomalies, and gait modification. Includes multiple methods and techniques of therapeutic exercise emphasizing basic principles and specific rehabilitation programs. Resistance training and cardiovascular conditioning program design for prevention of sports injuries. Lecture and labs. Prerequisites: PE 341, PE 342, PE 384, and PE Athletic Training option, or permission of instructor. *Fall.*

PE 344 SPORTS NUTRITION

An introduction to Sports Nutrition, including the digestion, absorption, and assimilation of food nutrients; bioenergetics in training; optimal nutrition for sports and exercise; thermoregulation and fluid balance; body composition, weight control, and disordered eating. Prerequisites: CHEM 100 or CHEM 103, PE 201, and PE Athletic Training option, or permission of instructor. *Spring.*

PE 360 TEACHING PHYSICAL EDUCATION

Developmental characteristics and needs in relation to physical education and curriculum planning. Emphasis on the development of effective teaching skills including planning and preparation, the classroom environment (classroom management and interpersonal relationships), instruction, and professional responsibilities. Prerequisites: EDUC 100, EDSP 202, and PE Teacher Certification option, or permission of instructor. *Spring.*

PE 361 ADAPTED PHYSICAL EDUCATION

Treats legal issues and the concept of inclusion as they apply to the physical educator. Motor and perceptual motor development, screening, and programming. Adaptation of physical education activities to meet special needs of students. Individual child work included. Prerequisites: PE 360 and PE Teacher Certification option, or permission of instructor. *Fall.*

PE 362 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION PROGRAMS

Issues related to the organization and delivery of PE programs including philosophy, licensure, program standards, curricular approaches to programming, collaboration, advocacy, and behavior, resource, and risk management. Prerequisites: PE

360 and PE Teacher Certification option, or permission of instructor. *Spring*.

PE 363 ASSESSMENT OF K-12 PE LEARNERS

2 credits

Overviews the purpose of evaluation in K-12 physical education programs. Program standards and various methods of evaluation are examined. Emphasis is placed on designing effective assessment tools that are aligned with program objectives as well as methods for using and reporting results. Prerequisites: PE 360 and PE Teacher Certification option, or permission of instructor. *Spring*.

PE 371 PRACTICUM: COACHING

1-6 credits

Provides an experience in coaching within a public school or recreational sport program designed to give the student an opportunity to plan, implement and evaluate selected activities such as practice sessions, conditioning programs, and game strategies. Maximum of 6 credits. Prerequisites: PE 210 and permission of instructor. *Fall, Spring*.

PE 375 PRACTICUM: TEACHING ELEMENTARY

1-6 credits

Provides an opportunity for students to plan, teach, and evaluate Physical Education lessons and units at the elementary school level, apply knowledge of elementary school children, and understand the role of Physical Education within the school curriculum. Maximum of 6 credits. Prerequisites: PE 255, PE 360 (grade C or higher), admission to the PE major/Teacher Certification option, admission to Teacher Education, and current certification in CPR for the Professional Rescuer and Standard First Aid. Cannot be taken concurrently with PE 376. *Fall, Spring*.

PE 376 PRACTICUM: TEACHING SECONDARY

1-6 credits

Provides an opportunity for students to plan, implement, and evaluate secondary level Physical Education programs, gain knowledge of the school environment, and develop an understanding of the social and psychological dynamics experienced by novice teachers. Maximum of 6 credits. Prerequisites: PE 360 (grade C or higher), admission to the PE Teacher Certification option, admission to Teacher Education, and current certification in CPR for the Professional Rescuer and Standard First Aid. Cannot be taken concurrently with PE 375. *Fall, Spring*.

PE 383 CLINICAL ATHLETIC TRAINING I

2 credits

A supervised clinical experience designed to provide an opportunity for students to apply previously learned knowledge and skills in an athletic training setting. Responsibilities reflect an introductory level of cognitive, psychomotor and affective skills.

Cannot be taken concurrently with participation in varsity or club sport. Prerequisites: Permission of instructor. *Fall*.

PE 384 CLINICAL ATHLETIC TRAINING II

2 credits

A supervised clinical experience designed to provide an opportunity for students to apply previously learned knowledge and skills in an athletic training setting. Responsibilities reflect an intermediate level of cognitive, psychomotor, and affective skills. Cannot be taken concurrently with participation in varsity or club sport. Prerequisites: PE 340, PE 383, and PE major/Athletic Training option or permission of instructor. *Spring*.

PE 400 BIOMECHANICS

3 credits

Review of basic mechanical principles related to human movement. Application of these principles to everyday skills and to Physical Education activities. Prerequisite: PE 200, PE 201, or permission of instructor. *Fall*.

PE 440 EVALUATION OF THE UPPER EXTREMITY AND SPINE

Analysis of the inflammatory process and implications for treatment of sports injuries and the identification of signs, symptoms and pathology of common sports injuries of the upper extremity and spine. The evaluation process including history, observation, palpation, range of motion, joint stability, muscle function and special tests. Lecture and labs. Prerequisites: PE 341, PE 384, and PE Athletic Training option, or permission of instructor. *Spring*.

PE 441 PHARMACOLOGY AND PATHOLOGY FOR ATHLETIC TRAINERS

Provides knowledge of pharmacology application in athletic training including pharmacokinetics, indications and contraindications for pharmacological agents used in the treatment of sports injuries. Provides knowledge and skills in the identification of etiology, signs and symptoms, treatment alternatives and assessment for general medical conditions with applications for athletic trainers. Prerequisites: PE 440, PE 483, and PE Athletic Training option, or permission of instructor. *Spring*.

PE 443 ADMINISTRATION OF ATHLETIC TRAINING

Introduction to the managerial tasks and administrative issues regarding athletic training including successful management skills, staffing, financial resource management, information management, athletic injury insurance, legal considerations, employment techniques and the formal interview process. Information on current sports medicine policies for national athletic governing organizations. Prerequisites: PE 440, PE 483, and PE Athletic Training option, or permission of instructor. *Spring*.

PE 460 EXPERIMENTAL DESIGN AND ANALYSIS FOR PHYSICAL EDUCATION

Introduction to practical methods and techniques for experimental design and analysis. Topics include simple distributions, correlation, regression, basic statistical tests (both parametric and nonparametric), analysis of variance through factorial analysis, and analysis of frequencies. Prerequisite: PE major or permission of instructor. *Fall, Spring.*

PE 475 STUDENT TEACHING: ELEMENTARY

6 credits

Full-time placement in an elementary physical education setting. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Teacher Education Office. *Fall, Spring.*

PE 476 STUDENT TEACHING: SECONDARY

6 credits

Full-time placement in a secondary physical education setting. Supervision provided by college supervisor and field-based professional toward mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Teacher Education Office. *Fall, Spring.*

PE 477 STUDENT TEACHING SEMINAR

Issues faced by physical education professionals in schools including but not limited to school policies and procedures, behavior management, record keeping, assessing student performance, student equity, collaboration, technology, advocacy, professional development, licensure, job search, interview skills. Corequisites: PE 475 and PE 476. *Fall, Spring.*

PE 483 CLINICAL ATHLETIC TRAINING III

Supervised clinical experience that provides students with an opportunity to demonstrate their ability to problem solve, employ critical thinking skills and integrate previously learned knowledge and skills. Responsibilities reflect an advanced level of cognitive, psychomotor and affective skills. Cannot be taken concurrently with participation in varsity or club sport. Prerequisites: PE 341, PE 342, PE, 384 and PE Athletic Training option, or permission of instructor. *Fall.*

PE 484 CLINICAL ATHLETIC TRAINING IV

A supervised clinical experience designed to provide the student with an opportunity to demonstrate analytical decision-making and refine clinical application of previously learned knowledge and skills. Responsibilities reflect an advanced, accomplished level of cognitive, psychomotor and affective skills. Cannot be taken concurrently with participation in varsity or club sport.

Prerequisites: PE 341, PE 342, PE 440, PE 483, and PE Athletic Training option, or permission of instructor. *Spring.*

PE 490 ADVANCED SPECIAL TOPICS

1-6 credits

Study of a selected topic in Physical Education at an advanced level. May be repeated as topics change. Prerequisite: PE major or permission of instructor. *Fall, Spring.*

PE 493 ATHLETIC TRAINING EXTERNSHIP

6 credits

An intensive clinical experience at an off campus site providing students with an opportunity to demonstrate analytical decision-making and refine clinical application of knowledge and skills. Includes exposure to diverse allied health settings. Cannot be taken concurrently with participation in varsity or club sport. Prerequisite: Permission of instructor. *Fall, Spring.*

PE 494 ATHLETIC TRAINING PRACTICUM

2 credits

A supervised experience designed to provide the advanced student with an intensive experience in rehabilitation of sports injuries. Provides the pre-professional student an opportunity to refine and demonstrate decision-making skills in the application of theory to practical situations. Cannot be taken concurrently with participation in varsity or club sport. Prerequisites: PE 341, PE 342, PE 343, PE 440, PE 484, and PE Athletic Training option, or permission of instructor. *Fall, Spring.*

PE 495 SEMINAR

1-6 credits

Small group discussion of problems and issues in Physical Education. May be repeated as seminar topics change. Prerequisite: PE major or permission of instructor. *Spring.*

PE 498 INDEPENDENT STUDY

1-6 credits

Advanced independent study. The student completes a written research project under supervision of a PE faculty member who, in consultation with the dean of Professional and Graduate Studies, determines the credit value. May be repeated for a total of 6 credits. Prerequisites: PE major and permission of instructor. *Fall, Spring.*

Physics

IIPHYS 210 HISTORY OF SCIENCE

The history and philosophy of science (astronomy, chemistry, geology, physics, and evolution) from its origins in Ancient

Greece through Rome, the Middle Ages, the Islamic period, and the Renaissance to the Scientific Revolution of the 17th century to modern times, including plate tectonics, relativity, quantum physics and cosmology. Prerequisites: ITW101 and IQL101 or equivalent. *Fall*.

INPHYS 100 INQUIRY INTO PHYSICS

Introduction to physics using a hands-on inquiry approach in which the student becomes the scientist with the goal of understanding the basic concepts of physics. Topics include mechanics, energy, sound, light, heat, electricity, and modern physics. Emphasizes development of a scientific worldview and includes quantitative reasoning. *Fall, Spring*.

INPHYS 141 COLLEGE PHYSICS I

Algebra-based introduction to Newtonian mechanics. Emphasis on conceptual understanding and problem-solving; motion, forces, Newton's laws applied to both linear and rotational situations, momentum, energy, and conservation laws. Knowledge of algebra and trigonometry are expected. A math competency assessment is administered. Includes two-hour laboratory. *Fall, Spring*.

INPHYS 241 UNIVERSITY PHYSICS I

The first semester of a two-semester calculus-based sequence for science and technology majors. Emphasized are kinematics, forces, both static and dynamic, energy and momentum, gravitation and fluids, thermal physics, and thermodynamics. Includes a two-hour laboratory. *Spring*.

PHYS 105 MUSICAL ACOUSTICS

A survey of physical mechanisms for the production of sound in musical instruments; sound waves and the acoustical environment; loudness, pitch, quality, scales, and harmony; sound perception, reproduction, and synthesis. A quantitative and qualitative lecture-lab approach, including analysis of waveforms with interfaced computers. Math competency through algebra is expected. *Occasionally*.

PHYS 142 COLLEGE PHYSICS II

Continuation of PHYS 141 with the extension of basic concepts to include fluids, vibrations and waves, thermal physics, thermodynamics, electrostatics, electrical circuits and magnetism, and geometrical and physical optics. Includes two-hour laboratory. Prerequisite: IHPHYS 141. *Spring*.

PHYS 201 PHENOMENAL SCIENCE

A hands-on, minds-on inquiry-based exploration of the basic physical principles that underlie our observations and experiences in the everyday world. Topics include motion, forces, energy, fluids, sound, heat, light, electricity, magnetism, and

the atom. Emphasis is on science education and is ideal for preservice teachers. Prerequisite: A course in Quantitative Literacy or the equivalent, or permission of instructor. *Spring*.

PHYS 242 UNIVERSITY PHYSICS II

A continuation of PHYS 241 that treats rotational dynamics and angular momentum, oscillations and waves such as sound, geometrical and physical optics, electrostatics, electric circuits, and magnetism. Includes a two-hour laboratory. Prerequisite: Grade C or higher in PHYS 241 or permission of instructor. *Fall*.

PHYS 260 ELECTRONICS

Instrumentation, DC and AC circuitry, signals and noise, filters, amplifiers, transducers, and solid-state components. Digital concepts and applications, including coding, gating and counting, and logic circuitry. Includes three-hour lab. Prerequisite: PHYS 142 or PHYS 242. *Alternate years*.

PHYS 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

PHYS 330 THERMODYNAMICS

Temperature and the zeroth law, heat, work and energy, the three laws of thermodynamics, and applications. Emphasis is on entropy and its applications: the thermodynamic potentials, aspects of kinetic theory, and Maxwell-Boltzmann statistics. Prerequisites: Grade C or higher in PHYS 242 or permission of instructor. *Alternate years*.

PHYS 339 CLASSICAL MECHANICS

Analytical treatment of Newton's laws in kinematics and dynamics, oscillations, non-inertial reference systems, gravitation and central forces, mechanics, and motion of rigid bodies. Lagrangian mechanics. Prerequisite: Grade C or higher in PHYS 242 or permission of instructor. *Alternate years*.

PHYS 342 MODERN PHYSICS

A lab-lecture format with laboratory exercises to complement such topics as special and general relativity, the historical overview of atomic and nuclear physics, wave-particle duality, the one-dimensional Schrödinger equation and applications, nuclear structure, radioactivity and nuclear reactions, fission and fusion, elementary particles, and the Standard Model. Prerequisite: Grade C or higher in PHYS 242, or permission of the instructor. *Alternate years*.

PHYS 371 PHYSICS LABORATORY PRACTICUM*2 credits*

Guided by a mentor, the student receives instruction and practice in the behind-the-scenes operation of a physics laboratory course. Equipment set-up, grading, and safety are emphasized. Construction of a new laboratory exercise is required. Ideal for preservice teachers. Prerequisite: Permission of instructor. *Fall, Spring.*

PHYS 375-376 ADVANCED LABORATORY I, II*2 credits each*

Two semesters of lab experience beyond the introductory level with emphasis upon greater depth, sophistication, precision, creativity, use of analytical skills, and exposure to more technologically advanced apparatus than that previously encountered. Often involves computer data acquisition and analysis. Each course meets five hours a week. Prerequisite: Grade C or higher in PHYS 242 and permission of instructor. *As needed.*

PHYS 440 ELECTRICITY AND MAGNETISM

Vector analysis, Coulomb's law, the electric field, Gauss's law, the Poisson and Laplace equations, properties of dielectrics, electric current, Ampere's law, electromagnetic induction, and Maxwell's equations. Prerequisites: Grade C or higher in PHYS 242 and MATH 361 or permission of the instructor. *As needed.*

PHYS 490 ADVANCED SPECIAL TOPICS*1-4 credits*

Study of selected topics not covered adequately in other Physics courses. Includes the study of experimental techniques and results, as well as various theoretical models. Prerequisites: Grade C or higher in PHYS 242 and permission of instructor. *Fall, Spring.*

PHYS 498 INDEPENDENT STUDY*1-4 credits*

Individualized, directed study in an area of Physics or to a depth not normally available within the curriculum. The student initiates a research project or takes part in ongoing research under supervision of a faculty investigator. May be repeated for a total of 4 credits. Prerequisite: Permission of instructor. *Fall, Spring.*

Political Science

ISPOSC 101 WHAT IS POLITICS?

An introduction to the study of politics and an overview of the content areas of political science. The course will include a variety of developmental skills, including writing, oral presentation, and use of scholarly sources and information technol-

ogy. Junior- and senior-status students require permission of instructor. *Fall, Spring.*

ISPOSC 210 UNITED STATES POLITICS

Survey of U.S. politics at the federal level. Emphasis is on the context and development of the Constitution and the evolution of political institutions, such as Congress, the presidency, and the courts. Other topics include political economy, media, public opinion, parties, elections, interest groups, and social movements. *Fall.*

ISPOSC 211 STATE AND LOCAL POLITICS

The role of power and institutions in the states and their government subdivisions. Comparative state and local cultures, federalism, revenues and expenditures, and contemporary problems. *Spring.*

ISPOSC 218 UNDERSTANDING U.S. POLITICS THROUGH LITERATURE AND FILM

Survey of important concepts in U.S. politics that can be studied through such media as documentaries, films, and novels. *Occasionally.*

ISPOSC 220 GLOBAL POLITICS

International politics in the era of globalization. International security frameworks, the global political economy, and critical agendas. *Spring.*

ISPOSC 223 COMPARATIVE ANALYSIS OF GOVERNMENT

Introduction to the organization and practice of government in representative nations and states. Primary emphasis is on the context and evolution of political traditions, institutions, and behavior. Secondary emphasis is on the methods of comparative analysis. *Spring.*

ISPOSC 228 UNDERSTANDING GLOBAL POLITICS THROUGH LITERATURE AND FILM

Survey of important concepts in global politics that can be studied through such media as documentaries, films, and novels. The course treats important political questions and provocative theories about the international environment, hegemony, the international monetary regime, and the use of war. *Occasionally.*

ISPOSC 230 FOUNDATIONS OF POLITICAL THOUGHT

Introduction to the political philosophies that framed political action and governance in the West between the Classical Era and the end of the 17th century. Students learn the political contributions of Greek, Roman, Church, Reformation, and Enlightenment thinkers. Students also learn how to ask, answer, and assess philosophical questions about political power.

ISPOSC 238 UNDERSTANDING POLITICAL THOUGHT THROUGH LITERATURE AND FILM

Survey of important concepts in political thought that can be studied through such media as documentaries, films, and novels. The course treats important political questions and provocative theories about power and the people who are served and neglected by government. *Occasionally.*

ISPOSC 215 PUBLIC ADMINISTRATION

Local government planning and administration techniques emphasizing field study and observation of local public institutions at work. Consideration of public/private partnership and conflict. *Spring, odd years.*

POSC 290 SPECIAL TOPICS

1-4 credits

Study of a selected topic in Political Science. May be repeated as topic changes. Prerequisite: ISPOSC 238 or permission of instructor.

POSC 294 COOPERATIVE EDUCATION

1-4 credits

Introductory work-learning experience related to career interests, for which compensation may be received. Positions arranged by students with sponsorship, approval, and evaluation by full-time faculty. Elective credit only (normally 120 hours per credit) for a total of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail.

POSC 301 WRITING AND RESEARCH

Emphasizes the background study and the writing tasks that are intrinsic to applied public policy analysis and scholarly analysis. Students will complete a thoroughly researched and carefully revised analytical study that will be an exemplary demonstration of their research and writing skills. Prerequisite: One course in Political Science at the 200 level or higher. *Fall.*

POSC 310 PARTICIPATION AND DEMOCRACY IN AMERICA

An examination of American elections and voting, assessing the quality of modern democracy. Theories about participatory democracy will be analyzed and used to evaluate alternative forms of citizen action proposed or practiced in America. Class experience will include some form of active participation or observation in the political arena. Prerequisite: ISPOSC 210 or ISPOSC 211, or permission of instructor. *Fall, even years.*

POSC 312 PUBLIC POLICY ANALYSIS

Emphasis is on the study of public policy and the profession of policy analysis. Central to the course will be an understanding

of three main ideological approaches to policy problems and the ability to see these approaches enacted in real-life cases. Application of popular models of how policy is made and to understand the role of institutions and actors in policy. Prerequisite: ISPOSC 210 or permission of instructor. *Spring, even years.*

POSC 315 ENVIRONMENTAL POLICY

Critical discussion of specific environmental policies broken into two categories: policies dealing with pollution and public health and policies dealing with land management and the public realm. Includes a brief history and discussion of policy theory applied to the environment. Prerequisite: ISPOSC 210 or permission of instructor. *Spring, odd years.*

POSC 316 CONSTITUTIONAL LAW

The Constitution as interpreted by the U.S. Supreme Court, nature and origins of judicial review, battles over strict and loose construction and judicial activism, recent cases in political and civil rights, economic regulation, and distribution and scope of government powers. Prerequisite: ISPOSC 210, ISPOSC 220, or ISPOSC 223, or permission of instructor. *Fall, even years.*

POSC 321 U.S. FOREIGN POLICY AND GLOBALIZATION

Analysis of foreign policy formation in the United States as it interacts with the international system, and investigation of the major role of the United States in shaping the ideology and institutions of the international monetary regime. Includes historical setting and contemporary policies and problems. Prerequisite: ISPOSC 210, ISPOSC 220, or ISPOSC 223, or permission of instructor. *Fall, odd years.*

POSC 322 GLOBAL POLITICAL ECONOMY

Investigation of the interrelationships between political and economic interests, institutions and processes that form an international monetary regime, and the political resources determining the relative power of global actors to affect the allocation of scarce resources on the planet. Prerequisite: ISPOSC 210, ISPOSC 220, or ISPOSC 223, or permission of instructor. *Fall, even years.*

POSC 323 ADVANCED COMPARATIVE GOVERNMENT

Focuses on key concepts and techniques of comparative analysis, and provides an opportunity to conduct original comparative research on polities of interest to the student. Prerequisite: ISPOSC 223 is strongly recommended but not required. *Fall, odd years.*

POSC 324 CONFLICT MANAGEMENT

Analysis of social conflict and assessment of alternative processes for resolving disputes at macro and micro levels of conflict, including the workplace and diplomacy. Students will engage

in simulations and contract negotiation to become familiar with conflict management. Prerequisite: ISPOSC 210, ISPOSC 220, or ISPOSC 223, or permission of instructor. *Fall, even years.*

POSC 334 MODERN POLITICAL THOUGHT

Critical study of political philosophies that have explained and critiqued political action and governance since the 17th century. Students integrate knowledge of foundational political thought with modern political thought. ISPOSC 230 is strongly recommended, but is not required. *Spring, even years.*

POSC 401 KEYSTONE IN POLITICAL SCIENCE

Advanced study and writing about politics that integrates the individual student's previous work in political analysis through the scholarly study of a topic that the student and instructor jointly select. Prerequisites: 16 credits in Political Science or permission of instructor. *Occasionally (Fall and Spring, starting 2009).*

POSC 496 PRACTICUM

3 or 6 credits

Application of a political science background to the practical affairs and activities of a political organization or institution as a participant observer. Prerequisites: At least 12 credits in Political Science major, 2.5 cumulative GPA in major, and permission of instructor.

POSC 498 INDEPENDENT STUDY

1-4 credits

Intensive study of an issue, problem, or topic. May be repeated for a total of 4 credits. Prerequisite: Permission of instructor.

Psychology

ISPSYC 100 TOPICS IN PSYCHOLOGY

An exploration of topical psychological issues for non-majors. Topics vary in sub-areas of psychology such as biological, social, cognitive, developmental, and clinical psychology. May be repeated for credit as topics change. *Fall, Spring.*

PSYC 101 GENERAL PSYCHOLOGY

Surveys the major topics involved in an understanding of the behavior of humans and animals. *Fall, Spring.*

PSYC 221 SOCIAL PSYCHOLOGY

Human thought, feeling, and behavior in the social environment. Topics include the perception of people and social situations, aggression and altruism, competition and cooperation, love and friendship, communication and persuasion, attitudes and atti-

tude change, social influence, and group dynamics. Prerequisite: PSYC 101 or permission of instructor. *Fall, Spring.*

PSYC 242 PERSONALITY

Systematic study of the major theories and scientific assumptions endemic to the development, structure, and functions of human personality. Exploration of the methodological and research dimensions of this inquiry will be a central component of this course. Consideration of the roles of multiculturalism in theory development will also be examined. Prerequisite: PSYC 101 or permission of instructor. *Fall, Spring.*

PSYC 251 PSYCHOLOGICAL STATISTICS

An introduction to descriptive and inferential statistics used in psychological research. Topics include measures of central tendency, variability, and correlation, as well as probability, sampling, hypothesis testing, and analysis of variance. Prerequisite: May not be taken for credit by students who have completed MATH 141. *Fall, Spring.*

PSYC 252 RESEARCH METHODS IN PSYCHOLOGY

Methodologies of psychological research will be explored. Students will learn to conduct, evaluate, and interpret experiments within various subareas of psychology. Prerequisite: Formal admission to the major in Psychology. *Fall, Spring.*

PSYC 253 BRAIN AND BEHAVIOR

This course examines how the central and peripheral nervous systems as well as the endocrine system relate to human and animal behavior. Prerequisites: PSYC 101 or permission of instructor. One Biology course recommended. *Fall, Spring.*

PSYC 290 PSYCHOLOGY TOPICS

1-4 credits

Exploration and analysis of elementary topics in psychology. Prerequisite: Permission of instructor. *Occasionally.*

PSYC 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Prerequisite: Permission of instructor. May be repeated. *Fall, Spring.*

PSYC 311 CHILD AND ADOLESCENT PSYCHOLOGY

The study of child and adolescent psychology focusing on current research in cognitive, physical, social, and emotional development. Prerequisite: PSYC 101. *Fall, Spring.*

PSYC 314 ADULTHOOD AND AGING

A psychological analysis of human development from post-adolescence to death. Topics include sexuality, self-image, family

and work relationships, independence, power, developmental experiences, multicultural issues, emotional and physical health, and aging. Prerequisites: PSYC 101 and junior standing, or permission of instructor. *Spring*.

PSYC 321 CULTURE AND PSYCHOLOGY

The study of issues at the intersection of culture and psychology. Topics may include the learning of culture, the impact of culture on behavior, conflict and cooperation across cultural boundaries, and social processes in multicultural communities. Prerequisite: PSYC 101. *Fall*.

PSYC 332 ETHOLOGY

Investigates the behavior of animal species to provide a broader frame of reference for evaluating human behavior. Prerequisite: PSYC 101 or permission of instructor. *Fall*.

PSYC 340 PSYCHOLOGICAL TESTING

Introductory theory and practice of psychological assessment. Examination of varied approaches to assessment and experiences with select test types. Prerequisites: PSYC 101, PSYC 251, or MATH 141 and junior standing, or permission of the instructor. *Fall*.

PSYC 345 ABNORMAL PSYCHOLOGY

An introduction to the systematic study of theories of ideology, signs, and treatment of psychopathology with an emphasis on prevention, and the social and cultural forces that influence views of abnormality. Prerequisites: PSYC 242 and junior standing, or permission of instructor. *Fall, Spring*.

PSYC 355 PSYCHOLOGY OF LEARNING

Analysis of contemporary theories and research on learning. Integration of behavioral, cognitive, and ecological perspectives. Prerequisites: PSYC 101 and junior standing, or permission of instructor. *Spring*.

PSYC 357 COGNITIVE PROCESSES

An investigation of the continuum of cognitive activities from perception to memory and thought processes. Traditional, neo-behaviorist, information processing, and computer model approaches to understanding cognition are considered. Prerequisites: PSYC 101 and junior standing, or permission of instructor. *Fall*.

PSYC 382 HISTORY OF PSYCHOLOGY

Exploration of the development of modern psychology through an examination of influential figures, events, and ideas from the mid-19th century to the present. Prerequisites: PSYC 101 and junior standing, or permission of the instructor. *Fall, Spring*.

PSYC 425 PSYCHOLOGY OF WOMEN

Exploration of current and historical understandings of the psychology of women. Includes psychoanalytic, biological, and social explanations of women's psychology and development and critical examination of research on gender differences and similarities. Prerequisite: Junior standing and ITW 101, or permission of instructor. *Fall*.

PSYC 444 COUNSELING

Exposes students to counseling techniques and corresponding theoretical frameworks to cultural, ethical, and psychological issues that are confronted by counselors, and to an examination of students' interests and aptitudes as they relate to the counseling profession. Prerequisites: PSYC 242, PSYC 345, and junior standing, or permission of instructor. *Fall, Spring*.

PSYC 447 CLINICAL PSYCHOLOGY

Introduction to the spectrum of subdisciplines within clinical psychology. Topics include clinical theory and research, assessment procedures, ethical decision making, and risk assessment. Prerequisites: PSYC 345 and junior standing, or permission of instructor. *Fall, Spring*.

PSYC 451 MOTIVATION

Examines factors that direct human behavior, with emphasis on the influence of physiological changes and learning on motivation. Prerequisites: PSYC 253 and senior standing, or permission of instructor.

PSYC 453 SENSATION AND PERCEPTION

An examination of contemporary theories and research on how the brain makes sense of all the sensory inputs it receives to produce the rich perceptual world we experience. Prerequisites: PSYC 252 and PSYC 253. *Spring, odd years*.

PSYC 470 PRACTICUM

1-8 credits

Field experience focused on the ethical application of psychological theory and data in an organization or service setting under faculty and agency supervision. The readings, work assignments, supervisory sessions, and written product are determined by the student, the faculty, and the agency prior to the practicum. Prerequisites: junior standing and permission of instructor. May be repeated to a total of 8 credits. *Fall, Spring*.

PSYC 490 ADVANCED SPECIAL TOPICS

1-4 credits

Exploration and analysis of advanced topics in Psychology. Prerequisite: Permission of instructor.

PSYC 495 SEMINAR

Capstone experience that refines basic skills and concepts through an exploration of specific themes in psychological literature. Course work emphasizes analysis, synthesis, organization and oral communication. Students lead classroom discussions; active participation is essential. Prerequisites: Senior psychology major or permission of instructor. *Fall, Spring.*

PSYC 496 HONORS SEMINAR

1 credit

Research seminar for participants in the Psychology Honors Program. Prerequisite: admission to Psychology Honors Program. Graded pass/fail. Must be repeated to qualify for psychology honors. *Fall, Spring.*

PSYC 498 INDEPENDENT STUDY

1-4 credits

Individual study or research in selected topics in Psychology under direction of a faculty member. May be repeated. Prerequisite: Permission of instructor.

PSYC 499 HONORS RESEARCH

Independent topical research for participants in the Psychology Honors Program. Prerequisite: Admission to Psychology Honors Program. Graded Pass/Fail. Must be repeated to qualify for psychology honors. *Fall, Spring.*

PSYC 698 GRADUATE INDEPENDENT/DIRECTED STUDY

1-4 credits

Individual study or research in selected topics in Psychology under direction of a faculty member. Prerequisites: Graduate standing and permission of instructor. May be repeated for a total of 8 credits.

Safety Studies

SAFE 101 SAFETY AWARENESS

Students study the impact of accidents and develop strategies to eliminate or mitigate accident outcomes through education and awareness. Students identify factors associated with activities at school, home and work that result in accidents. By applying this knowledge people can make informed decisions leading to minimum risk and maximum success. *Fall, Spring.*

SAFE 200 SAFETY INTERNSHIP

2-8 credits

Career related work-learning experience. Placements arranged, supervised, and evaluated by Safety faculty. Elective credit only (cannot be applied to credits in the major; maximum coop

credits 16 hours per degree program). Minimum 12 weeks per semester required (120 hours, 2 credits; 240 hours, 4 credits; 360 hours, 6 credits; 480 hours, 8 credits). Prerequisites: 16 SAFE credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

SAFE 202 OCCUPATIONAL SAFETY

The application of scientific and engineering principles to the analysis of processes, equipment, products, facilities and environments in order to optimize safety and health effectiveness. Topics include legislative overview, problem identification, control concepts, and basic engineering principles, including a review of basic geometry and mathematical calculations and conversion factors. *Fall, Spring.*

SAFE 203 FIRE AND HAZMAT RESPONSE

An overview of the National Fire Protection Association Codes that apply to occupational exposures. The safe handling, storage, and use of hazardous materials for industrial, commercial, transportation, and public service operations are covered in detail. Fire and accident prevention measures, training, regulatory requirements, emergency procedures and response are studied. Prerequisites: Safety Studies majors or minors only, or permission of instructor. *Fall, Spring.*

SAFE 204 HUMAN FACTORS IN SAFETY

This course will provide students with the understanding of the importance of ergonomic design and evaluation of workplaces and the work environment. To enable the student to understand physiological, psychological stresses, human capabilities and limitations and their importance in designing work spaces, processes, tool, equipment and product. Prerequisites: Safety Studies majors or minors only, or permission of instructor. *Fall, Spring.*

SAFE 205 BEHAVIORAL BASED SAFETY

Research reveals that behavioral based safety is the most effective method of reducing work place injuries. This course focuses on the science of identifying at risk workplace behaviors, how employees can meaningfully participate, how to measure, evaluate and report performance. Prerequisites: Safety Studies majors or minors only, or permission of the instructor. *Fall, Spring.*

SAFE 222 INTRODUCTION TO TRAFFIC SAFETY

3 credits

Elements that compose driving and the highway transportation system. Emphasis is on human performance, traffic engineering, and related research. For educators and those whose responsibilities include motor fleet safety. Due to the extensive content, students can expect considerable out of class assignments. Additional driving time will be scheduled with the instructor.

Prerequisites: State of N.H. Driver Education Teacher Certification requires driver license possession for five consecutive years, high school diploma or GED, valid operator's license and acceptable driving record.

SAFE 290 SPECIAL TOPICS IN SAFETY

1-4 credits

Study of a selected topic in the Safety Studies program. May be repeated as topics change. Prerequisites vary as topics change. *Fall, Spring.*

SAFE 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, in Safety, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

SAFE 301 LOSS PREVENTION

A dual approach to Safety examining both the proactive strategies of anticipation, recognition and control of hazards to prevent accidents and the remedial strategies of accident investigation to acquaint students with investigative techniques, active data acquisition, hazard classification systems and loss causation modeling to prevent the reoccurrence of accidents. Prerequisites: SAFE 101, SAFE 202, Safety Studies majors or minors only, or permission of the instructor.

SAFE 302 LAW AND ETHICS IN SAFETY

This course will provide an introduction to federal and state regulatory authorities governing safety in industry and the environmental impacts of industrial activity. Ethical dilemmas, management challenges and professional responsibilities will be discussed, as will the liability and the legal ramifications of accidents. Prerequisites: SAFE 101, SAFE 202, Safety Studies majors or minors only, or permission of instructor. *Fall, Spring.*

SAFE 303 SAFETY AND HEALTH STANDARDS

Compliance with OSHA in the workplace, including rights and responsibilities under OSHA, inspections, citations, appeals, and record keeping. The course will also cover the more frequently referenced standards in general industry. Prerequisite: SAFE 202 or permission of instructor. *Fall, Spring.*

SAFE 304 ENVIRONMENTAL REGULATION

This course explores the environmental regulations of importance to the health and safety professional. An overview of major environmental statutes is provided. Examples of environmental impact and challenges to environmental and public health protection will be covered. Federal/state regulatory requirements

and future trends will be examined. Prerequisite: One course in Chemistry or permission of the instructor.

SAFE 305 HEALTH HAZARD IDENTIFICATION

This course reviews health hazards in industry and their effects on humans. Students study hazards involved with stressors at work, with an emphasis on the principles of occupational toxicology. Each student develops a semester synopsis, which summarizes key learning as compared to course objectives and programmatic competencies. Prerequisites: Electronic Portfolio, SAFE 101, SAFE 202, one course in Chemistry, Safety Studies majors or minors only, or permission of the instructor.

SAFE 333 DRIVER EDUCATION METHODS

3 credits

Professional preparation to meet the traffic and safety needs of schools and communities. Focus on methods of classroom and laboratory teaching. State and national standards are recommended for teaching driver and traffic safety education. (Includes laboratory experience.) Students can expect considerable out of class assignments. Prerequisite: State of N.H. Driver Education Teacher Certification requires driver license possession for five consecutive years, high school diploma or GED, valid operator's license and acceptable driving record, access to Internet and e-mail, and successful completion of Introduction to Traffic Safety.

SAFE 400 ADVANCED SAFETY INTERNSHIP

1-8 credits

Sequential work-learning experience related to career interests. Compensation may be received. Placements arranged, supervised, and evaluated by full-time Safety faculty. Open-elective credit only (does not apply to elective credits in the major; maximum coop credits 12 hours per degree program). See KSC catalog for credits per hours worked. Prerequisites: Declaration of major, junior standing 32 credit hours in the major, 2.5 cumulative GPA, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

SAFE 401 INDUSTRIAL HYGIENE

This course will familiarize students with the various techniques and procedures involved in the practice of the profession of Industrial Hygiene. Laboratory exercises will illustrate the equipment and methodologies commonly used by Industrial Hygienists in the recognition and control of occupational health hazards in today's workplace. Prerequisites: SAFE 303, SAFE 305, one course in Chemistry, and Safety Studies majors only. *Fall, Spring.*

SAFE 402 CRITICAL INCIDENT RESPONSE

The emergency planning process includes planning, preparing, responding and recovering from an emergency. This course will introduce the key activities in the emergency planning process

such as; vulnerability analysis, incident command, and asset protection. Prerequisites: SAFE 303, Safety Studies majors or minors only or permission of instructor. *Fall, Spring.*

SAFE 444 IN-VEHICLE DRIVER ED METHODS

2 credits

Examines methods for delivering a sequential in-vehicle phase of a driver education program to novice drivers. Includes program organization, route and lesson design, instructional delivery, and assessment of behind-the-wheel lessons in a dual controlled vehicle. Requires in-vehicle demonstrations by staff and students. Students can expect considerable out of class assignments. Prerequisites: State of N.H. Driver Education Teacher Certification requires driver license possession for five consecutive years, high school diploma or GED, valid operator's license and acceptable driving record, and successful completion of Introduction to Classroom Safety and Classroom Methods for Teaching Driver Education.

SAFE 490 SPECIAL TOPICS IN SAFETY

1-4 credits

Study of a selected topic in the Safety program at an advanced level. May be repeated as topics change. Prerequisites vary as topics change. *Fall, Spring.*

SAFE 491 HONORS RESEARCH

4-8 credits

Participation in ongoing programmatic research in the Safety Honors Program. Prerequisite: admission to the Safety Honors Program. Graded Pass/Fail. May be repeated for a total of 8 credits.

SAFE 495 SAFETY SEMINAR

1-4 credits

Group discussion of problems and issues in Occupational Safety and Health. May be repeated as topics change. Prerequisites vary as topics change. *Fall, Spring.*

SAFE 497 INNOVATIVE SAFETY LEADERSHIP

Instructional and administrative aspects of comprehensive safety programs. Emphasizes the application of knowledge and skills through classroom and field experiences. Analysis of personal and environmental safety factors. Recommended for educators and people in safety-related fields. Prerequisites: SAFE 101, SAFE 202, SAFE 302, SAFE 303, SAFE 305, one course in Chemistry, (104 credit hours earned) and signature of department chair. *Fall, Spring.*

SAFE 498 INDEPENDENT STUDY

1-4 credits

Advanced independent study of various aspects of safety through independent reading, writing, laboratory work, or field inves-

tigation. Requires a written report. Prerequisite: Permission of instructor. May be repeated to a total of 4 credits.

SAFE 597 SAFETY AND HEALTH RESEARCH

Participation in post-baccalaureate, programmatic research projects in Safety under the direction of a faculty member. Prerequisites: Permission of the Post-Baccalaureate Program Committee. Prerequisites may change with course subject. May be repeated for a total of 8 credits.

SAFE 697 ADVANCED SAFETY AND HEALTH RESEARCH

Participation in post-baccalaureate, programmatic research projects in Safety under the direction of a faculty member. This course will provide advancing research opportunities for motivated undergraduate students or continuing professionals. Prerequisites: Permission of the Post-Baccalaureate Program Committee. Prerequisites may change with course subject. May be repeated for a total of 8 credits.

Social Science

SOSC 101 GLOBAL STUDIES I

Application of social science concepts and perspectives to the study of world or global history in premodern times to approximately 1600. *Fall.*

SOSC 301 GLOBAL STUDIES II

Application of social science concepts and perspectives to the study of world or global history in modern times (1600) to the present. Prerequisite: SOSC 101.

SOSC 495 SENIOR SEMINAR

Capstone course with an interdisciplinary theme selected by the instructor that requires active analysis of causes, manifestations, and consequences of complex social phenomena. A major independent project is required. Prerequisite: senior Social Science major or permission of the instructor.

Sociology

ISSOC 225 SOCIAL PROBLEMS

A study of selected social problems using a sociological lens. Problems may include alcoholism and drug addiction, crime, divorce, poverty, gender inequality, race relations, and others. *Fall, Spring.*

ISSOC 260 POPULAR CULTURE

This course focuses on dominant ideas or ideologies of inequality and how they are perpetuated (or not) in mass media and popular culture products such as TV shows, movies, songs, websites, games, and the like. *Spring.*

SOC 101 INTRODUCTORY SOCIOLOGY

Introduces basic concepts, theories, and methods of sociology, which is the systematic study of society, culture, social institutions, organizations, and groups. Develops a sociological perspective on social issues, problems, and events. Provides an overview of major subfields in sociology. *Fall, Spring.*

SOC 190 KEY TOPICS IN SOCIOLOGY

Selected topics in sociology. A total of four credits may count toward the major or minor. Course may be repeated as topics change. *Occasionally.*

SOC 203 SOCIOLOGY PROSEMINAR

2 credits

This course enhances student preparation for the major and a career in sociology and related professions through examination of professional research and writing, discussion of career and workplace issues, and exploration of graduate opportunities and other professional development. Prerequisites: SOC 101 and Sociology major. *Fall, Spring.*

SOC 225 SOCIAL PROBLEMS

A study of selected social problems using a sociological lens. Problems may include alcoholism and drug addiction, crime, divorce, poverty, gender inequality, race relations, and others. Prerequisite: SOC 101 or permission of instructor.

SOC 234 INTRODUCTION TO SOCIAL WORK

An overview of the ethics, philosophy, and methods of the field of social work. Attention will be paid to social problems encountered in central social institutions and community resources available to address these social problems. Prerequisites: SOC 101 and SOC 225 or permission of instructor. *Fall, Spring.*

SOC 260 POPULAR CULTURE

This course focuses on dominant ideas/ideologies of inequality and how they are perpetuated (or not) in mass media and popular culture products such as TV shows, movies, songs, web sites, games, and the like. Prerequisite: SOC 101. *Fall, Spring.*

SOC 270 URBAN SOCIETY

Analysis of urban structure and ecology. Emphasis is on personality and socialization patterns in large urban communities and consideration of the problems that stem from increasing urbanization in American society and across the globe. Prerequisite: SOC 101 or permission of instructor. *Occasionally.*

SOC 277 SOCIOLOGY OF EDUCATION

This course examines education from a sociological perspective. Evaluates research and theories of schooling, learning, and education, both formal and informal. Analyzes schools, colleges, and universities as organizations. Compares practices and policies around the world. Prerequisite: SOC 101 or permission of instructor. *Occasionally.*

SOC 290 TOPICS IN SOCIOLOGY

Selected topics in sociology. May be repeated as topics change. Total of 8 credits. Prerequisite: SOC 101. *Occasionally.*

SOC 301 SOCIOLOGICAL RESEARCH METHODS

Methodologies and types of research commonly used in sociology. Focus on the research process, including the research problem and techniques of data gathering. Design and use of the interview, questionnaire, and case study approaches to sociological analysis. Three-hour lecture, one-hour lab. Prerequisite: SOC 101. *Fall, Spring.*

SOC 303 SOCIOLOGICAL QUANTITATIVE ANALYSIS

Embeds statistical techniques in the sociological research process. Application of statistical techniques to test sociological hypotheses, assess social theories, and draw conclusions about sociological problems from statistical data. Review of descriptive/inferential statistics and instruction of statistical software. Three-hour lecture, one-hour lab. Prerequisite: SOC 301. *Fall, Spring.*

SOC 305 SOCIOLOGICAL THEORY

The assumptions, orientations, and applications used by both classical and contemporary schools of sociological thought in explaining social phenomena. Prerequisite: SOC 203. *Fall, Spring.*

SOC 320 WOMEN, GENDER, AND SOCIETY

A sociological, global, and theoretical approach to the study of women and gender. Emphasis on the social construction of sex and gender. Also analyzes gender inequality and its connections with different forms of oppression over time. Prerequisite: SOC 101 or permission of instructor. *Occasionally.*

SOC 325 ETHNIC RELATIONS

This course applies sociological theories of ethnicity to the study of past and current ethnic relations across the globe. Emphasizes sociological research on status of ethnic groups in the broader society and in specific social institutions. Prerequisite: SOC 101 or permission of instructor. *Fall, even years.*

SOC 326 SOCIOLOGY OF THE HOLOCAUST

Analyzes the Holocaust from a comparative, sociological perspective, applying relevant theories and concepts. Emphasis is on social and cultural forces that led to the Holocaust, including

stereotyping, discrimination, anti-Semitism, institutional changes, and social/political indifference. Prerequisite: SOC 101, HOLO 252, or HIST 252. Cross-listed as HOLO 326. *Fall, odd years.*

SOC 327 SOCIOLOGY OF GENOCIDE

Focusing on genocide after the Holocaust, this course evaluates theoretical debates on what constitutes genocide and why genocide takes place. It also comparatively analyzes genocide that has occurred in different nation-states from a sociological perspective. Prerequisite: SOC 101. *Spring, even years.*

SOC 335 PRACTICUM IN SOCIOLOGY

This course provides an opportunity for students to use sociological learning in a community setting for 8-10 hours each week. Students may select from among applied research, human services, or other social change settings. Prerequisites: SOC 301 and permission of instructor. *Fall, Spring.*

SOC 340 CRIMINOLOGY

Analysis of criminal behavior from the functional and social problem points of view. Examination of theories and procedures in prevention and treatment, including history and theories of punishment. Prerequisite: SOC 101 or permission of instructor. *Spring.*

SOC 345 SOCIOLOGY OF FAMILIES

This course examines various family forms, with primary emphasis on U.S. families. Includes the history and functions of families, theoretical and methodological approaches to studying families, intimate relationships, parenting and socialization of children, and family disruption. Prerequisite: SOC 101 or permission of instructor. *Spring.*

SOC 350 SOCIOLOGY OF GLOBALIZATION

Examines major sociological trends relating to globalization, giving special attention to topics such as development theory, consumerism, opposing viewpoints on the benefits of globalization, and consequences of globalization for economics, culture, technology, politics, and other institutions. Prerequisite: SOC 101. *Fall, odd years.*

SOC 361 JUVENILE DELINQUENCY

A study of cultural influences defining the juvenile justice system. The structure of the juvenile court, choices for intervention, methods for measuring juvenile crime, and comparisons between juvenile and the adult justice systems are discussed. Prerequisite: SOC 101 or permission of instructor. *Spring, odd years.*

SOC 363 CORRECTIONS

A sociological overview of the correctional process as a function of the criminal justice system, with an emphasis on the social,

political, and economic influences on the correctional process. Topics to be examined include the impact of race, class, and gender on the correctional system, the uses and effectiveness of institutional placements, intermediate sanctions, and community-based programming. *Fall.*

SOC 375 COMMUNITY STUDIES

Students in this service-learning course develop their research and professional skills while doing research for a local nonprofit or public agency. Specific activities may include one or more of the following: developing a research design, writing a grant proposal, analyzing data, and conducting a needs assessment or program evaluation. Prerequisite: SOC 301, PSYC 252, or permission of instructor. *Fall, Spring.*

SOC 380 ENVIRONMENTAL SOCIOLOGY

Introduces students to the sociological analysis of human systems as they relate to the natural environment around the world. Topics include population, food energy, sustainable development, environmental justice, the environmental movement, international environmental conflicts, and globalization. Prerequisite: SOC 101. *Fall, even years.*

SOC 390 STUDIES IN SOCIOLOGY

Intensive study of selected topics in sociology. May be repeated as topics change to a maximum of 8 credits. Prerequisite: SOC 101. *Occasionally.*

SOC 425 TOPICS IN ETHNIC RELATIONS

This seminar provides an in-depth analysis of one ethnic group in the United States. Ethnic groups analyzed on a rotating basis are African, Native, Latino, or Asian Americans. Emphasizes the culture and social status of the group. Also studies sociological issues confronting the group. Prerequisite: SOC 305 or permission of instructor. Recommended: SOC 325. *Occasionally.*

SOC 450 MIND, SELF, AND SOCIETY

This seminar discusses major theories, problems, and findings concerning the relationship between the individual and society. Topics include consciousness and the construction of meaning, self-concept, and social identity; socialization and interaction; and group behavior and group membership. Prerequisite: SOC 305. *Occasionally.*

SOC 455 THE BODY AND SEXUALITY IN SOCIETY

Seminar introduces students to social benefits and practices related to the human body with a focus on gender and sexuality. Topics include socialization, cultural constructions of masculinity and femininity, body image, aging bodies, sexual harassment, rape, pornography and sex work, and new reproductive technologies. Prerequisite: SOC 305 or permission of instructor. *Occasionally.*

SOC 460 SEMINAR IN POPULAR CULTURE

Seminar with an in-depth investigation and analysis of one major form of popular culture (e.g., movies, sport, fiction), or the in-depth examination of a socialized identity (e.g., social class, race, gender) in several forms of popular culture. Prerequisite: SOC 305 or permission of instructor. *Occasionally.*

SOC 461 WHITE-COLLAR CRIME

This seminar focuses on occupational, corporate, and government crime viewed using a sociological lens. This course will explore the causes, consequences, and criminal justice system response to white-collar crime. Prerequisites: SOC 305 and SOC 340, or permission of instructor. *Occasionally.*

SOC 472 SOCIOLOGY OF HEALTH AND MEDICINE

Seminar examining the contributions of sociological theory and research to understanding the social effects on health, illness, health care, the institution of medicine, and health policy. While the United States is a primary focus, global issues are included. Prerequisite: SOC 305 or permission of instructor. *Occasionally.*

SOC 475 SOCIAL STRATIFICATION

This seminar examines how the unequal distribution of wealth, power, and prestige among individuals and groups affects life chances. Emphasizes class, race, gender, and occupational divisions in the contemporary United States with some attention to global inequality. Prerequisite: SOC 305. *Occasionally.*

SOC 480 POLITICAL SOCIOLOGY

Seminar acquaints students with sociological approaches to the study of politics in world context. Attention is given to aspects of political culture, political theory, the media, international politics, political participation, social movements, political economy, and globalization. Prerequisite: SOC 305 or permission of instructor. *Occasionally.*

SOC 490 ADVANCED SPECIAL TOPICS IN SOCIOLOGY

Advanced study of selected topics in sociology. May be repeated as topics change to a maximum of 8 credits. Prerequisite: SOC 101. *Occasionally.*

SOC 494 COOPERATIVE EDUCATION

1-4 credits

Work-learning experience for Sociology majors. Placement arranged by student, and approved, supervised, and evaluated by faculty member. Student spends 3-4 hours each week in work setting for each credit earned. Compensation possible. Does not count toward the major. May be repeated to a maximum of 4 credits. Graded Pass/Fail. Prerequisite: Permission of instructor. *Fall, Spring.*

SOC 498 INDEPENDENT STUDY

1-4 credits

Advanced independent study of a sociology/anthropology area not normally available in the curriculum. Requires written report. Prerequisite: written permission of the instructor. May be repeated to a total of 4 credits. *Fall, Spring.*

Spanish

IHSP 101 ELEMENTARY SPANISH I

Introduction to basic skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring the contemporary Spanish-speaking world. For students with little or no prior knowledge of Spanish.

IHSP 102 ELEMENTARY SPANISH II

Development of skills to communicate about personal and everyday topics, including informal conversations with native speakers, finding and reading information in newspapers and Internet sites, and exploring contemporary issues in the Spanish-speaking world. Students should have prior knowledge of basic Spanish.

IHSP 200 INTERMEDIATE READINGS IN SPANISH

Selected readings in Spanish from literary texts, scholarly journals, magazines, newspapers, and websites. Class discussions are mainly in English. This course meets the Arts and Humanities language requirement and does not count for the Spanish major. Students should have an elementary knowledge of Spanish. *Fall, Spring.*

IHSP 201 INTERMEDIATE SPANISH I

Development of skills to converse with native speakers, explore contemporary issues in the Spanish-speaking world, narrate events in present and past tenses, and to read newspapers, websites, and short fiction with a dictionary. Students should have prior knowledge of elementary Spanish.

SP 100 BASIC SPANISH LANGUAGE AND CULTURE

Introduction to basic Spanish, Spanish history, and Spanish contemporary culture. The course makes extensive use of multimedia resources to include: interactive language programs, video, and the Internet. Does not satisfy the Arts and Humanities language requirement. *Fall, Spring, Summer.*

SP 190 ELEMENTARY SPECIAL TOPICS IN SPANISH

Study of selected topics in Spanish. May be repeated as topics change. *Occasionally.*

SP 202 INTERMEDIATE SPANISH II

Continuation of the development of the four basic language skills. *Fall, Spring.*

SP 290 INTERMEDIATE SPECIAL TOPICS

Study of selected topics in Spanish. May be repeated as topics change. *Occasionally.*

SP 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

SP 303 INTRODUCTION TO SPANISH LITERATURE

Study of various critical approaches to Spanish literature; conducted in Spanish. Prerequisite: SP 202 or permission of instructor. *Fall.*

SP 315 CONVERSATION IN SPANISH

The vocabulary of spoken Spanish and guided practice to increase oral proficiency. Prerequisite: SP 202 or permission of instructor. *Fall.*

SP 316 COMPOSITION IN SPANISH

Study and practice of Spanish writing styles for various purposes: journals, letters, essays, and creative pieces. Prerequisite: SP 315 or permission of instructor. *Spring.*

SP 325 INTRODUCTION TO SPANISH LITERATURE

Study of various critical approaches to Spanish literature. Conducted in Spanish. Prerequisite: SP 315 and SP316 or permission of instructor.

SP 330 LATINOS IN THE U.S.

The cultural backgrounds and literary contributions of Chicanos, Puerto Ricans, and Cubans. Readings in Spanish and English; class discussion in Spanish. Prerequisite: SP 202 or permission of instructor. *Fall.*

SP 350 STUDY IN SPAIN OR LATIN AMERICA

Maximum of 18 credits per semester.

Study in a College-approved program. May be used to meet the Arts and Humanities language requirement. Students must meet with Modern Languages faculty for preapproval of their program of study and for an exit interview upon their return. *Fall, Spring.*

SP 405 CONTEMPORARY SPANISH USAGE

Advanced study of syntax, semantics, and lexicon based on

actual usage in the contemporary Hispanic world. Prerequisite: SP 315 or equivalent. *Occasionally.*

SP 410 ADVANCED SPANISH GRAMMAR

A study of contemporary Spanish grammar, and a treatment of the typical pitfalls for nonnative users of Spanish. Prerequisite: SP 405, or permission of instructor. *Occasionally.*

SP 495 SEMINAR

The capstone experience for Spanish majors. Topics based on needs and interests of the group. Prerequisites: SP 405 and senior status. *Spring.*

SP 498 INDEPENDENT STUDY

1-4 credits

Intensive study of some aspect of Spanish language, literature, or culture adapted to the student's needs. May be repeated to a total of 8 credits. Prerequisite: permission of instructor.

Special Education

EDSP 202 DEVELOPMENT, EXCEPTIONALITY, AND LEARNING

Study of typical and atypical cognitive, language, physical, and social/emotional development; the roles of general and special educators in the education of all students; the special education process; and collaborative approaches to team planning for inclusive school environments. Prerequisite: Admission to Teacher Education or Admission to Physical Education Teacher Certification option. *Fall, Spring, Summer.*

EDSP 333 SECONDARY SPECIAL EDUCATION ISSUES

2 credits

An examination of the roles and responsibilities of the secondary content teacher in the context of the special education process. Focus on inclusive teaching practices, social and academic supports, collaborative challenges, and current issues for teachers of individuals with disabilities. Corequisite or prerequisite: EDUC 331. *Fall, Spring.*

SPED 290 SPECIAL TOPICS

1-4 credits

Exploration and analysis of special topics in Special Education.

SPED 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation

with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

SPED 301 CONTEXT FOR TEACHING STUDENTS WITH SPECIAL NEEDS

An examination of the special education process, characteristics of students with learning differences, and implications for assessment, instruction, and curriculum development. Prerequisites: Admission to Teacher Education, for students in programs other than teacher preparation, permission of instructor. *Fall, Spring.*

SPED 401 INSTRUCTION AND CURRICULUM DESIGN IN SPECIAL EDUCATION

Focus on designing curriculum and selecting instructional strategies to address student learning profiles and transition needs. Adaptations to the regular education curriculum and alternative teaching approaches in K-12 settings are addressed. Prerequisite: SPED 301 or permission of instructor. *Fall, Spring.*

SPED 420 ASSESSMENT IN SPECIAL EDUCATION

Procedures used to identify and assess student learning and behavior needs. Includes analyzing observational data as well as student performance on standardized, criterion-referenced, and curriculum-based assessments. Corequisite: SPED 430 or SPED 439. Prerequisite: SPED 401 or permission of instructor. *Fall, Spring.*

SPED 430 METHODS AND PRACTICUM: ELEMENTARY

6 credits

Development of skills in observing, evaluating, planning, instructing, managing, and collaborating with parents and teachers in an elementary school setting. Corequisite: SPED 420. Prerequisites: SPED 301 and ESEC 387. *Fall, Spring.*

SPED 439 METHODS AND PRACTICUM: SECONDARY

6 credits

Development of skills in observing, evaluating, planning, instructing, managing, and collaborating with parents and teachers in a middle and secondary school settings. Corequisite: SPED 420. Prerequisites: SPED 301 and ESEC 387. *Fall, Spring.*

SPED 460 STUDENT TEACHING

12 credits

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional towards mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Teacher Education. *Fall, Spring.*

SPED 465 STUDENT TEACHING

6 credits

Full-time placement in educational setting(s) appropriate to intended certification. Supervision provided by college supervisor and field-based professional towards mastery of principles, attitudes, and techniques for successful teaching. Graded Pass/Fail. Prerequisite: Permission of Teacher Education. *Fall, Spring.*

SPED 490 ADVANCED SPECIAL TOPICS

1-4 credits

Exploration and analysis of special topics in Special Education. *Fall, Spring, Summer.*

SPED 495 SEMINAR

1-4 credits

Group study of the problems in educating exceptional children and the techniques and procedures by which comprehensive educational care can be provided. Research related to the development of Special Education programs. *Fall, Spring, Summer.*

SPED 498 INDEPENDENT STUDY

1-4 credits

Intensive study of an educational problem encountered in a school or community. May be repeated for a total of 8 credits. *Fall, Spring, Summer.*

SPED 520 ASSESSMENT AND EVALUATION FOR SPECIAL EDUCATORS

Focuses on the theory and practice of assessment for general special education educators at the post-baccalaureate level. Includes procedures to identify and assess student learning and behavior needs and outcomes. Informal and formal strategies including standardized tests, observational tools, and curriculum/criterion referenced tests. Corequisite: SPED 560. Prerequisites: SPED 301 and SPED 401, or permission of instructor. *Fall.*

SPED 525 TRANSITION PLANNING AND PROGRAMMING

Examination of the transition from secondary school environments to after-school activities for youth with disabilities relative to career development and self-determination. Critical components include legal foundations, functional assessment, access to career and technical education, employment, postsecondary training, and independent living. Prerequisite: Admission to Teacher Education or permission of instructor. *Spring.*

SPED 560 INTERNSHIP IN SPECIAL EDUCATION I

6 credits

This post-baccalaureate internship is the first half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills in a K-12 school

setting. Interns receive support from a college supervisor and mentor/cooperating teacher to meet identified special education program competencies. Corequisite: SPED 520. Prerequisites: SPED 301 and SPED 401. *Fall.*

SPED 565 INTERNSHIP IN SPECIAL EDUCATION II

6 or 12 credits

This post-baccalaureate internship is the second half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills in a K-12 school setting. Interns receive support from a college supervisor and mentor/cooperating teacher to meet identified special education program competencies. Corequisite: SPED 525. Prerequisite: SPED 560. *Spring.*

Technology Studies

TDS 101 MANUFACTURING PROCESSES

A study of the processes by which consumer and industrial products are made. Emphasis on process advantages and limitations, safety, environmental impact, and financial concerns in process selection and decision-making. Lectures and demonstrations. Two-hour lecture, three-hour lab. *Fall, Spring.*

TDS 110 ELECTRICITY AND ELECTRONICS FUNDAMENTALS

An introductory course which examines topics from magnetism and electricity to electronics and microcomputers. A hands-on, experiential learning environment is used to stimulate creativity and understanding of the importance of electronics in today's society. Recommended for all majors. Two-hour lecture, three-hour lab. *Fall.*

TDS 121 DRAFTING AND DESIGN FUNDAMENTALS

An introduction to graphic language for students with little or no previous experience with drafting or CAD. Freehand sketching, instrumental expression, and the use of computer-assisted drafting are explored. Two-hour lecture, three-hour lab. *Fall, Spring.*

TDS 152 PRODUCT DESIGN I

This course is the first of a four-course sequence. It will emulate the product design and development process from start to finish. Topics include initial product ideas, quality control, prototype fabrication and testing. Two-hour lecture, three-hour lab. *Fall.*

TDS 153 MACHINE TOOL PROCESSES

Deals with the processes involved with machining metal. Shop safety, proper use of hand and measuring tools, as well as the use of machine tools are covered. Two-hour lecture, three-hour lab. *Spring.*

TDS 160 INTRODUCTION TO POWER AND ENERGY

Development of concepts and skills related to mechanical, fluid, electrical, and thermal systems. Includes an overview of energy sources and conversion processes. Two-hour lecture, two-hour lab. *Spring.*

TDS 170 INTRODUCTION TO WOODWORKING TECHNOLOGY

Focus on woodworking systems in mass production application and one-of-a-kind manufacturing. Emphasis on problem solving and creativity in laboratory activities. Function, maintenance, safety, and use of tools, machinery, and materials included as supportive theory. Two-hour lecture, three-hour lab. *Fall, Spring.*

TDS 228 COMPUTER-AIDED DRAFTING

Utilizes the computer to generate visual representations of objects. Includes familiarization with standard drafting techniques and practices, as well as various applications of CAD software. Three-hour lecture, lab by arrangement. *Fall, Spring.*

TDS 252 PRODUCT DESIGN II

This course is the continuation of Product Design I and emulates the product design and development process from start to finish. Projects of increasing complexity are undertaken. Topics include initial product ideas, quality control, prototype fabrication and testing. Two-hour lecture, three-hour lab. Prerequisites: TDS 152 or permission of instructor. *Spring.*

TDS 253 MATERIALS OF MANUFACTURING

Fundamental properties of a wide range of materials, emphasizing microstructure and physical testing. Two-hour lecture, three-hour lab. *Fall, alternate years.*

TDS 270 WOODWORKING PROCESSES

The design, production, and finishing of furniture, cabinets, and millwork. The historical development of cabinetry, as well as contemporary material and processes are covered. Exploration of advanced woodworking processes in the laboratory. Two-hour lecture, three-hour lab. Prerequisite: TDS 170. *Spring.*

TDS 290 SPECIAL TOPICS

1-4 credits

Study of a selected topic in the Technology, Design and Safety Department. May be repeated as topics change. Prerequisites vary with topics. *Fall, Spring.*

TDS 294 COOPERATIVE EDUCATION

1-4 credits

Introductory work-learning experience related to career interests, for which compensation may be received. Positions arranged and by students with sponsorship, approval and evaluation by

full-time faculty. Elective credit only (normally 120 hours/credit) to maximum of 12 credits per degree program. Prerequisites: 24 total credits earned, 2.0 cumulative GPA, and permission of instructor. Graded Pass/Fail. *Fall, Spring.*

TDS 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. Consent is required from the instructor who will supervise the independent study. May be repeated for a total of 4 credits.

TDS 328 THREE-DIMENSIONAL CAD

Includes wire-frame modeling, surface modeling, shadowing, external referencing, and customizing software. Two-hour lecture, three-hour lab. Prerequisite: TDS 228. *Spring.*

TDS 352 PRODUCT DESIGN III

This course is the third in the Product Design series. Specific design projects are undertaken which require an advanced knowledge of computer-aided Design/Manufacturing. Topics include initial product design, product specifications, prototype fabrication, and evaluation. Two-hour lecture, three-hour lab. Prerequisite: TDS 252 or permission of instructor. *Fall.*

TDS 400 MANUFACTURING ENTERPRISE

Organization and implementation of a student-managed industrial enterprise, including a general overview of economic systems and corporate structure. Emphasizes laboratory covering design, production and distribution of marketable consumer products. Two-hour lecture, three-hour lab. Prerequisite: Junior standing or above. *Fall.*

TDS 452 PRODUCT DESIGN IV

The capstone course for the Product Design series. Students will work on individual projects using advanced computer-aided Design/Manufacturing methodologies. Topics include project selection, development of solutions to design problems, and product fabrication. Two-hour lecture, three-hour lab. Prerequisite: TDS 352 or permission of instructor. *Spring.*

TDS 490 ADVANCED SPECIAL TOPICS

1-4 credits

Study of a selected topic in the Technology, Design and Safety Department at an advanced level. May be repeated as topics change. Prerequisites vary with topics. *Fall, Spring.*

TDS 494 ADVANCED COOPERATIVE EDUCATION

1-4 credits

Sequential work-learning experience for which compensation may be received. Positions arranged by students with sponsor-

ship, approval and evaluation by full-time faculty. Elective credit only (normally 120/hours credit) to maximum of 12 credits per program. Prerequisites: TDS 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail. *Fall, Spring.*

TDS 495 SEMINAR

1-4 credits

Small-group discussion of problems and issues in Technology, Design, and Safety. May be repeated as topics change. *Fall, Spring.*

TDS 498 INDEPENDENT STUDY

1-4 credits

Advanced independent study of various fields of Technology, Design, and Safety through independent reading, writing, laboratory work, or field investigation. Requires a written report. Prerequisite: Permission of instructor. May be repeated for a total of 4 credits. *Fall, Spring.*

Theatre and Dance

IATAD 100 THEATRE: THE ART OF IMAGINATION

We humans have an elemental need for make-believe. This course explores the use of imagination in the creation of theatrical events using hands-on creative projects and traditional lecture/discussion. Topics include historical and global perspectives, acting, designing, directing, and playwriting. Attendance at specific Redfern Arts Center productions is mandatory. *Fall, Spring.*

IATAD 102 ACTING: IDENTITY IN A DIVERSE SOCIETY

This experiential course explores how acting helps identify and understand the issues and perceptions that formulate personal identity and cultural diversity. Includes play/text analysis, exploration of identity and diversity through acting, and research into the issues and ideas that inform the dramatic point-of-view. *Fall, Spring.*

IATAD 113 DANCE AS A WAY OF KNOWING

This experiential dance course addresses issues of identity, culture, and ethics through personal movement exploration and analysis of master works from turning points in modern dance history. Includes dance technique, composition, and research methods from the field of performance studies. *Fall, Spring.*

TAD 101 ACTING I

A foundation course leading to a greater understanding and appreciation of the actor's art and craft. Emphasis is on the development of the actor's tools, and identification and exploration of given circumstances and intentions. *Fall, Spring.*

TAD 112 MODERN DANCE/COMPOSITION I

An introduction to modern dance, designed to enable students to experientially understand and appreciate this art form, its discipline and its creativity. Includes basic modern dance technique and movement principles, modern dance history, and fundamentals of dance composition. *Fall, Spring.*

TAD 121 INTRODUCTION TO TECHNICAL THEATRE

2 credits

Practical training in the following areas of technical theatre: tools and materials, scenic construction, lighting, stage facilities, and safety. Corequisite TAD 123, *Fall.*

TAD 123 THEATRE LABORATORY I

1 credit

Production training in theatre. Students are assigned to either the costume shop or the scene shop. Projects are assigned according to theatre department production needs. Projects may cover such areas as: scenic construction, painting, lighting, rigging, sound, props, costume construction, and accessories. Corequisite: TAD 121. *Fall.*

TAD 124 THEATRE LABORATORY II

1 credit

Production training in theatre. Students are assigned to either the costume shop or the scene shop. Projects are assigned according to theatre department production needs. Projects may cover such areas as: scenic construction, painting, lighting, rigging, sound, props, costume construction, and accessories. Prerequisite: TAD 123, may be repeated for credit as topic changes. *Spring.*

TAD 131 THEATRE: HISTORY/LITERATURE I

The history and literature of Western theatre examined from Ancient Greece to French Neo-Classicism and the English Restoration. Exploring the great dramatic works and learning the context in which they were written through lectures, readings, videotapes, research papers, and discussion. *Spring.*

TAD 132 THEATRE: HISTORY/LITERATURE II

The history and literature of Western theatre examined from the 18th century to the present. Exploring the great dramatic works and learning the context in which they were written through lectures, readings, videotapes, research papers, and discussions. Prerequisite: TAD 131. *Fall.*

TAD 162 DESIGN FOR THE PERFORMING ARTS

The elements of design used in the creation of a theatrical event. Exploration of the fundamental design elements and practical application of design theory through visual projects. *Fall, Spring.*

TAD 205 THEATRE MOVEMENT

Theatre Movement is designed to increase an actor's physical, emotional, and spatial awareness. Emphasis is placed on understanding and developing movement potential as an individual and in physical interactions with others. *Spring.*

TAD 206 ACTING II

Building on the skills learned in Acting I, this course focuses on script analysis and its application to scene study. Through scene work, students explore the external stimuli that lead to specific acting choices. Auditioning for all KSC theatre productions required. Prerequisite: Acting I or permission of instructor. *Fall, Spring.*

TAD 212 MODERN DANCE/COMPOSITION II

A continuation in the study and experience of modern dance as an art form through the development of dance technique and further exploration of movement, composition, and performance principles. Includes modern dance technique, partnering and contact improvisation, and development of the choreographic craft. May be repeated once for credit. Prerequisite: TAD 211 or permission of instructor. *Fall, Spring.*

TAD 216 JAZZ DANCE

An introductory course in jazz dance with emphasis placed on rhythm manipulation, jazz movement vocabulary, and stylistic contrasts encompassed by jazz. Background in modern dance technique recommended. *Fall, Spring.*

TAD 217 BALLET/EXPERIENTIAL ANATOMY

A basic course in ballet technique. Emphasis is placed on anatomic and kinesthetic principles, experiential anatomy, and competency in the ballet vocabulary. Prerequisite: TAD 211 and Theatre and Dance major or minor, or by permission of instructor. *Spring.*

TAD 218 CREATIVE MOVEMENT EDUCATION

Theory and principles of movement in relation to child development, other aspects of education and the learning process. Exploration and discovery of one's own movement potential and creativity. Readings, observations, and peer teaching.

TAD 223 THEATRE TECHNOLOGY WORKSHOP

2 credits

Basic principles and techniques in a specific theatre craft, e.g., rigging, scenic painting, properties, lighting technology, or sound editing. May be repeated for credit as topics change.

TAD 224 THEATRICAL DESIGN STUDIO

2 credits

Basic principles and techniques in a specific design area of theatre, e.g., puppetry, mask making, properties design, makeup, or sound design. May be repeated for credit as topics change.

TAD 227 STAGE MANAGEMENT

Theory and practice of stage management. Students study the operation and organization of both professional and amateur theatrical production from concept through closing. Course work culminates in close management of a Directing Workshop production. Corequisite: TAD 298 Applied Performance. Prerequisite: TAD 121. *Spring, odd years.*

TAD 235 MODERN DANCE HISTORY

Historical survey of modern dance as an art form. Explores choreographers and their choreography from 1900 to the present through lectures, media presentations, readings, and discussion. *Fall, even years.*

TAD 265 RENDERING FOR THE THEATRE

A study of the major styles of architecture and clothing through the ages while exploring various media for rendering, including pencil, charcoal, pen and ink, watercolor, acrylic, and watercolor. *Fall, odd years.*

TAD 282 VOICE AND DICTION

Vocal production, use of the International Phonetic Alphabet for sound identification and articulation, and work in techniques of relaxation, alignment, breath and sound connection and centering, and resonance. Active participation required in warm-ups, articulation drills, memorization for presentations. *Fall.*

TAD 290 SPECIAL TOPICS

An exploration of areas not covered by the regular curriculum. Content depends on available faculty and resident artists. May be repeated for credit.

TAD 297 PRODUCTION PROCESS

1-4 credit

With the approval of the faculty member concerned, a student may earn credit for fulfilling a position of responsibility on a faculty-directed production. May be repeated for credit. *Fall, Spring.*

TAD 298 APPLIED PERFORMANCE

1-4 credit

This lecture/laboratory course in theatre or dance examines the performance process from audition through conceptual analysis, rehearsal, and ensemble development, to the critical stage experience. May be repeated for credit for a maximum of 6 credits. Prerequisite: Permission of instructor. *Fall, Spring.*

TAD 301 ACTING III

Advanced training in actor preparation and building a character, with emphasis on establishing character relationships. Audi-

tioning for all KSC theatre productions required. Prerequisite: TAD 206 or permission of instructor. *Fall*

TAD 302 ACTING IV

Advanced exploration of acting styles, periods and genres. Through research and performance students will identify the cultural influences that determine behavioral choices. Auditioning for all KSC theatre productions required. Prerequisite: TAD 301 and TAD 132 or permission of instructor. *Spring.*

TAD 303 DIRECTING I

An introduction to techniques for director's play analysis and director/actor, as well as director/designer communication. Emphasis will be on visualizing and re-imagining the play from the director's perspective and translating interpretive ideas into production. Culminates in a hands-on directing project for the ten-minute play festival. Prerequisites: TAD 131, TAD 132, TAD 201, and TAD 202. *Fall, odd years.*

TAD 304 DIRECTING II

A studio workshop for the preparation, rehearsal, performance, and evaluation of one-act plays. Emphasis on text analysis through identification of a content statement and metaphor, clarification of motivational units, moods and tempos, and effective collaboration with actors and designers. Prerequisites: TAD 303 or permission of the instructor. *Spring, odd years.*

TAD 311 MODERN DANCE/COMPOSITION III

Intensive work in movement principles, improvisation, and progressively more advanced dance technique. Creativity in movement invention and composition are emphasized and historically linked to the post-modern dance era. Includes performance critiques and text readings. May be repeated once for credit. Prerequisite: TAD 112, TAD 212, or permission of instructor. *Fall.*

TAD 312 MODERN DANCE/COMPOSITION IV

Intensive work in movement principles, body awareness, and progressively more advanced dance technique emphasizing recent developments in choreography and performance. May be repeated once for credit. Prerequisite: TAD 311 or permission of instructor. *Spring.*

TAD 318 RESEARCH IN CHOREOGRAPHY

Exploration of the craft of choreography through the application of compositional theories in dance. Studio exploration and research culminate in an end of term performance. Prerequisites: Two from TAD 212, TAD 216, TAD 235, TAD 311, TAD 312, or permission of instructor and concurrent enrollment in TAD 112, TAD 212, TAD 216, TAD 311, or TAD 411. May be repeated once for credit. *Fall.*

TAD 330 PLAYWRITING

The theory and technique of playwriting, culminating in the writing of a play. Students study the structure of action, character, and dialogue. Written assignments include preliminary exercises, rough drafts, rewrites, and final drafts. Prerequisites: TAD 131 and junior class standing, or permission of instructor. *Fall, odd years.*

TAD 361 SCENIC DESIGN

How a designer analyzes a script and works with the director to create a design. Students study techniques of rendering, sketching, model building, and drafting. Prerequisites: TAD 121, TAD 131, TAD 162, and TAD 265, or permission of instructor. *Spring, even years.*

TAD 362 LIGHTING DESIGN

The lighting designer's role in the creation of a stage design. Lighting principles, instrumentation, color theory, script analysis, and light plots. Prerequisites: TAD 121, TAD 131, and TAD 162, or permission of instructor. *Spring, odd years.*

TAD 363 COSTUME DESIGN

The role of the costume designer in the theatrical process. Students study basic costume history, principles of design, script analysis and rendering techniques. Prerequisites: TAD 121, TAD 131, and TAD 162, or permission of instructor. *Spring, odd years.*

TAD 411 MODERN DANCE/COMPOSITION V

Advanced work in modern dance technique and performance. Primary focus is to clarify and articulate technical ability as a means to help illustrate choreographic intention. Composition work emphasizes the use of choreographic collaboration reflecting themes in cultural issues, music analysis, or topics of contemporary concern. May be repeated once for credit. Prerequisites: TAD 311-312 or permission of instructor. *Fall.*

TAD 412 MODERN DANCE/COMPOSITION VI

This capstone course continues advanced work in modern dance through the investigation of the technique/performance interrelationship. Research and choreography explore original creative voice in preparation for professional dance and/or graduate school. May be repeated once for credit. Prerequisites: TAD 318 and 411 or permission of instructor. *Spring.*

TAD 490 ADVANCED SPECIAL TOPICS

An exploration of areas not covered by the regular curriculum.

Content and prerequisites depend on available faculty and resident artists. May be repeated for credit.

TAD 491 ACTING AND DIRECTING CAPSTONE

Planning, preparation, and performance of a capstone project for students of either the Acting Concentration or the Directing Concentration. Students will work with faculty to develop suitable advanced-level performance projects either in solo or group performance. Projects will be directed by directing students when appropriate. Prerequisite: Senior Class standing, TAD 302 and TAD 304.

TAD 493 DESIGN CAPSTONE

Capstone course in planning and preparation of personal presentation and professional portfolio. Students develop professional quality design or technical projects and ancillary documentation of their work. Prerequisite: TAD 121, TAD 132, TAD 162, TAD 265. *Spring.*

TAD 495 DANCE HISTORY SEMINAR

The course examines choreography as a creative and evolutionary process. By investigating the extension, revision, and revolution of artistic ideas, the students understand the interrelationship of art events and world events and contextualize the contemporary dance artists within western theatrical dance. Prerequisite: TAD 235 or permission of instructor. *Fall, odd years.*

TAD 496 DANCE EDUCATION INTERNSHIP I

2 credits

A practicum in developing curriculum and teaching dance in public and non-traditional school programs. The course content addresses standards and assessment in the New Hampshire Frameworks for Arts Curriculum. Prerequisite: Permission of instructor. *Fall.*

TAD 497 DANCE EDUCATION INTERNSHIP II

2 credits

A continued practicum in developing curriculum and teaching dance in public and nontraditional school programs. The course content addresses standards and assessment in the New Hampshire Frameworks for Arts Curriculum. Prerequisite: TAD 496. *Spring.*

TAD 498 INDEPENDENT STUDY

1-4 credits

Intensive study of an issue, problem, or topic related to theatre arts or dance. May be repeated. Prerequisites: Junior standing and permission of instructor. *Fall, Spring.*

Women's Studies

IIWS 101 INTRODUCTION TO WOMEN'S STUDIES

This course introduces students to key issues, questions, and debates in the interdisciplinary field of women's studies. Central to the course is a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality, and nationality intersect to constitute people's experiences. *Fall, Spring.*

IIWS 290 TOPICS IN WOMEN'S STUDIES

Concentrated study of a specific issue or theme from an interdisciplinary perspective. May be repeated for credit as topics change.

WS 298 INDEPENDENT STUDY

1-4 credits

An opportunity for a qualified student to develop and complete an innovative project under the supervision of a Women's Studies faculty member on a topic not currently offered. Proposals must be submitted to the Women's Studies Council by the student for review before the start of the course.

WS 301 FEMINIST THEORIES

This course investigates and interrogates key theoretical debates within the feminist movement and women's studies. Central to this course is the idea that understanding significant categories such as race, class, gender, sexuality, and nationality is an interpretive, theoretical, and political act. Prerequisite: IIWS101 *Fall, Spring.*

WS 495 CAPSTONE IN WOMEN'S STUDIES

In this capstone course for the Women's Studies minor, students will engage in a service-learning project dedicated to improving the lives of girls and women. Students will work with organizations and will draw on feminist theory to reflect upon and write about their experiences. Prerequisite: WS 301. *Spring.*

WS 498 INDEPENDENT STUDY

1-4 credits

Independent reading and writing on an approved topic under direction of a Women's Studies faculty member. May include field work. Prerequisites: WS 301 and permission of instructor. May be repeated for a total of 4 credits.

Academic Policies

Governance

The College Senate, the legislative body of the College, has jurisdiction over educational policy and programs. After appropriate administrative approval, the actions of the College Senate are subject to the approval of the University System of New Hampshire Board of Trustees.

Students' Responsibility

Students are responsible for being aware of and abiding by all College academic policies outlined in this catalog and in the Student Handbook. These include such things as Attendance Policy, Athletic Eligibility, Auditing, Schedule Adjustment/Withdrawal Policy, Course Retake Policy, Contract Course Work, Declaration of Major Policy, Grading System, Academic Standing, Academic Probation and Suspension, and Graduation Requirements.

Certain academic requirements must be met before a degree is granted. These requirements govern curricula and courses, majors and minors, and campus residence. Advisors, directors, and deans will help a student meet these requirements, but the student is responsible for fulfilling them. At the end of the student's course of study, the faculty and the Board of Trustees vote on conferring the degree. If requirements have not been satisfied, the degree will be withheld pending fulfillment.

Catalog Policy

Each new edition of the Keene State College Undergraduate and Graduate Catalog becomes effective at the opening of the fall semester following its publication.

To earn a degree or simultaneous degrees, including components such as a second major, specialization, or a minor, a student must complete all graduation require-

ments specified in the Keene State College Undergraduate and Graduate Catalog for the same academic year. The catalog to be used to determine graduation requirements may be no older than the academic year of official admission. Any student who leaves the College and who is subsequently readmitted to a degree program will be required to meet graduation requirements in effect for the semester of readmission.

Typically, students follow graduation requirements for the catalog in effect at the time of first enrollment as a degree student at Keene State College. A student may choose to follow graduation requirements from any subsequent catalog while matriculated. A student electing to change from one academic program (e.g., major) to another may retain his or her original catalog year provided it is possible for the student to complete the graduation requirements. If that is not possible, a student must select a more recent catalog to determine graduation requirements.

Enrollment Status

Course Load. The maximum credit load for matriculated undergraduate students is 20 credits. **Exceptions to this policy must be approved by the director of Academic Advising prior to registration for credit overloads.** A student requesting an exception must do so in writing, including the number of credits to be attempted, specific courses, rationale, and an unofficial copy of his or her academic transcript. Additional tuition will be charged for credit overloads.

Academic Year. Full- and part-time enrollment status for each fall and spring semester is determined according to the following table.

UNDERGRADUATE	
<i>Credits</i>	<i>Status</i>
12 or more	Full-time
9-11	3/4 time
6-8	Half-time
1-5	Less than half-time

Cooperative Education. A student participating in full-time or part-time cooperative education experience will be classified as a full-time or part-time student respectively if he or she meets the criteria described below. This classification by the Office of the Registrar will be solely for the purpose of establishing a student's status at the institution, not for payment of tuition. The student pays only for the number of credits for which he or she is registered.

Full-time student status is granted to a student working full-time (as defined by employer) for a minimum of 12 weeks during an academic semester in an approved cooperative education position. The student must also be registered simultaneously for 4 to 6 cooperative education credits at Keene State College. A student working part-time in a cooperative education position will be considered full-time by Keene State College if the total of cooperative education credits (maximum 3) and other course credits equals 12 or more credits during an academic semester. A student working part-time in a cooperative education position with fewer than 12 total credits during an academic semester will be considered to be a part-time student at Keene State College.

Summer Sessions. Full- and part-time enrollment status for each summer session is determined according to the following table. These summer criteria apply to academic status only and are different from regulated federal financial aid enrollment status criteria. See the Financial Aid Policies section of the Student Handbook.

UNDERGRADUATE	
<i>Credits</i>	<i>Status</i>
6 or more	Full-time
4-5	3/4 time
3	Half-time
1-2	Less than half-time

The maximum credit load for undergraduate students is 8 credits per session. Exceptions to this policy must be approved by the director of Continuing Education.

Graduate Students. Graduate student enrollment status is described in the "Advanced Study in Education" section of this catalog.

Class Status

Class status is determined according to total credits earned and recorded on the student's permanent academic record at Keene State College.

CLASS STATUS	
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 to completion

Attendance Policy

This policy emphasizes the correlation between attendance and academic achievement.

A student is expected to attend all class meetings of courses in which he or she is enrolled. Any form of attendance used by an individual professor as a criterion for evaluation must be specified in the course syllabus and presented to students during the first week of classes.

A student who misses in excess of three weeks of classes prior to the eleventh week of the semester (for any reason whatsoever) must withdraw from the course. The student must follow the regular withdrawal procedure. The faculty member may waive this policy at his or her discretion, but if the faculty member wishes to enforce the policy, he/she will inform the student in writing, who then must initiate the withdrawal. A student so notified who fails to withdraw from the course will be given an F for the course.

An instructor must take attendance in a course at the first class session. At the beginning of the first class session, the instructor may "give away" the seat that has been reserved for any student who has failed to attend the first class without an excused absence. The student whose reserved seat has been reassigned must formally withdraw from the course.

A student expecting to be absent from a class meeting that is a scheduled date for tests, projects, papers, or similar assignments must contact the instructor before the absence (if possible) to arrange for making up work that will be missed.

Make-up procedures apply only to excused absences, including those arising from an emergency. Excused absences include: adverse weather conditions, illness, accident, death in the family, occurrences deemed proper by the instructor, and approved activities. Approved activities include: field trips, scheduled athletic events, off-campus use of academic resources, and authorized special projects.

Make-up procedures for excused absences are determined with the individual instructor; they carry no penalty to the student unless he/she fails to comply with the arrangements agreed upon. Instructors are not obliged to provide make-ups for unexcused absences.

Any student who feels that an instructor has incorrectly handled a request for an excused absence has the right to appeal that decision to the appropriate divisional dean. The decision of the dean is final.

Religious Holidays. Students have the right to practice the religion of their choice. Each semester, students should submit to their instructors, by the end of the second week of classes, a written list of religious holidays whose observance will cause them to be absent from class. Students are expected to make up missed work. Faculty are expected to make reasonable attempts to accommodate students who are appropriately following this policy.

Athletic Eligibility

Keene State College is a member of Division III of the National Collegiate Athletic Association (NCAA) and its regional affiliate, the Eastern Collegiate Athletic Conference (ECAC), and the Little East Conference (LEC). Student athletes must meet all the eligibility requirements of the NCAA in order to participate in intercollegiate athletics.

NCAA eligibility includes, but is not limited to, these requirements:

- must be a full-time student, enrolled in at least 12 credits per semester and matriculated into a 4-year degree granting program
- must be accepted through the regular admissions process of the College
- must be in good academic standing as determined by the institution (see Academic Standing, p. 170)
- must have passed 24 credits applicable to a degree in the preceding two full-time semesters (summer sessions may be included) or must have passed an average of 12 credits applicable to a degree per full-time semester of attendance
- has 10 full-time semesters to complete four years of eligibility.
- Transfer students from two-year and four-year institutions must meet additional requirements. Contact the Athletic Department for more information.

At the beginning of each semester of competition, each participating student's academic record is reviewed by the Registrar, the Director of Athletics, and the NCAA faculty representative. Eligibility must be certified before a student competes; eligibility interpretations are governed by the NCAA.

Auditing

Under the audit policy, potential students are encouraged to enroll in courses that provide an opportunity for them to assess their capacity to do college-level work for credit or that enable them to explore a discipline of interest.

Students may register to audit a course on a "space available" basis. Class participation is determined by the instructor; the student does not have to take examinations and does not receive credit for the course. The audit fee is fifty percent of the tuition fee for lecture courses. For studio, computer programming, laboratory/field studies, or skill courses, the fee is 100 percent of the tuition fee.

Students admitted as auditors may not change their registrations to "credit" after the second week of classes; students registered for credit may not change to "audit" after the second week of classes.

Schedule Adjustment and Course Withdrawal Policy

Adding a Course. Students may add a course (without fee) beginning with the first day of the semester through the completion of classes on the seventh calendar day of the semester. Any course added during the one-week period requires the signature of the instructor on a Schedule Adjustment form. The signed form must be submitted to the Registrar's office prior to the end of the period.

In the case of a course scheduled to begin on a date other than the beginning of a semester, a student has the option of adding the course (without fee) any time from the start of the semester through the seventh calendar day after the course start date. The instructor's signature is required on a Schedule Adjustment form. The signed form must be submitted to the Registrar's office prior to the end of the seventh calendar day after the course start date.

Late Course Addition. Normally, courses are not added more than seven calendar days after the beginning of the course. Any course addition occurring more than seven calendar days after the beginning of the course requires the instructor's signature on a Schedule Adjustment form and payment of a fee. The signed form must be submitted to the Registrar's office.

Dropping a Course. Once students register for a course, they are responsible for dropping any course they decide not to attend or are required by policy to drop.

Students may drop a course (without fee) at any point prior to the first day of the semester through the completion of classes on the seventh calendar day of the semester. Students may drop a course by listing the course on a Schedule Adjustment form and submitting the form to the Registrar's office or dropping the course electronically using their MyKSC account. Any course dropped during this time period will not be recorded on a student's permanent academic record.

Students may drop a course (without fee) scheduled to begin on a date other than the beginning of a semester at any point prior to the first day of the semester through the seventh calendar day after the course start date using the

procedure specified in the preceding paragraph. Courses dropped during this time period will not be recorded on a student's permanent academic record.

Withdrawing from a Course. Students have the option of withdrawing from a course (without fee) from the end of the add/drop period through the end of the 11th week of classes in a semester. In order to understand the full impact of withdrawing from the course, students should communicate with the course instructor concerning their academic progress in the course, their academic advisor(s) or the Elliot Center and possibly Student Financial Services.

The signature of the course instructor or an individual designated by the department is required on a Schedule Adjustment form. The signed form must be submitted to the Registrar's Office prior to the end of the course withdrawal period. A "W" will be recorded on the student's permanent record. The "W" will not affect the student's grade point average.

After the 11th week, students will receive a letter grade from the course instructor that is included in the student's grade point average for each course in which they remain enrolled. The default grade for a student who has registered for a course that he or she did not attend will be a "W" if the course instructor verifies that the student did not attend the course. A grade of "XF" will be assigned to students who are registered for a course, did not attend, but did not drop or withdraw according to policy if the course instructor does not provide confirmation of non-attendance. A grade of "XF" may be changed to a "W" when the course instructor confirms that the student did not attend the course.

Students requesting a change of grade in a course they believe they have dropped or withdrawn from must initiate the request for change within one calendar year of the conclusion of the semester in question.

Course schedule adjustment and withdrawal regulations and timelines for sessions other than the traditional fall and spring semesters (e.g., summer sessions and quarter terms) are published in the Keene State College Academic Calendar or the appropriate bulletins pertaining to those sessions.

Course Retake Policy

Students have the option of retaking a course, not designated as repeatable, one time for the purpose of improving a grade if the original grade is “CD” or lower. Both grades received in the course will be entered on the transcript; but only the second grade, whether higher or lower, will be used in calculating the grade point average. Credit will be given only once. Any subsequent enrollment, for the purpose of meeting department requirements, may be allowed only at the discretion of the department and with the written permission of the department chairperson, which is submitted to the Registrar’s Office.

Courses transferred from accredited colleges or universities may also be used under the Course Retake Policy. For a course to be accepted, a grade of “C” or better must be attained. As is true for any course transferred into Keene State College, the grade is not entered on the transcript nor calculated as part of the grade point average. The original grade earned at Keene State College will no longer be factored into the grade point average, but it remains on the transcript.

Students taking advantage of the policy must register for the course, pay tuition, and complete and submit course substitution and course retake forms available in the Elliot Center.

The Course Retake Policy does not apply to courses taken for Graduate credit.

Course Repetition

Courses may be designated as repeatable by academic departments and programs. Departments and programs must state in course descriptions the maximum number of credits a student may receive or whether a student may receive unlimited credit. Departments and programs must also state whether the permission of the instructor is required. Prerequisites may be specified by departments and programs as topics change.

Declaration of a Major

Students declare a major by completing a form provided by their academic advisor or the Elliot Center and returning it to the Elliot Center. Students may declare a major any time after admission but must do so by the time they

have earned 60 credits. The Registrar will deny access to course selection for any student who has earned 60 semester hours and has not declared a major.

Dual Major

A dual major is defined as an academic program that includes one degree and a minimum of two majors (e.g., B.S. Management/Economics). A student earning a dual major must complete the Integrative Studies requirements specified by the degree (e.g., Bachelor of Science). Restrictions regarding the use of Integrative Studies-eligible courses required by the major(s) are waived. The student **must** complete all courses required by each major.

Students will be awarded only one bachelor’s degree (a B.A. or B.S.) at a single commencement ceremony. Exceptions to this policy are noted in the section “Earning a Second Undergraduate Degree” below. However, students may complete a dual major and the second major may be in a different degree program. Thus, students who complete the requirements for more than one major under a single degree may declare and be awarded the bachelor’s degree with a dual major (e.g., B.A. Psychology/Sociology). In cases where the majors are in different degree programs (B.A. and B.S.), students must indicate on their Intent to Graduate forms how the diploma should list the majors (e.g., B.S. Management/Psychology or B.A. Psychology/Management).

Earning a Second Undergraduate Degree

Consecutive Second Degree. A student who has completed one undergraduate degree may earn an additional undergraduate degree by completing the requirements for the second degree. The student completing a second degree must satisfy the Integrative Studies requirements for the second degree. Restrictions regarding the use of Integrative Studies-eligible courses required by the major(s) are waived.

Candidates for a second bachelor’s degree must apply through the regular admission process and complete a minimum of 24 credits beyond the first degree. Normally, work toward the second degree must be completed within six years of the time the applicant is officially admitted to the program. Credits used to satisfy the requirements of

one or more bachelor's degrees may not be used to satisfy the requirements of a graduate degree.

Simultaneous Second Degree. The conferring of two bachelor's degrees at the same commencement requires completion of a minimum of 144 credits (120 plus 24), including fulfillment of requirements for both degree programs. Restrictions regarding the use of Integrative Studies-eligible courses required by the major(s) are waived. The conferring of an associate and a bachelor's degree at the same commencement requires completion of all requirements for both degree programs. The same exception to Integrative Studies restrictions applies.

Grading System

Grades at Keene State College are recorded as A (4.0), AB (3.5), B (3.0), BC (2.5), C (2.0), CD (1.5), D (1.0), and F (0.0).

These courses are graded Pass/Fail (P/F):

- Music Workshop (MU 100)
- Student Teaching (EDUC 400, EDUC 405, SPED 460, SPED 465)
- Honors Seminar (PSYC 496)
- Honors Research (PSYC 499)
- Cooperative Education (294 and 494)
- Sport and Leisure Activities (PE 150-186)

Students who wish to change from credit-to-audit, audit-to-credit, or undergraduate-to-graduate status in a course must do so during the first two weeks of the semester.

An Incomplete ("I") may be given when there have been extenuating circumstances or illness. An "I" is not calculated into a student's quality point average, but becomes an "XF" if the course requirements are not completed by the end of the seventh week of the following semester, or, for students granted an academic leave of absence, by the end of the seventh week of the semester following the leave. The "XF" grade is calculated as an "F" in the student's cumulative G.P.A. Exceptions to the above stated procedure require approval of the appropriate divisional dean.

The grade In Progress ("IP") is given only for courses requiring more than one semester to complete. The Divisional Deans submit to the Registrar a list of courses in

their divisions for which an "IP" grade is appropriate. Any course for which an "IP" is awarded must be completed within one semester after the "IP" is given, at which time the "IP" will change to an "XF" if the work is not finished. Exceptions to the above stated procedure require approval of the appropriate Divisional Dean.

Grade Appeals

If a student believes that he/she has not been graded according to criteria contained in the course syllabus, or has been graded unfairly or inaccurately, the student should first consult with the course instructor about the course requirements and grading procedures.

If the student is still dissatisfied, he/she may file an appeal in writing to the instructor's Divisional Dean. The Divisional Dean will conduct whatever review is necessary to arrive at a resolution, including, if necessary, a meeting with the instructor and the student.

If the matter is not resolved at this level, the student may appeal in writing to the Vice President for Academic Affairs. If the Vice President for Academic Affairs determines that the matter cannot be otherwise resolved, he/she has the option of removing any record of the student's registration in the course from his/her transcript without penalty to the student.

Progress Reports

Faculty are encouraged to issue mid-semester progress reports to students in 100- and 200-level courses who are achieving academic excellence or who are achieving below the acceptable class standard.

Cumulative Grade Point Average (GPA)

The Cumulative Grade Point Average is determined (1) by multiplying the grade weight (A=4, AB=3.5, B=3, BC=2.5, C=2, CD=1.5, D=1, F=0) for the grade in each course times the number of credits the course carries, in order to determine the grade points for each course; (2) by adding all grade points earned; and (3) by dividing this total by the total number of credits for all courses in which grades have been earned. Grades earned at other institutions are not included in the calculation of the cumulative grade point average.

A semester quality point average may be calculated in the same way. For example, the semester quality point average for a student who received one A, three Bs, and one C in five three-credit courses during a given semester would be calculated as follows: 12 grade points for the one A (A=4 times 3 credits), 27 grade points for the three Bs (B=3 times 9 credits for three courses), and 6 grade points for the one C (C=2 times 3 credits), giving a total of 45 grade points. Dividing the total grade points (45) by 15 (5 courses times 3 credits each), yields a semester quality point average of 3.0.

Credits for each course for which a “P” is awarded are used to determine total credits earned by the student toward graduation, but the credits in such courses are not used in calculating grade point averages. Also, noncredit courses are not used in computations for grade point averages. When using the Course Retake Policy, repeated courses count only once and grade points are based on the last grade for the course.

Academic Standing

A matriculated student is required to maintain a cumulative grade point average (GPA) of 2.00 to be in good academic standing.

A minimum grade point average of 1.00 is required of first semester freshmen, transfer, and readmit New Start students at the conclusion of their initial semester. Any of these students earning a grade point average less than 1.00 at the conclusion of their first semester will be academically suspended.

Academic Probation and Suspension

Each student is responsible for becoming aware of, and meeting, the standard established for academic performance at Keene State College. A cumulative grade point average (GPA) of 2.00 is required to be in good academic standing. Failure to achieve the specified, minimum scholarship standard will result in academic probation or possible academic suspension.

Academic Probation. Any matriculated student who has a cumulative GPA greater than or equal to 1.00 and

less than 2.00 will be placed on academic probation for the ensuing semester. A student who fails to improve his or her cumulative GPA to a minimum of 2.00 at the conclusion of the first semester of probation will be continued one additional semester of probation. A student who fails to achieve the required cumulative GPA of 2.00 at the conclusion of the second successive semester on probation will be suspended. With the exception of an error by the College in assessing or recording academic performance, a student may not appeal for reinstatement.

Academic Suspension. A minimum grade point average of 1.00 is required of new students (freshmen, transfer) following their first semester and readmit students following their first semester of readmittance. Failure to meet this requirement will result in automatic suspension. With the exception of an error by the College in assessing or recording academic performance, a student may not appeal for reinstatement.

A student who fails to achieve the required cumulative GPA of 2.00 at the conclusion of the second successive semester on probation will be suspended. With the exception of an error by the College in assessing or recording academic performance, a student may not appeal for reinstatement.

Academic suspension from Keene State College results in the loss of matriculated status for one fall or spring semester immediately following the notice of suspension.

Suspension excludes students from all nonacademic activities at Keene State College. However, academically-suspended students may enroll for a maximum of 8 credits during a fall or spring semester or during the summer school program (session 1 and 2 combined) through the Division of Continuing Education at Keene State College. If completion of these courses causes the student’s cumulative grade point average to meet or exceed the appropriate minimum scholarship standard, then the student may apply for readmission to the College for the semester following the mandatory semester of separation.

The criteria for readmission are specified in the Readmission Requirements policy statement in the Undergraduate Admission section of this catalog.

Grade Appeal Process. If a student believes that he or she has not been graded according to criteria contained in the course syllabus, or has been graded unfairly or inaccurately, the student should pursue the Grade Appeals process defined elsewhere in the Academic Policies section of this catalog. The student should inform the Office of the Registrar in writing that a grade appeal is in process, including the specific course(s) and grade(s) in question.

In cases where an error has been made by the College in assessing or recording academic performance (e.g., incorrect grade, calculation of GPA), the appropriate adjustments will be made to the student's official academic record. If warranted, a student's academic standing will be corrected and the academically suspended student will be reinstated.

Policy on Academic Honesty

INTRODUCTION

Principles: The pleasure and sense of accomplishment in doing original scholarship are central to the college experience. For some students, the resulting excitement and sense of purpose will be so great that they will decide to go beyond the undergraduate experience and dedicate their lives to research and writing. But for all students, the feeling of satisfaction and pride in producing their own work, without misusing or misappropriating the work of others, helps build confidence in their intellectual abilities and their powers of dealing with the larger world. To encourage this sense of purpose and accomplishment, Keene State College expects students to understand and observe widely accepted principles and standards of academic and intellectual honesty.

What Is Academic Honesty?: Academic honesty is taking full responsibility for your course work and for your intellectual and educational development. One important aspect of academic honesty is acknowledging the writing, ideas, and research of others. This enables you to accept, without reservation, full credit for your own ideas and scholarly work. While learning from the work of others is essential to the educational process and to all serious research, it is important for you and for your audience to discern what is original in your work.

The accepted method of acknowledging the work of others when it appears in your writing is through citation and proper quotation. Citation may take one of several forms: footnotes, endnotes, or parenthetical citation within the text of your essay. The best method is the one generally accepted in the field in which you are business. Quotations should be exact and enclosed in quotation marks. Some form of citation usually accompanies quotations. If you are restating in your own words the ideas of others you should use some form of citation to remind the reader that these ideas originated elsewhere. Websites as well as books and articles are sources you should acknowledge. If in dealing with a web site you are unsure of the author you should at least cite the location of the web page so your reader can examine it. Current handbooks and manuals such as the *MLA Handbook* and *The Chicago Manual of Style* explain how to cite websites as well as all kinds of printed materials.

Beyond the writing and research process, academic honesty extends to every aspect of course work. It requires proper conduct during exams, accepting assignments and carrying them out to the best of your ability, and always being truthful about every aspect of your course work, research, and laboratory work. The academically honest and responsible student respects the work of fellow students, respects the function and property of the library, honors scientific procedure, and understands the role of exams in determining intellectual growth.

What Is Academic Dishonesty?: Honoring your own work is essential to the principles of academic honesty and integrity. If you plagiarize by incorporating the ideas or words of others without properly acknowledging them, you are violating those principles and doing yourself, your instructor, and the college a disservice. You cannot be fairly evaluated and cannot fairly evaluate your own education without distinguishing your own intellectual accomplishment from the accomplishments of others. If you cheat on exams, you are violating not only the regulations of the College and the trust of your instructor, but also your own intellectual integrity. If you fail to properly carry out laboratory experiments and simply fake the results, you are violating the principles of scientific research that have made the modern world possible. Because academic honesty is essential to the educational process, the College regards

any violation of these principles as academic dishonesty and prescribes sanctions for these violations.

Academic dishonesty may include (but is not limited to) any of the following cases:

- Giving or receiving aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments, unless an instructor explicitly allows for or requires collaboration; in such cases where collaboration is allowed or required, instructor guidelines on the form(s) and extent of such collaboration must be adhered to
- Taking an exam for someone else or having someone take an exam in one's place
- Purchasing a term paper, using one from a "file" of old papers, having someone write a paper, or writing one for someone else
- Turning in a "dry" lab report (faking the data without doing the experiment)
- "Padding" items in a bibliography (e.g., listing works not actually used)
- Feigning illness to avoid an exam or other required work
- Stealing a copy of an exam or selling or using a stolen copy of an exam
- Sabotaging someone else's work or removing material from the library that other students are required to use or cutting material out of books or journals in the library
- Plagiarizing the work of others, including using material off the Internet without proper citation (see also below)
- Two students in two different sections or classes sharing research for a paper or in-class presentation (without specific permission to do so)
- Altering or forging College documents (e.g., changing information in transcripts or grade reports or forging a faculty or library staff member's name or initials on a form);
- Using materials, information, illustrations, charts or diagrams from websites without proper acknowledgement
- Not properly citing sources of information in speeches and/or public presentations.

There may be occasions when a faculty member permits, recommends, or even requires collaborative effort; however, students should be careful to follow whatever guidelines are set up by faculty for collaborative work. Unless such collaboration is specifically discussed, students should assume that collaboration is not acceptable, that collaboration is, in fact, a violation of policy.

Plagiarism is the use, in a paper or presentation, of the words, ideas, or opinions of someone else, from any source whatsoever, that appears to be your own. The most obvious kind of plagiarism is the use of another's exact words without quotation marks and/or without appropriate citation. A second kind of plagiarism is the use of another's ideas, thoughts, or opinions without proper citation: simply putting another's thoughts into your own words (paraphrasing) is not enough – you must also cite the source of material when you paraphrase another's ideas.

Another, more subtle form of plagiarism is the use of another's sequence of ideas, arrangement of material, or pattern of thought without giving proper citation. Material taken from Internet or web sources must also be acknowledged through appropriate citation, whether you use the original source's words or not. In general, students should be aware that a good deal of material needs to have the source cited, that citations are not limited only to direct quotations (exact words within quotation marks).

There is, of course, nothing wrong with using the work of others, if the writer gives proper documentation. In fact, the use of sources ("authorities") to support one's views is often a tactic in increasing credibility; indeed, in certain kinds of papers students are often *required* to use other sources. A simple test is to ask yourself the following questions:

- Have I read any materials that I am using in this paper but have not cited?
- Am I deliberately referring to or recalling any particular source of information as I write this paper?
- Am I quoting or paraphrasing any source as I write?

If the answer to all three questions is "no," the writer probably need not worry about using sources dishonestly; however, if the answer to any of these questions is "yes,"

the student must provide proper citation of his or her source(s). If there is any doubt whatsoever, it is always best to ask the faculty member for whom the paper is being written. Indeed, any question about any form of academic dishonesty should be addressed to the appropriate faculty member. It is always “better safe than sorry.”

Academic Honesty and International Students:

Academic honesty can have a very different meaning in educational institutions abroad, and there is an increasing number of international students at Keene State College. The National and International Exchange center provides assistance both to international students and to faculty members who are dealing with issues of academic honesty with students from other countries. However, all Keene State students will be held accountable for adhering to the Academic Honesty Policy.

Use of Academic Support Services: Academic honesty is a complex and broad topic that crosses all disciplines. The overarching principles and intent of this policy apply to all students; the manner in which students learn and complete class assignments may require specific assistance. It is the responsibility of students and of those working with them to understand the subtle differences between appropriate assistance and giving too much assistance or intervening in inappropriate ways.

A Brief Overview of the Handling of Academic Honesty Policy Violations: The College review of Academic Honesty Policy violations is an administrative process. It is not a criminal law process, nor is it intended to resemble one. The College review of Academic Honesty Policy violations is not required to observe formal rules of evidence and may exclude unduly repetitious or immaterial information.

Although all cases of academic dishonesty are serious, some are more serious than others. Those that are less serious will be handled by a faculty or library staff member who will decide on the appropriate sanction – from restitution to redoing the assignment to failure for the assignment to an F for the course. The initial sanction will be imposed by a faculty or library staff member, but all violations must be reported to the appropriate dean or director, who will schedule a meeting with the student to discuss the incident and the student’s right to

appeal. The dean or director will make a final decision regarding the student’s responsibility in the case based on the preponderance of evidence. The dean or director will report the outcome to the Provost Office, where the reports will be kept on file. The reports, with appropriate supporting documentation, will be kept in the Provost’s “active” file for five years after a student either graduates or stops taking courses at the college, after which time the reports will be removed to an archival file. Critical information from the cases will also be entered into a computerized database.

More serious offenses – the stealing, selling, or buying of an exam; the presentation of a paper that is wholly or largely the work of another, including “purchased” or “file copies” of term papers; or having a “substitute” take an exam – will be considered as grounds for, and may result in, permanent dismissal from the college.

PROCEDURES FOR HANDLING ACADEMIC HONESTY VIOLATIONS

A Violation of the Academic Honesty Policy Is Identified and Recorded: When a faculty member determines that a violation of the Academic Honesty Policy has occurred, the faculty member will report the violation by filing out a Faculty Report form found in the Outlook Public Folders or in the Faculty Handbook. Normally documentation will occur within one business day of discovering the violation. The form should include complete demographic information, the charge and the sanction issued. Supporting evidence should be attached to the form. The charge must be specified clearly on the form. (Please see the list of possible infractions in the “Sanctioning Guideline” for help in defining the charge and determining the appropriate sanctions.) The submitted evidence should include a copy of the student’s work. Other evidence may include but is not limited to copies of the original work copied by a student (website, paper, etc.), evidence of cheating, and previously submitted papers.

The Faculty Member and the Student Meet: The faculty member making the charge shall meet with the student normally within five business days of filling out a report of an academic honesty violation. If the student fails to communicate with the faculty member, the faculty

Academic Honesty Violation Reporting Procedures Flowchart

An alleged violation occurs

Faculty member fills out form that includes the following

- Charge
- Evidence attached
- Sanction issued after consulting sanction guidelines (**normally** within one business day of discovering the violation)

Faculty member meets with student

- Form reviewed with student. Faculty member explains charges, evidence and sanctions.
- Student signs original of the form. This does not indicate responsibility, only that the student has been informed of, and understands the process and charges
- A copy of the form is given to the student
- Faculty member explains the process with the dean or director (**normally** within five business days of filling out the form)

Dean or director of Mason Library and faculty member meet

Discuss form, evidence and sanction (**normally** within five business days of receipt of form from faculty member)

Dean or director of Mason Library and student meet

- Review student history before meeting
- Meet with student and review form (**normally** within five business days after meeting with faculty member)
- Student gives his or her account
- Student states whether or not he or she takes responsibility for incident
- Dean or director determines student responsibility (Finding must **normally** be rendered within five business days of meeting with student)
- Dean or director explains the appeal process and future consequences of violating policy
- Dean or director shares sanction with faculty member

Dean or director provides the student with a copy of the dean's report

(**normally** within 15 business days of final meeting with Student)

- All case records are filed in the Office of the Provost and the Student Development Office. Outcomes are also entered into the PAVE Judicial database.

Student determines if he or she wants to appeal

- Student has five business days from the receipt of the Dean's Report to submit an appeal, in writing, to the Provost. The letter must state the grounds and rationale that supports the grounds stated
- Appeals are sent to the Provost
- The Provost will make final decisions on all cases. If a case involves suspension or dismissal the Provost may refer the case to an Appellate Board if the timing is within the academic calendar parameters
- Appellate Board makes recommendations to the Provost.
- All case records are filed in the Office of the Provost, and the Student Development Office. Outcomes are also entered into the PAVE Judicial database.
- Appellate outcomes are **normally** issued in writing to the student within 15 business days of the receipt of the student's appeal letter.

member shall complete the form without the student present and send the form to the dean or director. The faculty member should include information regarding the attempted communications with the student. The faculty member should clearly explain the charge, the evidence of an academic honesty violation, and the sanction that he or she chooses to impose to the student. The faculty member should also explain the academic honesty policy in general and its attendant system of three levels of charges and sanctions. Finally, the student must sign the original report of academic dishonesty. Student signature on the form is in no way an admission of responsibility. The faculty member should present the student with a copy of the Faculty Report form.

The Dean or Director of Mason Library and Faculty Member Meet: The dean or director and faculty member reporting the infraction shall normally meet within five business days to discuss the report form and any of the evidence of the violation. During this meeting, the faculty member will explain the rationale for the sanction being issued to the student in question and the dean or director will also address any concerns he or she has with the faculty member's report.

The Dean or Director of Mason Library and the Student Meet: Normally, within five business days of meeting with the faculty member the dean or director will meet with the student. The dean or director will send communication using the student's KSC Mailcruiser account. If the student fails to respond the case will go forward and the student will receive the outcome in writing. Before the dean or director meets with the student, she or he will check the student's Academic Honesty history, especially to see if there is any prior charge of Academic Honesty on file in the Office of the Provost. When the dean or director meets with the student, she or he will discuss the report of a violation of the College's Academic Honesty policy filed by the faculty member and then ask the student to give her or his account of the incident. At this time, the student may choose to accept responsibility for the charge or dispute it. The dean or director will determine if the student is responsible and will share the rationale for the finding with the student (if possible, in this meeting, but if not, soon after). In this meeting, the dean or director will discuss with the student the faculty

member's sanction and will explain the ramifications of the charge being entered into the file maintained in the Office of the Provost. The dean or director may alter the sanction issued by the faculty or library staff member only when the student's prior Academic Honesty history necessitates a more serious charge. The dean or director may, however, wish to discuss the severity of the sanction with the faculty member, before or after meeting with the student. The dean or director will explain the appeal process to the student. In most cases, the student will leave the dean or director's office with a completed copy of the report. The Student must receive a copy of the report within 15 business days of the meeting. The original form should be filed in the Office of the Provost and the complete file should be forwarded to the Student Development Office. The outcome will also be entered into the PAVE Judicial Database by the Administrative Assistant to the Provost.

Appeals: Either the accused student or the faculty member who filed the original complaint may appeal the findings of the dean or director to the Provost or his or her designee. The role of the Provost or Appellate Board is not to repeat the duties of the dean or director. Generally, an appeal review is limited to an analysis of the letter of appeal and the record/documents of the meeting with the dean or director. If, however, new relevant evidence has emerged, this information may be included as part of the review process.

All appeals must be in writing and contain the substantive or procedural grounds for the appeal. The written appeal must be received by the Provost or his or her designee within five business days from the date indicated at the top of the Dean's Report form. The Provost or his or her designee will determine, based on the appeal letter, whether or not there are grounds for appeal (see below). If he or she determines there are grounds the appeals process will proceed.

The Provost or his or her designee will consider and make decisions regarding appeals. In cases where the outcome has resulted in suspension or dismissal the Provost or his or her designee will refer the case to an appellate board if the timing of the case is within academic calendar parameters. In these most serious cases students will have an opportunity to come before the Provost or his or

her designee or the Appellate Board to make a personal statement and answer questions. If the case goes before an Appellate board, the board will make recommendations to the Provost or his or her designee who will render the final decision and communicate with the student. The process will normally be completed within 15 business days of receipt of the student's appeal letter. A copy of the outcome letter should be filed in the Office of the Provost and the complete file should be forwarded to the Student Development Office. The outcome will also be entered into the PAVE Judicial Database by the Administrative Assistant to the Provost. The decision of the Provost or his or her designee is final. No further appeals are possible.

RIGHTS OF ACCUSED STUDENTS

In keeping with the fundamental concepts of due process, all meetings shall be fair and reasonable. Meetings shall be conducted according to procedural rules of the Academic Honesty Policy and in a manner consistent with the provisions set forth in the Academic Honesty Policy. Along with the right to privacy and the right to protection against discrimination, both of which apply to all Keene State College students, students accused of violating the Academic Honesty Policy shall also be given the following rights:

- Right to adequate and timely notification that a Faculty Report form has been created indicating they have violated the Academic Honesty Policy. A student against whom charges have been made is entitled to notification within reasonable time, normally within five business days of the generation of the form.
- A student is presumed not responsible until a decision is reached as a result of a preponderance of evidence formally presented before the dean or director. An accused student may voluntarily accept responsibility for a violation(s).
- A student alleged to have violated the Academic Honesty Policy shall be given the opportunity to appear, present statements, and present evidence and witnesses. Any witnesses presented in support of the charges normally shall be subject to cross-examination by the accused student. Unless otherwise authorized by the dean or director for the purpose of protecting an individual or the College community (with the exception of some victims/witnesses), all such presentations and cross-examination shall occur at the time of the meeting with the dean or director. The

dean or director shall assure that the accused student is apprised of the evidence and testimony against them in sufficient detail to enable them to prepare their case. It is the responsibility of the dean or director to determine the nature and extent of the testimony and other evidence to be considered in deliberations.

- A student may invoke the right to remain silent. The choice to remain silent will not exclude the student from the right to present and cross-examine witnesses and other evidence, nor shall it be regarded as an admission of misconduct or an acceptance of responsibility.
- A student found responsible for violating the Academic Honesty Policy shall have five business days from the date of the Dean's Report in which to file a written appeal with the Provost. Upon a finding of responsibility, the accused student may request an appeal on either procedural or substantive grounds. While an appeal is pending, the status of the student shall not be altered, nor her or his right to be present on campus and to attend classes, except for reasons relating to the physical or emotional safety of the accused student and/or another member of the College community, the protection of College property, or to prevent material disruption of the College's educational process.
- The accused student has a right to have an advisor of her or his own choosing at her or his own expense. The advisor will not play a formal role in the meeting, that is, make statements, nor cross-examine witnesses or other evidence. The advisor shall not address the dean or director during a meeting, unless authorized to do so by the dean or director.
- Right to timely notice of findings: A student has the right to timely notification of the results of a hearing or an appellate review. A decision may be rendered orally immediately after the conclusion of the hearing or appellate review. Written notification of the finding(s) and, when applicable, sanction(s) shall be delivered to the accused student normally within five business days following the completion of a meeting or in the case of any appeal, 15 business days from the date of the student's appeal letter.

DETERMINING STUDENT RESPONSIBILITY

The Academic Honesty system is not a court of law; the rules of evidence do not apply. Meetings and are designed

to be educational and corrective rather than punitive. Students who demonstrate behavior that is found to be in violation of the Academic Honesty Policy are found to be “responsible” rather than “guilty,” and are given sanctions that are intended to assist in their development as responsible members of the college community. The determination of responsibility will be based on the standard of evidence known as “a preponderance of evidence.” This standard requires that it be more likely than not that the accused student has committed the violation(s) as charged.

ACADEMIC HONESTY POLICY VIOLATIONS

As members of the College community, students have an obligation to know and obey the College Academic Honesty Policy. Through its policies and regulation statements, the College has made an effort to outline the academic honesty standards it holds. In general, the College expects that the common sense of a mature and responsible individual will determine if the behavior is one that should be avoided. Accordingly, the following list is intended to serve as examples of behaviors that are considered unacceptable to students enrolled at Keene State College. This list is intended, therefore, to be illustrative and not exhaustive.

Plagiarism

- 1.1 Violation of any published policies, rules, and regulations pertaining to Academic Honesty for the Keene State College Community
- 1.2 Improper citation (not meeting, MLA, APA, etc., guidelines); in cases where there seem to be minor editorial errors and not a pattern of improper citation, this may be handled informally at the discretion of the faculty.
- 1.3 “Padding” items in a bibliography (e.g., lying regarding sources, making up texts)
- 1.4 Turning in a “dry” lab report (faking the data without doing the experiment)
- 1.5 Submitting an assignment, completed for one class, in any other class without explicit permission of the faculty
- 1.6 Plagiarizing, either in written format or orally, the work of others, including unacknowledged information from the Internet or other electronic databases.

1.7 Purchasing a term paper or using one from a “file” of old papers, or downloading whole or significant parts of a paper

1.8 Altering or forging college documents (e.g., changing information in transcripts or grade reports or forging a faculty or staff member’s name or initials on a form)

Cheating

- 1.1 Giving aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments (without specific permission to do so)
- 1.2 Seeking and receiving unauthorized aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments
- 1.3 Two students in two different sections or classes sharing research for a paper or in-class presentation (without specific permission to do so)
- 1.4 Cheating on an exam (e.g., using notes, copying another student’s work)
- 1.5 Feigning illness or emotional distress to avoid an exam or other required work
- 1.6 Removing material from the library that other students are required to use
- 1.7 Cutting material out of books or journals in the library
- 1.8 Taking an exam for someone else
- 1.9 Using a stolen copy of an exam
- 1.10 Violations of the Computer Usage Policy
- 1.11 Having someone take an exam in one’s place
- 1.12 Stealing, buying and/or selling an exam
- 1.13 Misrepresenting one’s identity in an academic context
- 1.14 Sabotaging someone else’s work (in a lab or on a computer disk for instance)

SANCTION GUIDELINES

Purpose: The purpose of sanction guidelines is to assist faculty members and others managing violations of the Academic Honesty Policy by offering definitions of violations and guidelines for sanctions. In determining the seriousness of a policy violation, it may also be

appropriate to take into consideration the year of the student. It seems more likely to believe that a first year student might lack the skills or knowledge to use proper citation than it would be to believe the same of a senior; therefore, issuing sanctions which might lean in a more educational direction may be appropriate for first year students than for more experienced students.

Violation Definitions: An initial transgression of the Academic Honesty Policy may result in a level-one, -two, or -three violation charge, depending upon the seriousness of the offense. All initial infractions (with the exception of those that result in dismissal) require that the student take the MITT program for educative purposes. A subsequent confirmed violation at any level will automatically be charged at the next highest level in relation to the initial transgression. For example, if a student already has an initial level-two infraction, any subsequent violation would be charged as a level three. Moreover, three consecutive confirmed level-one violations will result in the second such breach being treated as a level two and the third as a level three. Finally, any subsequent confirmed offense after a level-three violation requires a sanction of immediate dismissal.

Level-One Violations: These violations affect only the individual student. Some of these violations may be due to ignorance or misinformation. These violations have minimal impact on the outcome of the class and can be addressed through education and/or some form of reparation. Some issues that arise in this category are due to discipline-specific demands that require specialized instruction.

Level-Two Violations: These include subsequent confirmed Level-One Violations. Initial level two violations affect the individual and could have some affect on other students within the class. These violations have a major impact on the outcome of the class that cannot be completely addressed through education and/or some form of reparation.

Level-Three Violations: Includes subsequent confirmed Level-One and Level-Two Violations. Initial level three violations affect the individual and usually have an impact on other students within the class. The violation is blatant. These violations typically have a grievous impact on the

student's college career, and no form of education and/or reparation would be appropriate.

Violation and Sanction Examples

Level-One Violations

Examples (this list is not exhaustive):

- Improper citation (not meeting MLA, APA, etc., guidelines); in cases where there seems to be minor editorial errors and not a pattern of improper citation, this may be handled informally at the discretion of the faculty or library staff
- Giving aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments (without specific permission to do so)
- Seeking and receiving unauthorized aid in quizzes or tests, in the writing of papers, or in the preparation of lab reports or other homework assignments
- Two students in two different sections or classes sharing research for a paper or in-class presentation (without specific permission to do so)
- Repeated occurrences of attempting to inappropriately remove materials from the library

Sanctions: Participation in the MITT is required and one or more of the following is possible:

- Other Educational Sanctions such as:
 - Requiring the assignment to be redone on a different topic or requiring additional assignments to be completed
- Restitution (in cases of damage to materials, such as in the Library)
- Receiving an "F" for the assignment
- Loss of a privilege such as use of a computer lab, the ability to check materials out of the library, or loss of the use of the library; this sanction is usually for a set amount of time
- Issuing an Official Reprimand or written warning, which will be recorded in the student file

Level-Two Violations

(includes subsequent Level-One Violations)

Examples (this list is not exhaustive):

- Subsequent confirmed violations of items listed above
- Cheating on an exam (e.g., using notes, copying another student's work)
- "Padding" items in a bibliography (e.g., lying regarding sources, making up texts)
- Feigning illness or emotional distress to avoid an exam or other required work
- Removing material from the library that other students are required to use
- Cutting material out of books or journals in the library
- Taking an exam for someone else
- Turning in a "dry" lab report (faking the data without doing the experiment)
- Using a stolen copy of an exam
- Violations of the Computer Network Use Policy
- Submitting an assignment, completed for one class, in any other class without explicit permission from the faculty or library staff
- Plagiarizing, either in written format or orally, the work of others, including unacknowledged information from the Internet or other electronic databases

Sanctions: Participation in the MITT, if not previously assigned, is required, and one or more of the following is possible:

- Other Educational Sanctions such as:
 - Requiring the assignment to be redone on a different topic, or requiring additional assignments to be completed
- Receiving an "F" for the class with the notation that the grade is a result of an Academic Honesty Policy violation
- Restitution
- Loss of a privilege such as use of a computer lab or ability to check books out of the library; this sanction is usually for a set amount of time
- Academic Probation
- Threat of Academic Suspension

Level-Three Violations/Subsequent Level-One and Level-Two Violations

Examples (this list is not exhaustive):

- Subsequent confirmed violations of items listed above
- Having someone take an exam in one's place
- Purchasing a term paper or using one from a "file" of old papers, or downloading whole or significant portions of a paper
- Stealing, buying, and/or selling an exam
- Misrepresenting one's identity in an academic context
- Sabotaging someone else's work (in a lab or on a computer disk for instance)
- Altering or forging college documents (e.g., changing information in transcripts or grade reports or forging a faculty or library staff or staff member's name or initials on a form)

Sanctions: Participation in the MITT, if not previously assigned, is required before returning to KSC (where possible), and one or more of the following is possible:

- Academic Suspension: while suspended from the institution the student may be required to complete educational sanctions (e.g., completion of the MITT) and/or to participate in counseling before being allowed to return as a student; in addition when the student returns to the College, she or he may be placed on Academic Probation and/or Threat of Academic Suspension and may be required to participate in additional Educational Sanctions.
- Academic Dismissal

SANCTION DEFINITIONS

Students who demonstrate behavior that is found to be in violation of the Academic Honesty policy are given sanctions that are intended to assist in their development as responsible members of the College community. Although the goal of the Academic Honesty Policy is to ensure that students take full responsibility for academic course work and for their intellectual/educational development, some behaviors might jeopardize academic integrity and/or compromise the reputation of the College and may result in sanctions that are punitive.

Educational Sanctions: Specific educational assignments, workshops, or actions may be identified to be performed by a student. Educational sanctions are designed with the intent of teaching the student about academic honesty and why the behavior displayed is not acceptable within the context of our learning community.

Restitution: Paying for damage that occurred during a violation of the Academic Honesty Policy. Students will be billed through the Bursar's Office. The ability to register for classes and/or request transcripts can be withheld until such time as the bill is paid.

Official Reprimand: A written communication that serves as a documented warning that unacceptable behavior has occurred and that any further such behavior will result in more serious sanctions.

Loss of Privilege: Assigned for a specific period of time, generally not less than one semester. Loss of privilege means that due to a specific policy violation, a student will be unable to access resources such as a computer lab or the library.

Academic Probation: Assigned for a specific period of time, generally not less than one semester. Academic probation places restrictions on the degree of activities that a student may participate in. Certain scholarships may be withheld or lost due to academic probation. A student on academic probation is not viewed as "in good standing" by the College. Further violations of the Academic Honesty Policy that occur while the student is on probation generally result in more serious action such as suspension or dismissal from the College.

Threat of Academic Suspension: This sanction may be activated by the failure of a student to comply with a prior sanction, or behavior contract, or by a repeated violation. When this sanction becomes active, the suspension will occur immediately, and there will be no right of appeal except on the grounds that the failure to comply did not occur. Pending the result of an appellate review, full suspension shall remain in effect.

Academic Suspension: An academic suspension occurs when, as a result of a student's violating the Academic Honesty Policy, she or he loses the privilege of attending Keene State College for a specified period of time,

not normally less than one semester or more than two years. During the period of suspension, the student is not eligible for a statement of "good standing" from the College. A suspended student is banned from campus. She or he may not register for or attend classes during any semester, including the summer sessions. She or he may not participate in any class offering from the Continuing Education Department or any other extension service of Keene State College. No credits from other colleges will be accepted for transfer if taken during the period of suspension. She or he may not attend or participate in any College function during this period except as stipulated by the vice president for Academic Affairs. Students who are suspended for violations of the Academic Honesty Policy may be allowed on campus for legitimate campus administrative business with the prior approval of the Provost. A notation of "Academic Suspension" is entered on the student's transcript and may be removed upon completion of the suspension with the approval of the Provost. Students suspended for a semester or more must apply to the director of Admissions for formal re-admission to the College.

Academic Dismissal: This is the most serious sanction that can be imposed on a Keene State College student. It constitutes a final separation from the College and renders the student ineligible for readmission at any time in the future. In addition, the student is permanently barred from the College premises and may never receive a statement of "good standing." Students who are dismissed for violations of the Academic Honesty Policy may be allowed on campus for legitimate campus administrative business with the prior approval of the vice president for Academic Affairs. The notation of "Academic Dismissal" is entered on the student's transcript and becomes a part of her or his permanent record.

THE APPELLATE PROCESS

Grounds for Appeal

An appeal shall only be granted if it is based on one or more of the following purposes:

1. A violation of the accused student's rights has occurred. The student or faculty member must clarify and give specific examples to support that the student's rights were violated before, during or after the meeting with the dean

or director. This meeting must have been conducted in a manner that conforms with the prescribed procedures, allowing the faculty member who presented the complaint reasonable opportunity to prepare and present evidence that the Academic Honesty Policy was violated and allowing the accused student reasonable opportunity to prepare and present a rebuttal to the allegations.

2. The fining of responsibility was arbitrary. The student or faculty member must clarify whether the facts of the case were sufficient to establish that a violation of the Academic Honesty Policy occurred and, based on a preponderance of evidence presented at the meeting, whether the accused student, more likely than not, committed the violation.

3. The sanction imposed was capricious. The student or faculty member must clarify whether the sanction imposed was appropriate in relation to the violation committed and the past academic honesty history of the student.

4. New information becomes available that was not known at the time of the hearing. The student or faculty member must clarify the new evidence not brought out in the meeting with the dean or director and offering supporting argument that it is sufficient to alter the decision or outcome. New evidence or facts will be considered if it is clear that such information could not have been known by the student appealing at the time of the meeting with the dean or director. If an appeal is upheld by the Provost or his or her designee or the Appellate Board due to new information or a procedural error, the matter shall be handled by the Provost or his or her designee.

Changes to Sanction(s)

When there is reason to believe that the sanctioned student or other members of the College community are at risk, or when a need exists to protect College property or prevent material disruption of the College's educational process, the Provost or his or her designee may immediately enforce any or all of the sanctions, and they shall remain in effect pending the final outcome of the case. Sanctions that are appealed by the student may not be increased; instead, the outcome of a successfully appealed sanction may be a reduction, alteration, or continuation of the original sanction(s). An accused student will not risk a more severe sanction simply by exercising the right to request an appellate review of the original sanction.

In cases where the appeal is requested by the faculty member filing the complaint, the Provost or his or her designee or the Appellate Board may reduce, alter, or increase the original sanction. An increase in sanction must be based on the student's academic honesty history. Normally, sanctions will not be increased unless prior violations are discovered.

The Appellate Board will make recommendations to the Provost or his or her designee regarding the disposition of the case. A written notification of the decision shall be sent to the student requesting the appeal within 15 business days of receipt of the student's appeal letter. Notification will occur as an attachment to an email using the student's KSC Mailcruiser account and through registered mail. The decision of the Provost or his or her designee is final. No further appeals are possible.

A case is deemed closed when all records are forwarded to the Office of Student Development and the Office of Mediation and Dispute Resolution. The dispute resolution coordinator will enter the outcome into a database which the deans and the director of the library can access for any future cases.

Appellate Boards

Normally the Provost will assemble a board of three members from the pool of Student Conduct Board members to hear appeals of the most serious cases resulting in suspension or dismissal. However, during summer session, and other times deemed necessary due to calendar, personnel, and/or other special considerations, the Provost or his or her designee will be solely responsible for the appeal process. The student may provide testimony in writing and is not required to be present at the meeting of the appellate board.

Composition of Appellate Boards: The Appellate Board is comprised of training and qualified students, faculty and staff. The board members have been nominated, reviewed, selected and have successfully completed the training necessary to serve on a student conduct board. The training provided will include information regarding serving on an Appellate Board. The dispute resolution coordinator shall be responsible for ensuring that all members of the pool are in good standing with the College. The Provost constitutes an Appellate Board,

as needed, by drawing from members of the Student Conduct Boards. An Appellate Board is authorized to perform appellate reviews of any finding issued that has resulted in suspension or dismissal. The Appellate Board is comprised of three members one of whom should be a student and another of whom should be a faculty member. Appellate reviews shall be conducted according to the procedural rules of appeals and in a manner that is consistent with the provisions set forth in the Academic Honesty Policy. All members of the Appellate Board, whether students, faculty or staff shall participate and be regarded as equals. It is the responsibility of the Appellate Board to utilize a process that is thorough, fair, and respectful of the sensitivities, rights, confidentiality, and integrity of those involved. Should the board determine that one of its members is unable to review a particular case without prejudice, that member shall voluntarily remove herself or himself from that discussion and will be replaced. The Provost will designate a nonvoting chairperson for the board to facilitate the hearing process. The chairperson shall also observe all deliberations, and advise on procedural matters, sanctions, and interpretations of the College Academic Honesty Policy and other College policies.

Appellate Review Outline

Introduction of Chair and Members: The chair of the Appellate Board will introduce himself or herself and explain his or her role in the process. The chair will explain that he or she does not vote and that her or his role is to serve the Board as advisor on policies, procedures, and sanctions. The chair will remind all parties present that all information shared is expected to be complete and truthful. The chair will ask all other members to introduce themselves.

Function of the Appeals Process: The chair will read the following statement: “It is the goal of this review to determine that the appropriate procedures have been followed, that sufficient evidence exists to confirm a finding of responsibility and that the sanction issued is appropriate considering the violation and any prior student history. In addition, the board will review any new information to determine if it provides substantive evidence to change the outcome of the hearing.”

The Student’s Letter of Appeal Will Be Read Aloud and Clarification Regarding the Grounds for Appeal Will Be Shared.

The Accused Student Will Make a Personal Statement: The chair will ask if the student has any additional information to add to the letter.

The Chair or Board Members Will Ask Questions of the Student: The chair will ask the board if any member wishes to have anything clarified.

Final Statements from the Chair: The chair will inform all parties that the recommendation of the board and the decision of the Provost or his or her designee will be final and will be delivered in writing through the KSC Mailcruiser system and through registered mail, 15 business days from the receipt of the student’s appeal letter. The student will also be informed that the College has a policy limiting the amount of information that will be released from a student’s educational record. If a student receives a sanction of probation, suspension, or dismissal, the student’s parent or legal guardian will be notified, in the case of “dependent” students (as determined by the information maintained in the Student Financial Services Office for students receiving any financial aid). If the decision of suspension or dismissal is upheld, notification will go out through the Registrar’s Office to all other institutional members of the USNH system informing them of the status of the student and that he or she should not be allowed to register for classes at any institution within the system. The student will then be excused.

Deliberation by the Board: The board will then discuss the merits of the case and the student’s history and render its decision. The chair will listen to the conclusions of the board. If the chair does not accept the rationale of the board, he or she will ask the board to reconsider. If the board members are firm in their decision, the decision carries. The decision will be communicated to the Provost or his or her designee within 24 hours.

Closing a Case: The board chair will draft an outcome letter and forward the draft to the Provost or his or her designee where it will be reviewed and distributed to the student and all other appropriate parties.

RECORDS

Written Records: The written records of all actions, including academic misconduct sanctions that are forwarded from the Office of Academic Affairs, shall be kept in the student's official file that is maintained by the Office of Student Development. Student academic misconduct files are also maintained in the Office of the Vice President for Academic Affairs. An additional copy should be forwarded to the Office of Mediation and Dispute Resolution to be kept with all other conduct files. All records are maintained for five years after a student has discontinued her or his relationship with the College. These confidential records cannot be removed through any method and may be accessed only by written request of the student, by campus officials who have a legitimate educational interest in accordance with FERPA, or through a court order.

"Academic Suspension" and "Academic Dismissal" are entered on a student's academic transcript as well as in his or her official file. The notation of an "Academic Suspension" shall remain on the transcript unless the student petitions the Provost to have the notation removed. Generally, consideration for removal will not be granted in less than a one-year period following the end of the suspension. A student-initiated leave of absence or a withdrawal during the period of academic suspension shall not be a basis for the early removal of this notation. The notation of "Academic Dismissal" shall not be removed from a student's transcript except upon the order of the President.

Computer Records: Computer records of academic misconduct will also become part of the campus Judicial Network. This network is maintained in the Office of Mediation and Dispute Resolution. Access to the database will be given to the deans or director of the Mason Library and the Provost.

INTERPRETATION AND REVISION

Upon the request of any member of the College community, the Provost or his or her designee shall constitute the Academic Integrity Review Committee for the purpose of interpreting policies. Requests for such a review shall be made in writing to the Provost or his or her designee. The review meeting shall be arranged as soon as possible, preferably within five business days of the receipt of the letter. The interpretation of the Academic Integrity Review

Committee shall be final. It will be delivered, in writing, to the Provost or his or her designee, as soon as possible, but within five business days from the date of the review meeting. The Academic Honesty Policy shall be reviewed every three years, or more often. The Provost or his or her designee shall propose nonsubstantive changes as necessary. It is the responsibility of the Provost or his or her designee to ensure that adequate notice of any and all changes is given to the College community.

CONCLUSION

As indicated at the outset, the principle of academic integrity is so central to an academic institution that academic dishonesty is one of the most serious offenses in any college and it is one that Keene State College will not tolerate. Ignorance about what constitutes academic dishonesty or about the policy of the College will not be considered an acceptable defense, and to that end, efforts will be made to inform students of Keene State's policy – through discussions at Orientation and in appropriate and through publication in appropriate places (the catalog and *Student Handbook*, for instance). Any questions about the policy or the procedures may be addressed to the dean or director of Mason Library. Questions about specific cases should be addressed to the appropriate faculty member.

College Withdrawal

Students wishing to withdraw from the College must secure a withdrawal form from the associate vice president for Student Affairs. This form, when complete and authorized with appropriate signatures, must be cleared with the Bursar's Office for settlement of accounts.

Students leaving the College during the course of a semester without officially withdrawing are held responsible for their registration for that semester. An unofficial withdrawal from the College results in failure in all courses and consequent suspension or dismissal action, as well as loss of any refund privileges.

Academic Leave of Absence

A student seeking a leave of absence must make a written request to the associate vice president for Student Affairs. The request must include the reason for the leave and the exact semester the student intends to return to campus.

When a leave of absence has been officially granted by the College, no additional readmission procedure is needed.

Dean's List

At the end of each semester, matriculated students who complete a semester with a minimum of 6 credits of indexable (not pass/fail) grades, earn a semester grade point average of 3.5 or higher, receive no failing grades nor grades of Incomplete, and have no missing grades, will be placed on the Dean's List.

Commencement Policy

Students expecting to meet the requirements for their baccalaureate degree(s) within the calendar year (May, August, December)* may participate in May commencement. Students may not participate in commencement more than once for the same degree. The requirements for the degree must be completed before a degree is awarded and a diploma is issued.

**Students will be identified as graduating in May, August, or December and will be designated as such in the May commencement ceremony.*

Graduation Requirements

1. A student must be formally admitted to a degree program before beginning the final 30 credits of a degree. Students intending to participate in the May commencement ceremony (including August and December graduates) must submit the Intent to Graduate Form to the Office of the Registrar by October 1.
2. To earn a degree, a student must complete at least 30 credits in residence at Keene State College. Credits taken through the National and International Exchange programs and the New Hampshire Consortium will be considered credits earned at KSC. *Note: Refer to Transfer of Credit policy in the current Keene State College catalog.*
3. Students must satisfactorily complete the prescribed requirements of the curriculum in which they are enrolled and must present a cumulative grade point average of 2.0 or higher.
4. Payment of relevant fees (e.g., graduation, fines) must be received before a diploma is issued.

The associate vice president for Academic Affairs must approve exceptions to graduation requirements.

Commencement Honors

A graduating student who has earned at least 60 graded credits at Keene State College in a bachelor's degree program, or at least 30 credits at Keene State College in an associate degree program, is eligible to graduate with academic honors.

Recognition of commencement honors at the commencement ceremony is based on the student's cumulative grade point average as of the preceding December.

A student's permanent record (e.g., transcript and diploma) will reflect commencement honors based on the student's cumulative GPA upon completion of his or her degree program.

Honors in specific disciplines are awarded to those who complete the honors requirements of their respective academic discipline (3.20 minimum), and who have a cumulative GPA of 3.20 or higher.

A student with a cumulative GPA of **3.9 or higher will earn summa cum laude** honors. A student with a cumulative GPA of **3.70-3.89 will earn magna cum laude** honors. A student with a cumulative GPA of **3.50-3.69 will earn cum laude** honors.

Transcript (Academic Record)

The Registrar's Office maintains official academic records, including class rosters, schedules, and transcripts. Upon graduation, one official transcript of a student's academic record accompanies the diploma free of charge. Thereafter, there is a fee for each official transcript. Transcripts will be sent by the Registrar's Office only upon receipt of a written request with the student's signature, ID number, last year of attendance, full name while attending, and current address, accompanied by payment. Checks should be made payable to Keene State College.

A student requesting a change to his or her academic transcript in an area that, under current policy and procedure, is the student's responsibility, must initiate

the change within one calendar year of the conclusion of the semester in question. This limitation does not apply in an area recognized as the responsibility of Keene State College.

Student Records

Pursuant to the passage of the Family Educational Rights and Privacy Act of 1974 20 U.S.C. 1232g (the “Buckley Amendment”) and subsequent amendments and clarifications by the U.S. Senate Joint Resolution No. 40, the Board of Trustees of the University System of New Hampshire adopted a policy which assures a student access to education records which pertain to matriculation within Keene State College.

In general, the law provides that:

a. Student records are confidential, with the exception of predetermined public directory information.

Privacy Hold Policy. Directory information, either published or in dealing with routine inquiries, is defined by Keene State College as the following:

Name
Mailing address
Mailing telephone
Local/campus address
Local/campus telephone
E-mail address (KSC)
Date/Place of birth
Major(s)
Dates of attendance
Degree(s) and awards received

All other information contained in official student education records is available only to those persons within the College who have a legitimate need for it, and to all others, only with the expressed consent (i.e., signature) of the student.

Choice 1: All address and telephone information will be held from printed or electronic directories. The student’s presence at Keene State College will be acknowledged in response to routine inquiries, and name, date of birth, major, degrees, and awards received will be published such as Dean’s List, Commencement program, and an-

nouncements. Students will be eligible to receive a College e-mail account.

Choice 2: All directory information will be held in confidence, which means the student’s presence at Keene State College will not be acknowledged in response to routine inquiries. No directory information will be listed in print or electronic media, and the student’s name will not be published in Dean’s List announcements, honors, recognitions, Commencement program, or newspaper listings. In addition, federal law prohibits our response to inquiries by employers or prospective employers. The student will not be able to receive a College e-mail account.

Students are advised to seek advice and counseling from the Registrar before choosing this option, as it is very restrictive.

Once a student places a privacy hold of either type upon his/her record, it shall remain in place until the Office of the Registrar is notified in writing, signed by the student, to change or remove the hold. This applies even if the student separates him/herself from the institution.

b. Students shall have access to their official education records with the exception of financial aid records submitted by parents, confidential references submitted prior to January 1, 1975, and medical, psychiatric, and counseling records used only in connection with providing treatment to the student. A student may have a doctor or other professional examine and explain medical, psychiatric, and counseling records, and may, at the discretion of the Coordinator of Health Service, obtain at his/her own expense, copies of his/her medical (exclusive of psychiatric and counseling) records.

c. Students shall have the right to know information contained in their education record and to have a hearing to determine the appropriateness of such information remaining in the record. The following offices maintain educational records on all students enrolled at the College:

Bursar’s Office
Elliot Hall

Registrar’s Office
Elliot Hall

Associate Vice President for Student Affairs,
Student Development
Elliot Hall

The following offices maintain education records for some
of the students enrolled at the College:

Elliot Center
Elliot Hall

Office of Intercollegiate Athletics
Spaulding Gymnasium

Arts and Humanities
Parker Hall

Professional and Graduate Studies
Rhodes Hall

Sciences and Social Sciences
Science Center

Health Services
Elliot Hall

Residential Life Office
29 Butler Court

Student Financial Services Office
Elliot Hall

Student Loans Office
Elliot Hall

Teacher Education and Graduate Studies Office
Rhodes Hall

For more information concerning the Buckley Amend-
ment or for assistance in locating individuals or offices
maintaining a student's educational record, contact the
Office of the Vice President for Student Affairs, Lloyd P.
Young Student Center.

Academic Support Programs

Elliot Center

The Elliot Center offers coordinated support for students in the areas of academic and career development. Combining academic and career advising, the Aspire program, and the Registrar's Office, the Center, located on the first floor of Elliot Hall, is a dynamic hub that involves students, faculty, and staff.

Academic and Career Advising (ACA)

The major objective of Academic and Career Advising is to assist student growth in the following areas: self-awareness and intellectual potential, the ability to identify realistic academic and career goals and to devise a program of study to achieve them, and the awareness of life beyond the College experience.

Orientation Advising. ACA also conducts the College's Orientation programs, where new first-year students have the assistance of faculty, student, and/or staff advisors during orientation advising. These advisors introduce the College's academic advising system, explain Integrative Studies requirements, provide an overview of major requirements for those students who have identified an intended major, and assist students with the advising/course selection process.

Undecided Advising. Students who are undecided about their major are advised by the ACA staff. The staff can assist students in exploring academic and career options and utilizing the tools available to them, such as the academic information in their MyKSC accounts and program planning sheets.

Students must formally declare a major by the time they have earned 60 credits. Transfer students with more than 60 credits have one semester before they must declare

their major. Once they have interest in a specific major, they are advised by faculty in their discipline.

Major Advising. Department chairs or their designees are responsible for assigning advisors to students who have officially declared their major or have indicated an intended major. The faculty advisor is available to assist with program requirements, long-range planning, career opportunities, and professional recommendations.

Career Advising. The ACA staff also assist students with career issues, including career exploration, resume development, and job search and interviewing skills. Students are encouraged to work with faculty in their disciplines to develop internship and cooperative education opportunities as well as plans for post-graduation employment and graduate school.

Aspire

The Aspire Program is a federally funded program designed to provide academic assistance to Keene State College students. One component of the Aspire Program is a peer-tutor program. Tutors are available for many of the 100- and 200-level courses offered at the College. Aspire also coordinates the Supplemental Instruction (SI) Program, which provides peer-facilitated group assistance in particular courses. Aspire's Tutor Program and SI Program are available to all students.

However, many students are eligible for additional services. Eligible students are those who meet income criteria, are the first in their families to go to college, or have a documented disability. Through the Aspire Program, students meet individually with a member of the professional staff to improve study skills, organize their time, set goals, and work to their full potential. Aspire staff also work with students to explore additional funding sources, academic

majors, careers, and graduate school. Workshops on study skills, time management, and other topics of interest are offered throughout the academic year.

Assessment of Non-College Learning

Students whose independently acquired knowledge and/or skills are equivalent to those normally gained in an undergraduate college program may attempt to earn college credits through assessment of non-college learning. There are two options available: credits by examination and credits by portfolio assessment. The following criteria must be met:

1. The student is admitted to Keene State College.
2. Credits do not duplicate credits from other sources which have been applied toward Keene State College degree requirements.
3. Keene State College will accept up to 60 credit hours in a four-year program and up to 30 credit hours in a two-year program.
4. Credits may be applied toward General Education requirements or elective credits, or may replace major requirements if approved by the faculty of the major discipline through the course substitution process.

Credits by Examination. Testing programs recognized by Keene State College include the following: the College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT/PEP), and formally approved discipline examinations. The student must score at or above the 50th percentile in order to be eligible for credit.

The CLEP General Examinations may be taken by any student who has not enrolled in or completed a college-level course in the discipline covered by the examination. Credits earned may be applied toward General Education requirements or open electives.

The CLEP Subject Examination may be taken by any student who has not enrolled in or completed an equivalent or more advanced course in the discipline covered by the examination.

The ACT/PEP examination may be taken by any student who has not enrolled in or completed an equivalent or

more advanced course in the discipline covered by the examination.

Academic disciplines may offer opportunities for students to demonstrate competence through approved standardized examinations or faculty-designed assessment instruments. Such examinations must be approved by the faculty of the discipline and the appropriate dean. Disciplines that offer such examinations will provide students with a written policy regarding the administration of the assessment instruments, the standards of expected performance, the procedure for evaluation, and the process for awarding credit.

Credits by Portfolio Assessment. It is possible to seek credit for learning derived from work and life experience through documentation of acquired knowledge and/or skills. The decision to award credits is made by the chair of the department associated with the credits being sought. The department chair reviews the completed portfolio and recommends to the Registrar the number of credits to be awarded in the assessed areas. A \$50 per credit fee is charged per credit attempted.

Further information on opportunities for assessment of non-college learning may be obtained in the Elliot Center.

Cooperative Education

The Cooperative Education Program allows students to earn elective credits and valuable work experience in paid and unpaid positions related to their academic programs. To qualify, students must be matriculated undergraduates who have earned at least 24 credits with a minimum 2.0 cumulative grade point average.

Students may research their own cooperative education position or apply for positions posted in their departments.

Students are responsible for recruiting a faculty member from the appropriate discipline to sponsor their cooperative education experience. It is very important that the student establish a solid working relationship with the faculty member before accepting a position.

When a student is hired for a cooperative education position, a Learning Agreement is developed in con-

sultation with the faculty sponsor and the employer. This agreement specifies all expectations/requirements for the position. The Learning Agreement and all accompanying forms must be submitted to the Office of the Registrar before the student begins the cooperative education position.

Cooperative education positions must be new learning experiences for the student and must last a minimum of 10 hours per week for at least 12 weeks within an academic semester. Students can earn 1 to 3 credits for part-time experiences or 4 to 6 credits for full-time experiences (full-time status as determined by the employer). A maximum of 6 credits can be earned per semester; cooperative education is repeatable for a total of 12 credits.

Students may register for cooperative education experiences in the fall, spring, or summer semesters; the credits are paid for in the same manner and at the same rate as other courses. Students who are involved in full-time cooperative education experiences are considered full-time students by the College even though they earn and pay for only 6 credits.

Once students are registered, they may not drop or withdraw from a cooperative education course. Grading is pass/fail and is assigned by the faculty sponsor, based on satisfactory completion of all requirements.

Note: Not all disciplines offer Cooperative Education; check the Courses of Instruction section of the Catalog by discipline for course numbers 294 (Cooperative Education) and 494 (Advanced Cooperative Education).

The Math Center

The Math Center is a relaxed and comfortable place for learning mathematics. Our peer tutors, peer course assistants (PCAs), and course-specific assessment exams can help students succeed from the very beginning of their math study at Keene State.

Tutoring at the Math Center is a drop-in service for students who have questions about quantitative concepts taught in math classes or classes with a quantitative component. Students may come in with specific questions to ask the tutor, or to just do their work and know that the tutor is there to help.

Special review sessions for the math portion of the PRAXIS I exam are held at the Math Center before each testing date on campus during the fall and spring semesters. Specific tutors are also available during the regular tutoring times to help review for the exam.

PCAs are students who are assigned to specific 100-level mathematics courses to provide support for the students. They aid the instructor during the class and outside of class by holding approximately 3 hours of study sessions per week. The availability of PCAs varies from semester to semester, depending on the needs of the instructors.

The Math Center staff administers exams and quizzes for individual faculty members within the mathematics department as well as proficiency and assessment exams for individual courses. Students who need to take an exam or quiz at the Math Center may contact Barbara Yardley at 603-358-2023 to make an appointment.

For more information, visit www.keene.edu/mathctr or stop by at 88 Winchester Street.

The Center for Writing

The Center for Writing assists students with all phases of writing, from brainstorming a project to the actual completion and editing of final drafts. The faculty at KSC acknowledge that writing is a shared responsibility that crosses all departmental majors; they therefore work closely with the Center to support students' writing in every discipline. Often faculty require that all class writing projects be read and discussed with a Center tutor before final submission. Tutors, who are selected from a pool of recommended students, are required to participate in ongoing training sessions on the teaching of writing to help them become competent and comfortable with one-on-one tutorial sessions.

The Center is located at 81 Blake Street, behind the Student Center and next to the Mathematics Building. Students are welcome at any time, but appointments are recommended. In addition to tutoring sessions, the Center also serves as a resource for handouts and current information about research methods, academic honesty, and plagiarism, as well as skills work. For more information or to make an appointment, call 603-358-2412.

The Center for Writing also has helpful tips and useful information at www.keene.edu/wtf.

National and International Exchange

Keene State College encourages students to consider a semester or a year on exchange. Specific program information is available from the National and International Exchange Center in Elliot Hall.

Program options include:

National Student Exchange (NSE). The NSE offers students the opportunity to attend one of 175 colleges and universities within the United States, Guam, Virgin Islands, and Puerto Rico. A domestic alternative to study abroad, NSE is a chance to study cultural diversity within the United States, to search directly for graduate and job opportunities, and to take courses not offered at KSC.

KSC International Exchange Programs. KSC has direct exchange programs established with colleges and universities in Ecuador, England, France, and Canada. A student is eligible for an exchange during the sophomore, junior, and senior years, and can go more than once to the same or different places.

Non-KSC International Programs. If you are interested in studying in a country outside of the KSC international exchange options, the Exchange Center can help you find a program that fits your academic and personal needs. Keene State has membership in a number of international consortial programs, including the University of Wollongong in Australia, the Center for International

Studies, and the Cross-Cultural Center in Seville, Spain. Keene State offers more than 60 study-abroad programs throughout the world. Especially popular consortial destinations are Australia, Italy, Ireland, Spain, and New Zealand.

The Application Process. The minimum grade point average required to participate in study away programs is 2.5, with a few exceptions. Some programs require a higher grade point average. Students must apply in advance and be approved to participate in study-away programs in order to receive transfer credit. Applications and information on selection criteria are available at the National and International Exchange Center.

Costs for study away. All KSC students studying away are assessed a study-away fee. The fee for KSC programs is \$500, and \$750 is assessed for approved non-KSC programs. A nonrefundable deposit is required at the time of application. The cost of study-away programs varies with each program. Some programs, but not all, cost only slightly more than attendance at KSC. In most cases, financial aid recipients can apply their aid toward approved study-away programs. Information on the cost of programs is available in the National and International Exchange Center.

Students interested in an international experience on campus can request an international roommate and/or join the International Friends Club, a student organization comprised of international students and KSC students interested in international affairs.

Academic Resources

Arboretum and Gardens

The Arboretum and Gardens of Keene State College have been created to support the teaching, research, and public service mission of the College by: 1) preserving unique and/or mature plant specimens that may have historic value; 2) developing and adopting a planned and botanically systematic approach to collecting and installing new and diverse plant material; 3) creating a model outdoor field laboratory to promote botanical and horticultural awareness as an educational resource for the College, the community, and region; 4) maintaining interpretive materials, including plant identification, accession, mapping, and maintenance records; and 5) providing a visually appealing, diverse and cohesive, accessible landscape setting that provides a physical and emotional atmosphere conducive to academic advancement, recreation, and reflection.

A printed brochure is currently being updated and will lead scholars and visitors on a self-guided walk through the central campus, introducing the ornamental trees and shrubs and the landscape history of the campus.

Redfern Arts Center on Brickyard Pond

The Redfern Arts Center on Brickyard Pond serves academic and community needs in the fine and performing arts. Opened in 1981, it houses four theatres, eight art studios, a dance studio, band and choral rehearsal rooms, 20 practice modules, scenery and costume shops, and a reception and gallery area.

The building also houses the classrooms and offices of the art, music, and theatre and dance programs. The four theatres – the Main Theatre, seating 572; the Alumni Recital Hall, seating 360; the Wright Theatre, seating 125;

and the Putnam Arts Lecture Hall, seating 154 – suit a wide variety of productions.

The Arts Center schedules recitals, concerts, theatrical productions, dance concerts, and art exhibits by the College's academic programs, as well as a full season of outstanding professional artists in dance, theatre, and music who frequently offer workshops and master classes.

The Arts Center has been the recipient of numerous grants for innovative programming from the National Endowment for the Arts, the New England Foundation for the Arts, and the New Hampshire State Council on the Arts. It has received national recognition as the host to the American College Regional Theater and Dance Festivals.

Thorne-Sagendorph Art Gallery

The Thorne-Sagendorph Art Gallery was a gift to the College in 1964 from beaTrix Sagendorph of Dublin in memory of her mother. The gallery maintains a year-round schedule of exhibits of national and international quality and distinction, while affirming a strong commitment to the historic artistic tradition of southwestern New Hampshire. The exhibitions, receptions, and educational programs are free and open to the public. In addition, an internship program is offered to Keene State art students and exhibit space is provided for faculty and student shows. The gallery has two skylit exhibit halls, climate control, and a sophisticated security system. It is located on Wyman Way.

BodyWorks

BodyWorks, the campus fitness center, helps motivate the campus community to achieve and maintain a lifestyle of health and wellness. The goals of BodyWorks are based on the expectation of improved physical health and vital-

ity as well as enhancement of academic and workplace productivity that result from regular physical activity.

BodyWorks is part of the Recreation Center housed inside Spaulding Gymnasium. It offers more than 35 cardiovascular machines on the top level as well as a complete circuit of weight-training machines and free-weight equipment on the lower level. In addition, BodyWorks offers several services to its members, including complete fitness assessments and personal training packages.

BodyWorks serves as a laboratory for students majoring in Health Promotion and Fitness. They make up the entire student staff. Supervised by health fitness professionals, these students can link the research and theory taught in the classroom to the practical application necessary to successfully manage a fitness facility.

Cohen Center for Holocaust Studies

The Cohen Center for Holocaust Studies, located on the first floor of Mason Library, provides access to a wide range of printed materials for anyone who wishes to study, teach, or do research on the Holocaust. The Center, which supports a multidisciplinary minor in Holocaust Studies and an extensive educational outreach program, contains more than 4,500 volumes, several periodicals and annuals, thousands of articles, more than 340 videos, and numerous curricula. Materials are available to members of the college community for a limited circulation period and may be used in the Center by anyone. The acquisition of materials is funded largely through private donation.

Child Development Center

The Child Development Center (CDC) is a best practices demonstration early childhood education center located on campus in Elliot Hall. The CDC is a learning community dedicated to providing excellent programs for young children and practical experiences for students studying to be teachers. Undergraduate and graduate students are offered supervised experiences, under the guidance of early childhood professionals, in the direct education and care of infants, toddlers, and preschool children. Many students also work in the CDC as volunteers and as work-study students.

The CDC's curricula follow an integrated model in which children learn as they observe, play, and participate in a wide range of child-centered activities. Family communication and involvement are integral to the program. We welcome observations by anyone interested in excellent early childhood programs for young children.

Community Research Center

The Community Research Center (CRC) develops research skills and promotes professional development among Keene State College students while helping to meet the research needs of nonprofit and public agencies in the Monadnock region. It primarily assists agencies with needs and program assessment, grant writing, and conducting local surveys, but is available to help in other research areas. The CRC seeks to strengthen community and campus relations through the services it provides for local agencies.

The CRC was created as a result of sociology students' desire to conduct hands-on research that benefits and enriches the local community. The goals of the CRC include the following:

- Strengthen the community by assisting its nonprofit and public agencies
- Build social capital in the region by establishing relationships between Keene State College and the community's nonprofit and public agencies
- Collaborate with local agencies and organizations on community research projects
- Increase the resources available to agencies by providing assistance in writing grant proposals and compiling data
- Improve the effectiveness of agencies by assisting them in program assessment
- Provide educational tools and workshops related to survey research, grant writing, and evaluation
- Develop research skills, professionalism, and a sense of civic responsibility among Keene State College students.

Curriculum Materials Library

The Curriculum Materials Library (CML), located on the second floor of Mason Library, supports KSC education

faculty and students, particularly methods students and student teachers. CML's collection emphasizes pre-K to grade 12 geography, language arts, mathematics, reading, science, social studies, and school counseling teaching materials. The emphasis is on practical materials presenting teaching methods and activities.

The collection comprises approximately 16,500 items. These include books, videos, textbook sets, curriculum models, math and science manipulatives, pattern blocks, simple machines, educational games, and puppets.

The CML also has three special collections: The Great Explorations in Math and Science (GEMS) Collection, The New Hampshire Geography Alliance Collection, and The Safe Schools Collection.

For more information, search www.keene.edu/cml or call 603-358-2729.

Film Studies Center

The Film Studies Center, located in the Media Arts Center, contains a large collection of DVDs, videos, and laser disks for study purposes. The equipment facilities also include post-production facilities fully equipped with Avid digital, nonlinear editing systems. The Department of Film Studies also has screening facilities in Drenan Auditorium, located in Parker Hall, utilized mainly for critical studies classes. Also part of the Film Studies Department is the KSC Film Society, located in the Putnam Arts Lecture Hall in the Redfern Arts Center on Brickyard Pond. The KSC Film Society, equipped with 35mm, 16mm, and 70mm projection capacity and Dolby Digital sound, runs a year-round, weekly film series.

Information Technology Group

The Information Technology (IT) Group supports Keene State College's commitment to academic excellence by enhancing the integrative learning experience with reliable network access, technology-enabled classrooms, public and specialized computing labs on campus, and other campus computing resources. Students use information technology to complete the requirements of their coursework, to access class lectures and syllabi, to carry out research, and to communicate via e-mail.

Every student enrolled at the College is assigned an account through the student web portal MyKSC, which provides students with an e-mail account, web hosting services, and file storage. Students use the site to register for classes, pay school-related bills, and access their grades, overall GPA, academic transcripts, and class schedules. The College uses MyKSC to post information about campus closings and uses students' e-mail accounts as an official means of contact for administrative business. Students can access MyKSC, Blackboard, and other academic and personal services at the College through any Internet connection.

Campus computing resources include HelpDesk support, Internet access, and public and specialized computer labs. Specialized labs offer technology applications to majors within specific disciplines, and public labs provide tools such as the Microsoft Office suite software, networked printers, digital scanners, and CD burners. Public computing labs are open to all students more than 90 hours during the week.

Students living on campus are also provided with telephone, data network, and cable TV access through connections in the residence halls. All residence hall facilities are wired with one data network connection per student staying in the room.

Each building on the Keene State campus is connected to a fiber network backbone that provides fast Internet access. Select "public spaces" across campus have wireless access zones. To see a map of the wireless zones on campus, go to www.keene.edu/it/helpdesk/wirelessmap.pdf.

The IT Group HelpDesk provides technical support for students, faculty, and staff. The HelpDesk staff assists students in setting up network access (wired and wireless) and using MyKSC and telephone/voicemail services. The HelpDesk also provides support for media and cable services. The IT Group provides full on-site support for campus-specific technical situations and limited telephone assistance for software and network issues.

IT Group: Your World of Possibilities, Connected!

Language Learning Center

The Language Learning Center, Quadside, is a state-of-the-art multimedia learning environment. As well as being

a unique instructional/presentation facility, the learner-centered computer workstations enable the students to access local, campus-networked, and global resources. They incorporate distributed media sources, such as satellite transmissions and video conferencing, with sites around the world. Language students prepare for study abroad in this authentic interactive immersion experience, which brings the world to our campus. Quadside is located on the ground floor of Morrison Hall.

Wallace E. Mason Library

Wallace E. Mason Library provides prompt information services and active instruction on research skills and the use of library resources. Our holdings number about 326,000 items and annual publications, subscriptions to more than 1,200 periodicals and newspapers, and an extensive selection of videos, DVDs, audio books, and music CDs. The Cohen Center for Holocaust Studies, Curriculum Materials Library, Orang Asli Archives, and other collections are located in the library.

Online databases such as EBSCOhost, JSTOR, and FirstSearch offer the full texts of additional journals and newspapers. Off-campus access to these services is provided to patrons with a library-validated KSC student or faculty ID. The library provides electronic access, including interlibrary loan services, to the holdings of more than 41,000 libraries worldwide through an international library network.

The holdings of Mason Library and the Keene Public Library are listed in an online catalog called Keene-Link, which can be accessed at our website, www.keene.edu/library. Simply type in the title, keyword, subject, or author to find out if we have what you need.

We have wired and wireless access to the college network throughout the building, with 36 wireless laptop computers for use in the library by students. For the Circulation desk, call 603-358-2711; for Reference, call 603-358-2710, e-mail reference@keene.edu, or IM a librarian. For AIM or Yahoo, use screen name

kscreference; for MSN use, e-mail address reference@keene.edu.

New England OSHA Training Institute Education Center and Keene State College Safety Center

Meeting the occupational safety and health needs of New England's business and industrial communities, the New England OSHA Training Institute Education Center operates cooperatively with the Occupational Safety and Health Administration (OSHA) and the Division of Continuing Education. OSHA courses are held at the Keene State College Safety Center in Manchester, N.H., and other sites throughout New England. Courses are short-term, presenting technical occupational safety and health training and explaining OSHA standards, policies, and procedures.

Small Business Institute

The Small Business Institute (SBI) provides a field-based opportunity for students to work in teams as consultants to local small businesses. Senior management students assist companies with specific needs, including business planning and development, market research, competition analysis, financial management, production, and human resources management. Each student team completes a comprehensive case study that is presented to the business owner at the end of the semester. Students must have strong records of academic accomplishment and must receive support of management department faculty to participate in the program.

The Small Business Institute Directors Association conducts the annual case competition, which was formerly conducted by the U.S. Small Business Administration. The Keene State College program has merited 36 district and regional awards, including the 1997 and 2002 national championships. Thirteen have become national finalists since 1988, an institutional record of distinction exceeding all other SBI colleges and universities.

Undergraduate Admission

Keene State College accepts applications from prospective freshmen and transfer students for both the Fall and Spring semesters.

Students should present average or better academic and personal credentials. A rolling admissions policy affords applicants prompt decisions on their applications.

First-year traditional students are encouraged to submit their first marking period grades with their application in the fall of their senior year in high school. Deadlines for first-year applicants are **April 1** for the Fall semester and **December 1** for the Spring semester. Transfer applicants are urged to apply and complete their credentials by **April 1** for Fall admission and by **December 1** for Spring admission. The College reserves the right to close admissions, irrespective of these deadlines, once class capacity has been reached.

All students who want to be considered for financial aid are encouraged to file the appropriate materials by **March 1**, regardless of the status of their application in admissions. Contact the Office of Student Financial Services for more information.

Applicants are required to pay a nonrefundable enrollment services fee by **May 1** for the Fall semester and by **December 15** for the Spring semester, to confirm their intention to accept admission. After these dates, fees are accepted on a space-available basis.

Matriculated Student

A matriculated student is one who has applied formally to the Admissions Office and has been accepted for admittance to the College. This acceptance implies admission as a degree-seeking candidate; however, it does not guarantee acceptance into a specific major. All other students attending Keene State College shall be considered nonmatriculated.

Admission Requirements

The following requirements apply to all undergraduate programs except the associate in science technology programs. Although personal interviews are not required, all applicants are encouraged to visit the campus. Tours and interviews are available by appointments arranged through the Admissions Office. Prospective first-year students should provide:

1. **An application accompanied by the application fee.**
2. **An official high-school transcript**, including first marking period grades, or a satisfactory high school equivalency certificate. Although no prescribed pattern of high school courses is required, applicants should have completed college preparatory course work insuring competency in English grammar and composition skills, college-level reading speed and comprehension, and a distribution of courses in:
 - English
 - **the social sciences** – political science, sociology, anthropology, psychology, economics, geography, and history
 - **the sciences** – three are required, one of which must be a lab science, e.g., biology, chemistry, or physics
 - **mathematics** – algebra I, algebra II, and geometry

The above courses are considered basic preparation for admission to Keene State College.

3. **Scores from the College Entrance Examination Board Scholastic Aptitude Test (SAT)**. Applicants are responsible for making arrangements to take this test and for having the results forwarded to Keene State College. ACT scores are also accepted.

Information as to time, place, and fees may be obtained from any guidance counselor, or by writing the College

Entrance Examination Board, P.O. Box 592, Princeton, NJ 08541, or P.O. Box 1035, Berkeley, CA 94701. Applicants who have been out of high school for more than one year are not required to submit SAT results, but may be requested to do so in special circumstances.

4. Recommendation from the high school guidance counselor, teacher, or school administrator. Applicants who have been out of high school for more than one year need to submit a letter of recommendation.

Art Candidates. All applicants interested in the Bachelor of Arts degree in Studio Art and/or Graphic Design must submit a portfolio with the admissions application. This portfolio should be in the form of slides, CD-ROM, or Zip disk. Please send between 10 and 20 examples of your work. Portfolios will be reviewed only after the student is admitted to Keene State College. Tours of the Art Department are available upon request; call 603-358-2162. Admission to the College does not guarantee admission into the Art program.

Music Candidates. All applicants interested in the Bachelor of Music degree in either Performance or Music Education must participate in an audition. Applicants interested in minoring in Music must also audition. For more information or to schedule an audition, please contact the Music Department at 603-358-2177. Admission into the Music program does not guarantee admission to the College; conversely, nonadmission to the Music program does not mean that one is not admissible to the College.

Associate in Science Degree Applicants. Applicants for the associate in science programs in Technology are not required to take the Scholastic Aptitude Test (SAT). However, they must submit an application with the application fee, an official high school transcript, and (unless the student has been out of school for several years) a recommendation from the high school guidance counselor or principal. High school algebra is required, trigonometry is strongly recommended, and a sound background in English grammar and composition is expected.

Home-Schooled Students. Home-schooled students seeking admission to Keene State must submit a completed application, an admission essay, SAT or ACT

scores, one or more letters of recommendation, an outline of academic studies (may include reading lists, course syllabi, writing samples, and a work portfolio), and a GED or Home School Diploma, if available.

Advanced Placement

A student may be granted advanced placement and/or credit by Keene State College by achieving a score of 3, 4, or 5 on an Advanced Placement Test administered by the Educational Testing Service (ETS).

A student who has completed one or more Advanced Placement courses should request the Educational Testing Service (ETS) to send an official Advanced Placement Examination Grade Report to Keene State College, typically as part of the application for admission process. The amount of credit granted for the examination is similar to the amount of credit associated with the Keene State College course that the examination replaces. A student may be required to complete the course substitution process to apply credit granted through Advanced Placement toward a specific requirement in a major.

Readmission Requirements

Matriculated students who have voluntarily withdrawn from the College, or have been separated from the College due to academic or disciplinary suspension, must apply for readmission. Students on an official leave of absence do not need to request readmission.

Students seeking readmission will be subject to the catalog requirements and academic standards for the academic year they are readmitted to the College. The Admissions Office will provide advisement for students on the correct procedures for Readmission.

Criteria for Readmission. Admissions will consider academic, financial, and personal criteria prior to granting or denying readmission. Students who left the College in good personal and academic standing, and have not jeopardized their status during their absence, should not experience difficulty in being readmitted.

For students attempting to return after academic suspension, the following minimum criteria form the basis for a decision on readmission, but do not imply that readmission is automatic:

1. Have completed at least two courses (six credits) with a minimum grade of C in each course, and a minimum cumulative average of 2.00 in liberal arts courses since separation.
2. Have no outstanding financial obligation to the College at the time of application for readmission.
3. Be able to provide evidence of personal responsibility as a student at Keene State College and the community at large.
4. If under a 2.00, the student must provide an academic plan for success as part of the readmission process.

Two academic options – the New Start Program and the Continuation Program – are available to students who seek readmission.

New Start Program

After a break of at least one full academic semester, a student who is not in good academic standing (see Academic Standing) may seek readmission to the College under the New Start Program. Students readmitted under the New Start Program essentially discard their previous cumulative averages. All courses and grades will be retained on the permanent transcript, but records will carry forward only credits, not grades, from previous course work that received a “C” or better.

No minimum grade point average is required for readmission under the New Start Program. Grades earned at Keene State College prior to matriculation are not included in the computation of the student’s cumulative grade point average. Once readmitted, a student must achieve the minimum grade point average appropriate to his/her current standing, as determined by the total number of credits earned.

A student may elect the New Start Program only one time, and must do so at the time of application for readmission.

A nonmatriculated, continuing education student who has completed course work at Keene State College may elect to be admitted under the New Start Program.

Continuation Program

Students readmitted under the Continuation Program begin where they left off in terms of cumulative averages earned during previous academic work at Keene State.

In an effort to raise their cumulative averages, students may elect to use the “forgiveness policy,” which allows them to repeat courses once in which grades of CD or less were received. Only the last grade received will be used in calculating the cumulative average. If a student repeats courses at another college or university, that institution must be regionally accredited, and the student must earn a grade of C or higher in the course(s) to be transferred. Keene State College will accept only the credit earned, not the grade. The original grade earned at Keene State will remain on the permanent transcript, but will not be included in the calculation of the cumulative grade point average. The student is responsible for reviewing, in advance, the content of any course to be repeated at another institution to determine whether the course is acceptable as equal under the forgiveness policy. The appropriate discipline coordinator should be consulted to assist in the determination of course equivalency.

Transfer Students

Transfer students submit the same credentials as entering freshmen. In addition, they must provide official transcripts of all previous college study and a letter of reference from a college administrator. International transfers should refer to the section on International Students below.

The College encourages the competent student who has valid reasons for wishing to transfer, but cannot encourage the applicant with a history of academic or disciplinary difficulty. Grades earned at other institutions are not included in the computation of the student’s grade point average at Keene State. It should also be noted that admission into the College does not guarantee acceptance into a given major or specialization.

Transfer of Credit

To receive an undergraduate degree from Keene State, students must attain matriculated status before starting their final thirty credit hours of work toward a degree. The Vice President for Academic Affairs is responsible for determining the acceptability of all transfer credits.

Shortly after admission to the College, transfer students will receive an official transfer credit evaluation from the Elliot Center. Students should bring this evaluation to any

orientation program or when meeting with an academic advisor. Credits accepted in transfer may be allocated to General Education requirements or electives. The faculty of each discipline will determine through course substitution which of the transferred courses will fulfill major or minor requirements. Please refer to the degree requirement section of the Catalog for major-specific information. Developmental or remedial coursework is not transferable.

Students should direct requests for the transfer of credits through the Elliot Center in the following categories:

1. Credits received at a regionally accredited institution of higher education, if completed with a grade of C or higher.
2. Credits received at institutions accredited by an association listed in the Directory of the Council of Post-secondary Accreditation, if completed with a grade of C or higher and if documented by the catalog and course descriptions.
3. Credits recommended at the upper and lower division by the American Council on Education for an educational experience in the armed services. Up to 15 credit hours earned through approved DANTES Subject Standardized Tests (DSSTs) or certain other correspondence study courses may be accepted. Guidelines for the evaluation of military credit are available from the Elliot Center.
4. Credits earned at the above institutions in courses graded by Pass/Fail or Credit/Non-Credit, if evidence is presented showing that the courses were completed with the appropriate level of academic achievement.
5. Students who wish to transfer credits into a teacher certification option must apply through the chair of the Department of Education. Ordinarily, no more than four credits from another institution may be applied to satisfy program requirements due to the uniqueness of Education courses.

Credits earned at institutions that are nonaccredited or are candidates for accreditation generally will not be accepted in transfer. However, students may petition to have these credits accepted. If possible, the student must provide a copy of the textbook(s), the course syllabus, and any other material as requested.

International Students

Keene State College welcomes well-qualified students from outside the United States. Students from more than 20 countries are currently enrolled, helping enrich the educational opportunities of all.

Most international students enter Keene State with some academic credit from their home institutions. Transfer credit – including final years of secondary schooling – may be granted after a determination of the type of institution involved and its recognition by the educational authorities in the home country, and an evaluation of the content, level, and comparability of the study to courses and programs at Keene State.

A complete application for an international student requires the following:

1. A completed Admissions Application form.
2. Official copies of secondary and post-secondary academic records with official English translations, when necessary, including:

Transcripts/mark sheets/grade reports of all course works completed with grades or marks for each course indicated.

A course-by-course evaluation of international educational credentials completed by a member of the National Association of Credential Evaluation Services, Inc. A list is available from the Office of National and International Exchange, 603-358-2348.

3. International students living in the United States for two or more years attending high school must take the SAT.
4. Proof of English proficiency or agreement to enter our full-time fall semester intensive English as a Second Language (ESL) Program. Proof of English proficiency can be established by on-campus interviews, transcripts from English-language schools, or successful completion of the Test of English as a Foreign Language (TOEFL) with total scores of 500 or above for undergraduates. TOEFL information is available at American embassies and consulates, offices of the U.S. International Communications Agency, U.S. education commissions, foundations, and binational centers, or by writing to TOEFL, Box 899, Princeton, NJ 08541. Keene State College provides

conditional admission for students needing ESL prior to entering a degree program.

5. Documentation of financial support. Applicants must complete the Certification of Financial Support in the application as well as submit documentation that funds are available. A demonstrated level of support, not only for tuition and room and board, but also for living expenses (pocket money, books, etc.) is necessary. The Declaration of Finances form is available from the Admissions Office, the Office of National and International Exchange, or the College Entrance Examination Board, P.O.Box 592, Princeton, NJ 08541.

Continuing Education and Extended Studies

The Division of Continuing Education and Extended Studies provides educational opportunities for students returning to college, seeking professional development, preparing to enter a degree program, or taking courses for personal enhancement. Opportunities are available on a part-time basis through credit and noncredit courses, certificate programs, seminars, institutes, conferences, and workshops. Courses can be taken during the day or evening, and many are offered on weekends. The Division also works closely with business and industry to provide customized education and training on a contractual basis.

Students who enroll in courses offered for credit by this Division can select courses that will maximize their efforts toward an educational goal, whether they are working toward an associate's, bachelor's, or master's degree, or pursuing specific career goals. An individual may enroll as a part-time, nonmatriculated student and later apply for admission to a degree program. Students who enroll in part-time credit courses are responsible for satisfying all course prerequisites, even though they are not matriculated in a degree program. Academic policy states that Continuing Education students will follow the academic schedule and policies required of **all** Keene State students. Credits earned may be transferred later either to a Keene State College degree program or to other institutions.

Three Summer School terms are offered by the Division with a comprehensive schedule of undergraduate, gradu-

ate, and noncredit courses. These courses fulfill many major and general education requirements and provide a variety of special topic courses for professional development and elective purposes.

Specific information concerning Continuing Education offerings and registration procedures is found in the Continuing Education schedule of courses, *Discovery*, published each fall, spring, and summer.

Summer Link

Link, "the college connection," is a comprehensive college experience for both recent high school graduates and nontraditional students who may have been out of school for a number of years. The goal is to develop self-sufficient students ready for the opportunities, responsibilities, and academic expectations of college. The program strengthens academic competencies and study skills and increases self-confidence. The program runs for six weeks and students earn seven college credits.

Upward Bound

Upward Bound is a college preparatory program designed to generate among able young people from low-income backgrounds the skills and motivation necessary for success in education beyond high school. Funded by the U.S. Department of Education, the Keene State College program serves 70 students from 10 high schools within a 50-mile radius of the campus. The heart of the program is a unique six-week summer residential program. Staff, consisting of teachers and tutor-counselors, are drawn from participating high schools, Keene State College, other colleges and universities, and the community. Upon completion of the summer program, students return to their respective high schools and are then active in the academic year follow-up program. Their participation in Upward Bound may continue throughout their high school years.

In the summer, courses are available in modern languages, reading, literature, expository writing, algebra through calculus, computer science, social issues, performing arts, biology, and PSAT preparation. Electives are offered in a variety of interest areas, including the arts, social sciences, and physical activities.

Upward Bound also provides unique opportunities for Keene State College students, who may apply to be on the staff. The program employs students interested in education and psychology. Some Keene State students have earned independent study credits in psychology as a result of their staff involvement.

New England Regional Student Program

Keene State College participates in a regional cooperative program, administered by the New England Board of Higher Education, which permits qualified, matriculated New England residents to study with reduced tuition and admission privileges in certain programs at other state colleges and universities. This program expands higher education opportunities for New Englanders by making available to all residents on an equal basis majors/courses not commonly offered at every institution, thus reducing duplication of programs and utilizing more efficiently the higher education facilities of each state. The programs that qualify for the 2007-08 academic year for Rhode Island and Vermont residents are the associate's degree program in technology studies (drafting & design) and the bachelor's degree program in American studies and technology studies. Also available to residents of Vermont is the bachelor's degree program in chemistry/physics. Information about this program may be obtained from the Admissions Office, the Elliot Center, high school guidance counselors, or the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111, 617-357-9620.

New Hampshire College and University Council

Keene State College is a member of the New Hampshire College and University Council, a consortium of thirteen institutions of higher education formed to combine resources to make more educational opportunities available for students at a lower cost. Students from member institutions may register for courses at member colleges participating in the student exchange and receive transfer credits. Arrangements for registration for such courses is made through the Elliot Center. Some advantages of the Council include the ability to draw on the million-volume

library resources of the thirteen member institutions, and access to the computer network and to workshops, seminars, and cultural festivals in a variety of fields.

In addition to Keene State College, Council members participating in the student exchange program include Colby-Sawyer College, Daniel Webster College, Franklin Pierce College, Granite State College, New England College, Plymouth State University, Rivier College, Southern New Hampshire University, St. Anselm College, and the University of New Hampshire (including its branch at Manchester).

The Council's policies on student exchange and enrollment among member institutions are as follows:

Full Semester Enrollment. Students who wish to do extensive work at another institution within the Council shall be permitted to do so. Admission may be for a full semester or more, with concurrence of the cooperating institution. Students must have a minimum grade point average of 2.5 to participate.

The student shall remain registered at the home (sending) institution and continue to pay to it the normal home college charges for tuition and fees. Determination of room and board charges will be by individual arrangement between the student and the receiving institution; the receiving institution will bill these charges directly to the student involved.

The sending institution cannot guarantee room and board at the receiving institution.

Course Enrollment. Ad hoc enrollment by students at other Council institutions for one or more courses during the academic year shall be permitted. Normally such courses, in addition to on-campus courses, should not exceed a full course load, as defined by the policies of the student's home (sending) institution.

No financial charges shall be made, other than laboratory fees or fees for special instruction, which shall be billed to the student by the receiving institution.

Home College Approval. In order to receive academic credit for courses taken in another Council institution, all inquiries regarding the above study opportunities must be directed to the Elliot Center.

Student Financial Services

Student Financial Services consists of the Bursar's Office (student accounts) and Financial Aid. Students may make payments, complete financial aid requests, and receive information about financial aid and billing statements from the Student Financial Services window. This one-stop design is intended to reduce the number of visits students need to make to financial services and the length of time students must spend completing these important functions.

Tuition and Fees

FEES

All students attending Keene State College are responsible for payment of all charges incurred while they are enrolled. Charges may include, but are not limited to:

Mandatory Fees. Students enrolled for credit will be charged mandatory fees, which include a Registration Fee, Student Center Fee, Activity Fee, Educational and Technical Fee, Athletics and Recreational Sports Fees, Health and Counseling Services Fees, and Class Dues. The income derived from Mandatory Fees is used to offer and enhance support services to students, and to partially cover the cost of supplies and lab equipment required for successful educational experiences. All students are required to pay mandatory fees whether or not classes they participate in are held on the KSC campus.

Application Fees. Charged to all students who are seeking admission to the college and/or special programs offered on-campus, such as the Graduate Program or the Teacher Education Certification Program.

Enrollment Services Fee. A one-time fee charged to first-time, readmitted, graduate, and certificate students. This fee covers administrative and technical costs for

new students. No student can be admitted until the fee is paid.

Residence Hall Charge. Charged to students living in on-campus housing only. Rates vary based on the type and location of the room.

Dining. Charged to students who participate in meal plans offered on campus. Currently KSC offers several plans, including 19, 12, and 5 meals per week. All students living in college housing (with the exception of Bushnell, Tisdale, and Pondside II apartments) are required to participate in a meal plan.

Room Damage Deposit. Charged to all students living in on-campus housing to cover the cost of damage that may result. The unused portion of the deposit will be refunded only after the student moves out of the residence halls.

Late Payment Fee. Charged monthly to students whose payments are not received by the published due date.

Late Add/Withdrawal. Charged to students who do not complete the add/withdrawal process within the published timelines.

Applied Music Fee. Charged to students enrolled in specific classes that offer one-on-one instruction. This fee is in addition to any tuition paid for credit hours.

Parking Fees. Charged to students who register a car and receive a permit to park in an on-campus lot.

Returned Check Fine. Charged to all persons who issue a check that, for any reason, is returned from the bank unpaid.

Senior Class Dues. Charged to students during the year they will complete their degree requirements. Offsets the cost of Senior Activities. It is possible that students will be

asked to pay an additional fee to the Senior Class depending on the type and cost of activities planned.

Graduation Fee. Charged to students for each degree for which an Intent to Graduate form has been filed.

Transcript Charge. Charged to students requesting copies of their official transcript.

Note: Each student is responsible for the timely payment of all outstanding charges on his or her account. Failure to remit payment in full by the stated due date may result in deregistration of courses. Payment of the bill is solely the responsibility of the student, regardless of who (e.g., a parent) remits the actual funds.

DETERMINATION OF TUITION RATES

Residence Policy. All students attending any division of the University System of New Hampshire in any capacity are charged tuition at a rate determined by domicile. Those domiciled within the State of New Hampshire pay the in-state rate, whereas those domiciled elsewhere pay the out-of-state rate.

In-State. The Board of Trustees fixes the in-state tuition rate annually on the basis of the projected budget, including as part of the budget the applicable funds made available by the Legislature in its biennial budget.

Out-of-State. In accordance with the policy established by the Legislative Budget Act, the out-of-state tuition rate is set annually by the Board of Trustees at a figure that reflects actual per capita operating costs, including instructional expenses, overhead, and bond retirement (excluding self-liquidating bonds), as determined by the costs in the fiscal year just preceding the first January for the fiscal year in which tuition is to be charged, all in accordance with the established accounting practices of the University System Student Status.

For tuition purposes, a student is classified as in-state or out-of-state at the time of his/her admission to a unit of the University System of New Hampshire. This decision is made by the Director of Admissions based upon information furnished by the student's application and other relevant and available information.

Each applicant for in-state status for tuition purposes submits an application on forms prescribed by the Direc-

tor of Admissions, which shall include a sworn statement certifying that the applicant is legally domiciled within the State of New Hampshire. The application shall also include such additional information as the Director may require in support of the affidavit of domicile. At his/her discretion, the Director may require submission of an application form from any in-state student prior to the commencement of each semester the student plans to attend the College.

Review of Student Status. Any student aggrieved by the decision of the Director of Admissions classifying him/her as an out-of-state student for tuition purposes may appeal to the Appeals Committee on forms and in accordance with procedures made available by the Director of Admissions. The student has the right to present to the Appeals Committee such additional evidence as he/she deems appropriate in processing the appeal, and the right to appear in person and be heard.

The decision of the Appeals Committee shall be final unless the Board of Trustees in its discretion elects to review the record before the Committee. No evidence may be adduced or presented before the full Board of Trustees, but reviews shall be of the record only.

Change in Status. Any student who has on first admission to the University System been classified as out-of-state for tuition purposes may apply to the Budget Coordinator for a change of status on or before September 1 of any year for the Fall semester, and on or before January 1 of any year for the Spring semester. Applications are considered in the chronological order in which they are presented.

No changes approved during a semester shall be effective until the beginning of the next semester. However, where a change of status from out-of-state to in-state has been denied by the Budget Coordinator prior to the beginning of a semester, and the decision is reversed by the Appeals Committee, the student's status shall become effective from the beginning of that semester.

In the event the Budget Coordinator possesses facts or information indicating that a student's status should be changed from in-state to out-of-state, the student shall be informed in writing of the change of status. The student may appeal the decision to the Budget Coordinator as

herein above set forth. No such change made by the Budget Coordinator after the commencement of any semester is effective until the beginning of the following semester. Change to out-of-state status made by the Budget Coordinator prior to the commencement of any semester, but reversed during the semester by the Board of Appeals, is effective as of the beginning of that semester.

SUBSTANTIVE RULES AND DEFINITIONS

In all cases of application for in-state status for tuition purposes, the burden of proof is on the applicant. At the applicant's request, the Director of Admissions states in writing the reason or reasons for his or her decision.

The following definitions and rules prevail, as approved by the University System of New Hampshire Trustees on January 20, 1973, and revised on April 28, 1984.

Parent. The term "parent" means a person's father; or, if he/she has no father, his or her mother; or, in the case of separated or divorced parents, "parent" means either a parent with legal custody or a parent providing more than one-half of a student's total financial support; or, if there is a guardian or legal custodian, "parent" means guardian or legal custodian, provided there are no circumstances indicating that such guardianship or custodianship was created primarily for the purpose of conferring the status of an in-state student on an unemancipated person.

Domicile. "Domicile" denotes a person's true, fixed, and permanent home and place of habitation. It is the place where the person intends to remain and to which he or she expects to return when he or she leaves without intending to establish a new domicile elsewhere.

No person is eligible for in-state status unless he or she is domiciled within New Hampshire. For University System purposes, a person does not acquire domicile in New Hampshire until he or she has been a resident of the state for 12 consecutive months immediately preceding registration for the term for which in-state tuition status is claimed and meets all other requirements for domicile.

No unemancipated person is eligible for in-state status unless his or her parent has established domicile in New Hampshire.

No person is eligible for in-state tuition status unless he or she establishes that his or her residence in New Hampshire is for some purpose other than the temporary or primary one of obtaining an education.

When a person has established eligibility for in-state tuition based on his or her parent's domicile, and the parent subsequently establishes domicile outside of New Hampshire, the person is eligible for in-state tuition for one academic semester following the academic semester during which the parent established out-of-state domicile.

All evidence relevant to determining domicile may be considered, but the following indicia are, in any case, relevant, without limiting in any way other information the applicant wishes to submit or the Director wishes to require:

- Payment or nonpayment of any tax levied by the state or any political subdivision on persons resident or domiciled therein
- Residence reported on any federal or state tax return
- Registration of one's automobile
- State issuing one's driver's license
- Receipt of support in whole or in part from parents who are resident or domiciled outside the State of New Hampshire
- Voting residence
- Claim by any nonresident parent that the applicant is dependent for tax or any other financial purpose
- Regular departure by the applicant from the State of New Hampshire during recesses or vacations from the College
- The filing of any claim for benefits under any policy of insurance of any federal, state, or local benefit legislation based on residence or domicile outside the State of New Hampshire
- Status in some other state that qualifies a person for in-state tuition in that state

Emancipation. No person is deemed emancipated unless his or her parent has entirely surrendered the right to the

care, custody, and earnings of such person and unless his or her parent is no longer under any legal obligation to support or maintain such person or, having supported and maintained such person even though under no legal obligation to do so, has ceased to support or maintain such person. Emancipation shall not be found unless all such tests are met.

The following shall be submitted by an applicant upon request by the director of Admissions:

- Lack of financial support of the person by the parents
- Lack of contribution to the parents of any earnings or other income received by the person
- Failure of the parent to claim the person as a dependent on his/her income or other tax returns
- Establishment by the person of a domicile separate and apart from that of the parent
- Failure of the person to return to the home of the parent during vacations and other recesses from school

Presumptions. Unless the contrary appears to the satisfaction of the director of Admissions in individual cases, the following presumptions prevail:

- The domicile of an unemancipated person is that of his or her parents or, if the parents are separated or divorced, that of the parent who has custody of him or her or that of the parent providing more than one-half of the student's total financial support
- The domicile of an unemancipated person who has no parents is that of his or her guardian or other legal custodian, unless it appears that such guardianship or custodianship was created for the purpose of establishing in-state status
- The domicile of any person who first enters the College from the domicile of his or her parent, as defined above, is that of the parent until he or she abandons such domicile and, for purposes other than that of education, acquires a new domicile
- The domicile of any person who first enters the College from a domicile other than New Hampshire is such a domicile until he or she abandons such domicile and, for purposes other than that of his or her education, acquires a new domicile

- Attendance at a unit of the University System or at any other educational institution in this state in itself is not evidence of intention to establish or establishment of a domicile in this state

Military Personnel. A member of the armed forces of the United States stationed in this state under military orders is entitled to classification for himself or herself, spouse, and dependent children as in-state for tuition purposes so long as he or she remains on active duty in this State pursuant to such orders.

Waiver. Nothing contained in these rules precludes the Director of Admissions from waiving any requirement hereof under special circumstances in individual cases.

COST ESTIMATES

Tuition and fees are established during each summer by the Board of Trustees of the University System of New Hampshire and may be adjusted at irregular intervals. Such changes are announced as far in advance as possible. Students are encouraged to consult the current tuition and fee schedule located on the KSC web site at www.keene.edu/sfs.

In order to assist with financial planning, total expenses (tuition/room/board/mandatory fees) for full-time students for the 2006-2007 academic year was approximately \$14,848 for New Hampshire residents and \$22,118 for out-of-state students.

Students enrolled for less than 12 credits pay charges on a per-credit basis, depending on course level and residency.

REFUND POLICY

A student who withdraws from the College or changes her or his course load is eligible for refunds according to the following schedule:

Tuition 75% within 7 calendar days beginning on the first day of the semester.

50% in 8-30 calendar days after the first day of the semester.

No refund beyond 30 days after the first day of the semester.

Room 75% within 7 calendar days beginning on the first day of the semester.

50% in 8-30 calendar days after the first day of the semester.

No refund beyond 30 days after the first day of the semester.

Board Pro rata refund minus one week from the date the meal ID is turned in to the Food Service Director upon approved release from the Director of Residential Life and Dining Services.

Fees No refund after the semester begins.

A student who is suspended or dismissed for disciplinary reasons forfeits his or her right to any refund.

Program Fee 75% within 7 calendar days beginning on the first day of the semester.

50% in 8-30 calendar days after the first day of the semester.

No refund beyond 30 days after the date classes begin on-site. A nonrefundable deposit of \$200 is made upon acceptance.

Return of Federal Title IV Financial Aid. If a student is receiving federal financial aid (Pell Grant, Academic Competitiveness Grant, National SMART Grant, SEOG Grant, Stafford Loan, Perkins Loan, PLUS Loan) and withdraws or takes a leave of absence within 60 percent of the enrollment period, a portion of the awarded federal aid must be returned according to the Higher Education Amendments of 1998.

The determination of the return of these funds is calculated by Student Financial Services normally within 10 days of the withdrawal or leave of absence date. The calculation may result in the student's owing a balance to the College and/or the federal Title IV financial aid programs.

STUDENT FINANCIAL RESPONSIBILITY

By enrolling in classes at Keene State College, students agree to pay all charges incurred as a result of being enrolled at Keene State College by the stated due date,

including any late penalties assessed due to failure to pay. Students also agree that they are responsible for all collection costs incurred if the services of a collection agency are employed.

A student who has outstanding charges or debts due the College, or who is delinquent in scheduled loan repayments, will not receive grade reports, transcripts, placement papers, diplomas, or other services from the College; nor will that student be eligible to participate in registration or housing privileges.

Billing for Tuition, Mandatory Fees, Room and Board.

Payment in full is due the first Friday in August for the fall semester, and the second Friday in December for the spring semester. It is the sole responsibility of the student to remit payment in full prior to the tuition deadline. Any questions concerning a student's account should be directed to Student Financial Services prior to the payment deadline. Other billings may be mailed throughout the year and are normally due within 10 days.

Payment Plans. If financial aid awards will not cover all of a student's charges, information about payment plans that allow for payment of KSC charges during the school year is available on the SFS website (www.keene.edu/sfs > Paying Your Bill). The College contracts with an outside agent to service and track payment plans for a small fee.

Financial Aid

Student Financial Services (SFS) is responsible for the administration of student financial assistance and for helping students develop plans for paying for their education. Financial assistance is available in three basic forms: grants and scholarships, loans, and part-time employment. Grants and scholarships do not have to be repaid. Educational loans must be repaid (unless a student is eligible for special cancellation benefits), but such loans are made on a long-term, low-interest basis. Part-time employment is arranged at on-campus locations.

With the exception of the College's Academic and Talent Scholarship Programs (listed below), the most important factor in determining eligibility for aid is documented financial need. All matriculated students (students ad-

mitted into a degree program) are eligible to apply for assistance, if enrolled for at least 6 credits per semester. In addition, to be considered for financial assistance, upperclass applicants must be both in good academic standing (see Academic Policies & Procedures section of this catalog) and making satisfactory academic progress for financial aid (see www.keene.edu/sfs > Forms & Facts > Satisfactory Academic Progress > Standards).

Keene State College complies with all federal regulations concerning disclosure of costs and eligibility criteria. Inquiries should be directed to Student Financial Services.

APPLICATION PROCEDURES

In order for Keene State College to accurately determine financial assistance awards and eligibility, each applicant is required to file a Free Application for Federal Student Aid (FAFSA). Applications are filed online at www.fafsa.ed.gov. Visit the SFS website at www.keene.edu/sfs for detailed instructions and information regarding KSC's financial aid process.

The Financial Aid priority filing date is:

March 1 – FAFSA must be *received* at the Federal processor by this date.

Students who file prior to this deadline will receive the highest consideration for aid for the following academic year. Students who file after this date will be processed after all on-time filers have been awarded, but cannot expect to receive a substantial amount of scholarship and grant awards. Funds are limited and students who file early are always given first consideration. If you would like early notification of financial awards, it is recommended that you complete the above requirement as soon as possible after January 1. Beginning in early March, letters of notification regarding the award of financial aid are sent from SFS.

It is emphasized that application materials must be filed early each year as no award is renewed automatically. However, provided that the student applies on time and that financial need persists, applicants may expect to continue to be eligible for assistance assuming they have maintained satisfactory progress and remain in good academic standing.

For more information about the KSC financial aid application process, visit www.keene.edu/sfs > Getting Started.

SCHOLARSHIPS AND GRANTS (PARTIAL LIST)

Keene State has broadened its merit-based scholarship opportunities to provide greater access to higher education for high-quality students. Qualified students from the applicant pool are identified by the Admissions Office for the scholarships listed below. These scholarships are awarded on a first-come, first-served basis so students are encouraged to apply for admission early.

The categories are:

Scholarship	Annual Amt.	SAT Score	HS GPA	No. of Awards
President's Scholarship	\$3,500	1,100+	3.5+	20
Dean's Scholarship	\$2,500	1,050+	3.25+	60
KSC Enrichment	\$2,000	1,000+	3.0+	100

Annual amount for incoming applicants only (effective Fall 2002).

These awards are renewable for up to four years by maintaining a required grade-point average.

The **KSC Academic Talent Grants-in-Aid Program** provides students with exceptional performing, artistic, or other academic talent with renewable scholarships. Recipients are selected by faculty committees within the Arts and Humanities (for theatre and music students, based on auditions, and art students based on portfolios), Sciences, and Professional Studies Divisions.

The **KSC Scholarship Program** is a College-funded grant program for high-need students. Eligibility is determined by the College through analysis of the Free Application for Federal Student Aid.

The **Federal Pell Grant Program** is a federally administered program for high-need students. Eligibility is determined by an agency of the federal government. Individual grants range from \$200 up to \$4,050 per year. Students apply for Pell grants by means of the same Free Application for Federal Student Aid used to apply for other forms of assistance.

The **Federal Supplemental Educational Opportunity Grant Program** is a federally funded program that provides

grants to students with financial need as defined by federal regulations, as well as with academic and creative promise. Eligibility is determined by the College through analysis of the Free Application for Federal Student Aid form.

In addition to the above, scholarships are awarded annually from current gifts and endowment funds that have been established by friends and alumni of Keene State College. There are at present 42 such funds, which provide more than \$225,000 each year in scholarships to needy and worthy Keene State College students. Descriptions of the individual funds, eligibility criteria, and application procedures are found in the Financial Aid Catalog.

Students who have completed at least one year (24 credits) at Keene State College are eligible to apply for merit-based scholarships in March for the following year. Applications for these scholarships are available at Student Financial Services.

LOANS

The KSC Loan Program is a College-funded, long-term, low-interest loan for students. Eligibility is established through the Free Application for Federal Student Aid.

The Federal Perkins Loan Program is a federal and College-funded program. Eligibility is established through the Free Application for Federal Student Aid. Loans of borrowers employed as full-time teachers in designated hardship areas or as full-time teachers of the handicapped are partially forgivable each year and may result in cancellation of the total amount of the outstanding loan within five years. Loans of borrowers on active duty in the armed services, in an area of hostilities only, are forgivable at the rate of 12.5 percent per annum up to 50 percent of the total loan principal.

The Federal Stafford Loan Program allows students to borrow low-interest loans from participating banks and credit unions. Two types of Stafford Loans exist. One is subsidized and is need-based and the other is unsubsidized and is not based on financial need. Eligibility is established through the Free Application for Federal Student Aid. School certification is required.

The Federal PLUS (Parent Loan for Undergraduate Students) Loan Program is available for parents of un-

dergraduate students who need additional funding after other financial aid has been awarded. These loans are not automatically approved, but do have competitive interest rates and other terms. Our office does not award this loan program because bank approval is required. Credit history is considered by lenders approving this program. School certification is required. Student cost of attendance minus other aid is the maximum loan amount possible for this program.

Alternative Loan Programs. Sometimes federal loans are not enough to meet your educational expenses. The lending industry recognizes this fact and offers loan products for students that could fill the gap. However, alternative loans should only be used as a last resort after exploring all other financial aid and other options such as a payment plan or a Parent PLUS Loan. Alternative loans are based on creditworthiness and carry competitive interest rates. All vary on the amount students may borrow, the fees charged, and the terms of repayment.

Please Note: Students are strongly encouraged to complete the financial aid application process before applying for an alternative loan.

For more information regarding KSC's Loan Programs, visit us online at www.keene.edu/sfs > Loans.

EMPLOYMENT OPPORTUNITIES

Funds to support the College's Work-Study Program are provided by the federal government and the College to enable eligible students to work for an average of 6 to 12 hours per week each semester while classes are in session and up to 40 hours per week at other times.

Keene State College also supports its own work program, which provides an additional 400 to 500 jobs per year. Jobs are offered preferentially to work-study eligible students, although many noneligible students also find employment on the campus. The average job opportunity allows a student to earn approximately \$750 to \$1,500 per semester. Students may review employment opportunities online at www.keene.edu/sfs > On-Campus Employment.

In addition to on-campus job opportunities, many local employers hire students on a part-time basis. The Academic and Career Advising Office in the Elliot Center maintains current listings of such vacancies.

OTHER SOURCES OF ASSISTANCE

To be sure students have explored every possible source of financial assistance, we suggest the following:

- Check with high school guidance counselors about local and national scholarship competitions and citizens scholarship funds in your state of residence.
- Apply to state grant or scholarship programs in your state of residence. Most of these may be applied for by means of the same Free Application for Federal Student Aid used to apply for institutional and federal aid.
- Check with local banks regarding special trusts providing educational assistance to students.

- Check with local Veterans Administration, and/or Vocational Rehabilitation offices if you think you are eligible for these programs.

OMBUDSMAN

Higher Education amendments of 1998 have provided for the creation of a Federal Student Aid (FSA) Ombudsman appointed by the U.S. Department of Education to act on behalf of students in the resolution of Title IV federal financial aid program issues. Students with questions or issues regarding federal financial aid programs may contact this person at 877-557-2575 or online at www.ombudsman.ed.gov.

Student Life

Student Governance

Student Government. Students assume basic responsibility for representing their fellow classmates in meetings as well as helping to conduct cocurricular social and organizational activities through the Student Assembly, which legislates matters of policy and finance.

Student Government consists of the Student Body representatives (President, Vice President, and either a Student Trustee or University System Student Board Representative (USSBR) on a rotating basis), a legislative Student Assembly (representatives from each class, nontraditional students, and the Student Body President, Vice President, Trustee and USSBR as nonvoting, *ex-officio* members), class officers, and the Student Government Executive Board (Student Body Representative, officers of the Student Assembly, and class presidents). Members of the Student Government are elected each spring. The leadership of the assembly is then elected from the membership during their first meeting. The Vice President for Student Affairs and the Student Government advisor also attend the meetings of the Assembly. Assembly members serve on the following committees: Student Center Advisory, Finance, Constitution, Events, Elections, Technology, Professor Evaluations, and Food Services Advisory; three representatives elected from the assembly with the Student Body president also serve on the College Senate and its committees: Executive, Curriculum, Academic Overview, and Academic Standards. All members of Student Government are appointed to other college committees to serve as the voice of the students.

College Discipline System

Each student admitted to Keene State College is expected to honor the Statement of Student Rights and Responsibilities, uphold all policies in the *Student Handbook* and

other College publications, and observe all laws of the city, state, and federal governments. The College expects students to behave responsibly and to be considerate of the rights and privileges of others.

Charges of misconduct or violations of College policies are addressed through the College Discipline System, which is composed of members of the College community. The Student Code of Conduct, which includes the policies and procedures of the Discipline System, is fully described in the Student Handbook.

Residential Life

The Office of Residential Life and Housing Services fosters a positive living and learning environment for more than 2,500 residential students. Fifteen full-time professionals and 78 highly trained student staff members administer residence hall and family housing services and policies. The Residence Hall Organization (RHO), whose membership is composed of representatives from each residential area, is responsible for reviewing and recommending to the Director of Residential Life policies governing the living environment in the halls. RHO also sponsors social and educational programs in the residence halls.

A listing of College housing policies, contained in the “Terms and Conditions of the Residence Hall Contract,” is provided to students when they sign their housing contracts. Regulations concerning families living in the Tisdale apartments are contained in the Family Housing Handbook. We guarantee on-campus housing only for first-year, first-time students.

The Office of Residential Life and Housing Services also maintains a listing of properties submitted by apartment managers and owners of currently available off-campus rental properties. These listings are available on the web at

www.keene.edu/reslife/och_list.cfm. Keene State College makes no warranties or representations concerning these accommodations regarding health, fire, and safety conditions. The only requirement imposed by Keene State for inclusion on the list is that the accommodations be available to all prospective tenants regardless of race, sex, creed, color, national origin, handicap, or marital status.

Dining Services

The New Zorn Dining Commons contains dining rooms and provides cafeteria-style service, with two floors of seating in a bright, open floor plan. It also houses the Hoot-n-Scoot, a board meal “to-go” option. All meals are planned and prepared under supervision of a contract food service. Resident students (except those in Bushnell, Tisdale, Pondsides II apartments, and off-campus) are required to select one of four meal plans – a 12- or 19-meal plan, or the Flex versions of the 12- or 19-meal plan. Commuter students, Bushnell, Tisdale, and Pondsides II apartment residents have the option of any of the above meal plans, the 5- or 5-Flex meal plan, or no plan. The Flex versions of the 5-, 12-, and 19-meal plan allow students to use their ID cards as debit cards for purchases at the Student Center Food Court.

For additional information about Dining Services or meal plans, please visit www.keenestatedining.com or call 603-358-2673.

Orientation

New students and their parents are invited to an Orientation program on campus in June to become familiar with the curriculum, services, and facilities of the College. Students meet with academic advisors and register for their fall courses at that time. Transfer students are invited to come to campus during July and August to meet with advisors and register for courses.

Office of Disability Services

Services for students with disabilities are coordinated through the Office of Disability Services (ODS), located in the Elliot Center. In accordance with the Americans with Disabilities Act, the College provides equal access to courses, programs, services, jobs, activities, and facilities. It provides reasonable accommodations, academic

adjustments, and/or auxiliary aids and services determined on a case-by-case basis. Depending on the nature of the disability, these accommodations may include alternative testing, note taking, texts on tape, and accessible housing and classrooms. Eligibility for accommodations is dependent on appropriate documentation, including information about the functional limitations of the disability.

Center for Health and Wellness

The Center for Health and Wellness at Keene State College is committed to providing quality health care for our students that is rooted in a holistic model of health and wellness. Our staff, which consists of a director, three registered nurses, two full-time nurse practitioners, a part-time physician, and a health educator, all work collaboratively to ensure that each of our students is provided with clinical as well as educational services. Our scope of services include triage of students, outpatient medical care, which may include medical assessment and treatment, lab work, health education, and referral to both on- and off-campus resources. The Center for Health and Wellness works daily with the Counseling Center and the Office of Disability Services to ensure that we are meeting students’ needs in the most effective and efficient manner.

The student health fee enables all students to access onsite health care free of charge. All students are required to submit a completed health form at the time of admission to the college. In the event that tests, prescriptions, or off-campus referrals are necessary, the cost is the responsibility of the student and/or the student’s personal health insurance. The Center for Health and Wellness is open Monday through Friday by appointment. For additional information regarding specific services or hours, call our office at 603-358-2450.

Counseling Center

The KSC Student Counseling Center offers a full range of mental health/counseling services and is staffed by professional counselors and graduate interns. Our focus is on maximizing students’ psychological health and wellness. Services include individual counseling, couples counseling, group counseling, referral, consultation, and a 24-hour emergency on-call counselor through the fall

and spring semesters. The Counseling Center professional staff address such issues as depression, stress reduction and management, self-esteem, relationships, assertiveness, communication, substance abuse, histories of physical and sexual assault, dysfunctional family environments, and eating disorders.

Students' use of services at the Counseling Center is supported by their student fees, and there is no additional charge for any service offered. Counseling is confidential and will not be shared with parents, staff/faculty, or others, except for some very specific situations (e.g., imminent danger to self or others), which will be explained before counseling begins.

Our library has counseling-related books and pamphlets that are available for all students to check out. These resources can be useful for writing papers, for learning more about one's own self or others, or for other personal use.

The Center offers a variety of opportunities for student leadership experience. Students are invited to become a Mentor for Violence Prevention, a Yoga mentor, a member of the campus Critical Incident Support Team, or a member of the Counseling Center/Health Services Advisory Committee.

For more information on these programs or other Counseling Center services, call us at 603-358-2437 or check out our website at www.keene.edu/counseling/. We're open Monday to Friday, from 8 a.m. to 4:30 p.m., but can schedule later appointments as needed.

Recreational Sports

KSC's state-of-the-art recreation facility is designed to meet the fitness, sports, and social needs of the entire College community. The Recreation Center offers three courts in the recreation gymnasium for basketball, volleyball, indoor soccer, and other indoor sports; the two-level BodyWorks fitness center with separate weight training and cardiovascular fitness areas; a three-lane walking/jogging track elevated above the recreation gymnasium; two aerobic fitness studios; a fitness testing room; and two multipurpose rooms. The swimming pool and racquetball court in Spaulding Gymnasium are also available for students, faculty, and staff to use. The Recreational Sports

department offers lap/recreational swimming at noon, in the evenings, and on weekends. There are also four outdoor, lighted tennis courts, a sand volleyball court, two new half-court-size outdoor basketball courts, and numerous sports fields available for use by KSC community members.

Student ID cards (for full- and part-time matriculated students) are required to enter the Recreation Center to use the recreational facilities and to participate in all Recreational Sports programs. Full- and part-time matriculated students pay for access to the Recreation Center and to participate in the Recreational Sports programs through their general fees. There is no additional membership fee for full- and part-time matriculated students to use the Recreation Center.

For additional information on the Recreational Sports program and the Recreation Center, contact the Recreational Sports Office at 603-358-2814 or visit the web page, www.keene.edu/recsports.

Intercollegiate Athletics

Intercollegiate athletics provide opportunities for students with exceptional athletic ability to represent the College in National Collegiate Athletic Association (NCAA) Division III competition. Varsity sports are listed with student organizations at the end of this section.

Student Center

The Lloyd P. Young Student Center is a focal point for cocurricular activities, offering a variety of educational, cultural, social, recreational, and leadership programs. Students are encouraged to participate in these activities and in the administration of the College through the Student Assembly.

Student Center facilities include the College Bookstore, the food court, an ATM, convenience store, student organization offices, meeting rooms, lounges, lockers, the Night Owl Café, and the Mabel Brown Room, where many social activities, concerts, lectures, and receptions take place.

The College Bookstore stocks all textbooks needed by students and will order other books upon request. The Bookstore also sells supplies, clothing, and gift items.

Veterans Services

New students are urged to visit or contact the Registrar's Office well in advance of their first registration to process required documentation for veterans' benefits. Also, any changes in a student's registration status must be reported immediately to the Registrar's Office.

Community Service

The Office of Community Service, located in the Student Center, links students with volunteer opportunities throughout the greater Keene community. It serves as a resource center and clearinghouse for faculty in locating specific, course-related opportunities for students, and assists faculty in designing courses that incorporate service learning. The office also coordinates efforts to involve students with K-12 children in area schools and agencies.

The office regularly publishes a list of volunteer opportunities, sponsors the Student Volunteer Organization and two Community Service Fairs a year, and coordinates Alternative Spring Break trips across the country and internationally with Habitat for Humanity building projects. The College has established a Habitat for Humanity campus chapter for students, faculty, and staff volunteers who build and rehabilitate homes in the area.

The office also cosponsors, with the Keene Kiwanis Club, a college Circle K Club that promotes and participates in community service activities throughout the Monadnock Region.

The Office of Community Service sponsors campus blood drives, national service days, and weekend service projects with local agencies, including Keene Community Kitchen, Keene Homeless Shelters, Aids Services, Cedarcrest Children's Home, Big Brothers/Big Sisters, and Monadnock Development Services, to name a few.

Keene State College is a member of Campus Compact, a national coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service.

Alumni Center

The Fred L. Barry Alumni Center is located in the front of Elliot Hall on the second floor, where visitors, friends, parents, and students are always welcome. The Center houses the Office of Advancement and the Office of Alumni and Parent Relations, and includes a suite of guest rooms available to visiting alumni and friends of the College.

The Keene State College Alumni Association is governed by an elected Board of Directors whose members serve three-year terms. It provides programs to foster active involvement by Keene State alumni in the life of the College. An elected representative of the Association serves on the Board of Trustees of the University System of New Hampshire.

Student Organizations

ACADEMIC CLUBS

American Society of Safety Engineers
 Architecture Club
 Biology Club
 Chemistry Lyceum
 Education Club
 French Club
 G.E.O.D.E.S.
 Geography Club
 History Club
 Math Club
 Music Educators National Conference
 National Science Teachers Association
 Physical Education Majors Club
 Society for the Advancement of
 Management
 Society of Physics Students
 Spanish Club
 Student Dietetic Association

COMMUNITY SERVICE CLUBS

Alternative Spring Break
 Big Brothers, Big Sisters
 Circle K Volunteer Organization
 Foundation for Excellent Schools
 Global Village
 Habitat for Humanity
 KSC Reads

GREEKS

Fraternities
 Phi Mu Delta
 Sigma Lambda Chi
 Sororities
 Delta Phi Epsilon
 Eta Gamma Chi
 Kappa Gamma
 Phi Sigma Sigma
 Tau Phi Xi
 Co-Ed
 Delta Nu Psi
 Interfraternal Council
 Panhellenic Council

HONOR SOCIETIES

Beta Beta Beta (Biology)
 Lambda Pi Eta (Communication)
 Upsilon Pi Epsilon (Computer Science)
 Omicron Delta Epsilon (Economics)
 Kappa Delta Pi (Education)
 Sigma Tau Delta (English)
 Phi Sigma Iota (Foreign Language)
 Pi Delta Phi (French)
 Gamma Theta Upsilon (Geography)
 Phi Alpha Theta (History)
 Phi Beta Delta (International Scholars)

Delta Mu Delta (Management)
 Kappa Mu Epsilon (Mathematics)
 Phi Epsilon Kappa (Physical Education)
 Sigma Pi Sigma (Physics)
 Psi Chi (Psychology)
 Rho Sigma Kappa (Safety Studies)
 Alpha Kappa Delta (Sociology)
 Sigma Delta Pi (Spanish)
 National Society of Collegiate Scholars

RECREATIONAL CLUBS

Club Ice Hockey
 Dance Team
 Environmental Outing Club
 Fencing Sports Club
 Historical Fencing Club
 Men's Rugby
 Mixed Martial Arts Club
 Ski and Snowboard Club
 SPLAT Paintball Club
 Women's Rugby

RESIDENTIAL LIFE

Residence Hall Organization

SPECIAL INTEREST CLUBS

Amnesty International
 Art Collective
 Association for Campus Health
 Promotion
 Campus Crusade for Christ
 Campus Ecology
 Campus Ministry
 Chock Full of Notes
 Class Officers
 Common Ground
 Feminist Collective
 Film Society
 Healthy Readers Club
 Independent Film Foundation
 International Friends
 Keene People for Animal Welfare
 KSC Democrats
 KSC Pride
 KSC Republicans
 Newman Student Organization
 Social Activities Council
 Student Government

STUDENT PUBLICATIONS AND MEDIA

The Equinox (newspaper)
 The Kronicle (yearbook)
 Literary Journal
 WKNH-FM

Intercollegiate Athletics

Men's/Women's Basketball
 Men's/Women's Cross Country
 Men's/Women's Lacrosse
 Men's/Women's Soccer
 Men's/Women's Swimming and Diving
 Men's/Women's Indoor and Outdoor Track
 Women's Volleyball
 Field Hockey
 Softball
 Baseball
 Cheerleading

Recreational Sports

GROUP FITNESS CLASSES

Abs and More
 Cardio-Combo
 Cardio-Jam
 Cardio Kick Boxing
 Hydrorobics
 Muscle Blast
 Pilates
 Step Aerobics
 Stretch It Out
 Yoga

CLUB SPORTS

Fencing
 Men's/Women's Rugby
 Mixed Martial Arts
 Paint Ball (Splat)

INTRAMURAL SPORTS

Badminton
 Basketball
 Dodgeball
 Field Day
 Flag Football
 Floor Hockey
 Home Run Derby
 Pumpkin 5k Fun Run
 Racquetball
 Co-Rec Soccer
 Indoor Soccer
 Softball
 Tennis
 Three-on-Three Basketball
 Three-Point Shootout
 Ultimate Frisbee
 Volleyball, Men's/Women's/Co-Rec/Sand
 Whiffleball

*New clubs form each year. Not all
 clubs listed are active every year.*

Appendix

Board of Trustees

Richard E. Ashooh

Bedford, 2004-2007

John D. Crosier

Concord, 1998-2010

Edward C. Dupont

Durham, 2003-2009

George Epstein

Conway, 2002-2010

Jeremy J. Foskitt

PSU, Student Trustee, 2006-2007

Elizabeth K. Hoadley

Concord, 2006-2008

Peter F. Lamb

Newmarket, 2003-2007

John H. Lawson

Amesbury, Mass., 2000-2008

Andrew E. Lietz

Rye, Chair, 2001-2008

Joel W. Maiola

Bow, 2004-2007

John H. Moody

Derry, 2003-2007

John Ouellette

KSC, Student Trustee, 2006-2007

Walter R. Peterson

Peterborough, 1996-2008

Eugene A. Savage

Barrington, 1999-2007

Merle W. Schotanus

Grantham, 1998-2009

Anne M. Sprague

Plainfield, 2005-2009

Henry B. Stebbins

Amherst, 2006-2008

Elizabeth M. Tamposi

Nashua, 2005-2009

Edwinna C. Vanderzanden

Rochester, 2001-2009

Ex-Officio

Helen F. Giles-Gee

President: Keene State College

J. Bonnie Newman

Interim President: University of New Hampshire

Karol A. LaCroix

President: Granite State College

The Honorable John H. Lynch

Governor: State of New Hampshire

Stephen J. Reno

Chancellor: University System of New Hampshire

Sara Jayne Steen

President: Plymouth State University

Stephen H. Taylor

Commissioner of Agriculture

Lyonel B. Tracy

Commissioner of Education

Administrators

PRESIDENT

Helen F. Giles-Gee

VICE PRESIDENTS

Provost:

Emile C. Netzhammer III

*Associate Vice President
for Academic Affairs:*

Ann M. Rancourt

*Assistant Vice President
for Academic Services:*

Anne Miller

*Vice President for Finance
and Planning:*

Jay V. Kahn

*Associate Vice President
for Finance and Planning:*

Karen P. House

Vice President for Student Affairs:

Corinne P. Kowpak

*Associate Vice President
for Student Affairs:*

Andrew P. Robinson

DEANS

Arts and Humanities:

Nona Fienberg

Professional and Graduate Studies:

John Couture

Sciences and Social Sciences:

Gordon J. Leversee Jr.

DIRECTORS

Admissions:

Margaret A. Richmond

Advancement:

Melinda Mosier (interim)

Alumni and Parent Relations:

Jeffrey L. LaValley

Athletics and Recreational Sports:

John C. Ratliff

Bookstore, Print & Mail Services:

Francis Brush

Bursar:

Joy Birdsey

Campus Life:

Paul A. Striffolino

*Campus Purchasing and Contract
Services:*

James B. Draper III

Campus Safety:

Amanda G. Warman

Center for Health and Wellness:

Christine M. Burke

Center for Writing:

Phyllis Benay

Chief Information Officer:

Laura J. Seraichick

Child Development Center:

Ellen Ellsberg Edge

Cohen Center for Holocaust Studies:

Henry F. Knight

College Relations:

Susan Peery (interim)

*Continuing Education and
Extended Studies:*

Robert Baker Jr.

Counseling:

Candice D. Wiggum

Elliot Center:

Anne Miller

Faculty Resource Center:

Ellen Nuffer

Human Resources:

Kim Harkness (interim)

Information Services and Support:

Vacant

Institutional Research:

Cristi L. Carson

Major and Planned Gifts:

Judith J. Kalich

Mason Library:

Irene M. H. Herold

Math Center:

Eileen M. Phillips

National and International Exchange:

Marché R. Brown

Network and Telecommunications:

Gregory R. Scholz

Physical Plant:

Frank G. Mazzola

Redfern Arts Center:

William R. Menezes

Registrar:

Tom Richard

Residential Life:

Kent Drake-Deese

Small Business Development Center:

Gary Oden

Sponsored Projects and Research:

Mary-Ellen Fortini

Student Financial Services:

Patricia A. Blodgett

*Teacher Education and
Graduate Studies Office:*

Merle S. Larracey

Thorne-Sagendorph Art Gallery:

Maureen J. Ahern

TRIO Programs:

Alan M. Glotzer

COORDINATORS

Accounting:

Daniel A. Pascone

Budget:

John D. Halter

Child and Family, CDC:

Deirdre McPartlin

Community Services:

Mary E. McEntee

Disability Services:

Jane A. Warner

Educational Programs, Aspire:

Laura K. Mielke

Educational Programs,

Continuing Education:

Steven C. Kessler

Educational Programs, National/

International Education:

Marché R. Brown

Educational Programs, Upward Bound:

Elizabeth A. Zinn

Recreational Athletics:

Patrick K. Hearn

Recycling:

Mary E. Jensen

Sports Information:

Stuart E. Kaufman

Faculty by Disciplines and Schools

Listed here are full-time faculty members, lecturer-contract faculty, artists-in-residence, faculty fellows, and teaching PATs. They are listed by department, under the school to which the department reports.

Provost and Vice President for Academic Affairs

LIBRARY

Wallace E. Mason Library
Margaret Barrett
Kathleen Halverson
Judith M. Hildebrandt
Robert Madden
Lois Merry
Patrick O'Brien
Deng Pan
Peggie Partello

Associate Vice President for Academic Affairs

CENTER FOR WRITING

Phyllis Benay

INTEGRATIVE STUDIES PROGRAM

Arts and Humanities

The School of Arts and Humanities includes courses in American studies, art (graphic design, studio art), communication, dance, English, film studies, French, German, history, journalism, music, philosophy, Spanish, and theatre.

AMERICAN STUDIES

Parker Hall
William E. Doreski
Sally L. Joyce
Richard Lebeau
Mark Long

ART/GRAPHIC DESIGN

Redfern Arts Center/
Media Arts Center/
Butterfield Hall
Rosemarie T. Bernardi
Henry A. Freedman
Marsha E. Hewitt
Robert G. Kostick
Yuan Pan
Christa Parravani
Lynn Richardson
John E. Roberts
Peter Roos

COMMUNICATION

Media Arts Center
Ann J. Atkinson
Joan Donnelly (PAT)
Jeffrey Halford
Nigel I. Malcolm
Maria Beatriz Torres (CF)

ENGLISH

Parker Hall
Michael Antonucci
Thomas M. Antrim
Phyllis Benay
Brinda Charry

William E. Doreski
Sally L. Joyce
Anna D. Kaladiouk
Richard M. Lebeau
Mark C. Long
Anne-Marie Mallon
Meriem Pages
Kirsti A. Sandy
William J. Stroup
Katherine Tirabassi
Janet Youga

FILM STUDIES

Media Arts Center
Jiwon Ahn
Lawrence M. Benaquist
Peter J. Condon (PAT)
Thomas Cook
James Steelman (PAT)

HISTORY

Morrison Hall
Matthew H. Crocker
Nicholas Germana (CF)
Carl R. Granquist
Gregory T. Knouff
Margaret A. Orelup
Graham Warder
Andrew Wilson

HOLOCAUST STUDIES

Lawrence M. Benaquist
Helen H. Frink
Sander H. Lee
M. Therese Seibert
C. Paul Vincent
Andrew Wilson

JOURNALISM

Media Arts Center
Craig Brandon (PAT)
Rose M. Kundanis
David G. Payson Jr.
Marianne Salcetti
Mark C. Timney

MODERN LANGUAGES

Morrison Hall
Thomas J. Durnford (Fr.)
Helen H. Frink (Ger.)
Stephen Hawes (Sp.)
Margaret S. Langford (Fr.)
Patricia Pedroza (Sp.) (CF)
Lourdes Ramirez-Crusellas (Sp.)
Barbara B. Ware (Sp.)

MUSIC

Redfern Arts Center
Donald Baldini (AIR)
James Chesebrough
Joseph E. Darby
Maura J. Glennon
I. Gladys Johnsen
Carroll J. Lehman
José Manuel Lezcano
George G. Loring (AIR)
Craig S. Sylvern

PHILOSOPHY

Parker Hall
Sander H. Lee
Allyson Mount
Andrew Wilson

THEATRE AND DANCE

Redfern Arts Center
Craig R. Lindsay (PAT)
Marcia Murdock (AIR)
Daniel L. Patterson
William Seigh
Céline Perron
Elisabeth T. Roos
William R. Seigh
Ronald B. Spangler
Ronald Spangler

WOMEN'S STUDIES MINOR

Sara Hottinger
Patricia Pedroza (CF)

Professional and Graduate Studies

The School of Professional and Graduate Studies

includes courses in early childhood, education, health sciences, physical education, safety, special education, and technology studies.

EDUCATION/EARLY CHILDHOOD DEVELOPMENT

Rhodes Hall
Joslin House
 Thomas Bassarear
 Dorothy A. Bauer
 Luz Carime Bersh
 Stephen Bigaj
 Deborah Black
 Prudence H. Cuper
 Leonard E. Fleischer
 Yi Gong
 Raymond A. Jobin (CF)
 I. Gladys Johnsen
 Judith Lister
 Shirley McLoughlin
 Ellen Nuffer
 Judith Reed
 Joseph F. Rousseau
 Susan Theberge
 Janaki Tschannerl (CF)
 David E. White

HEALTH SCIENCE

Joslin House
 Rebecca D. Brown
 Sandra DiNatale
 Rebecca L. Dunn
 Karrie A. Kalich
 Margaret A. Smith
 Pamela Smith

PHYSICAL EDUCATION

Spaulding Gymnasium
 Charles W. Beach
 Nancy K. Bleam
 (Athletic Trainer)
 Ronald B. Butcher
 Beverly R. King
 Robert Merrow
 (Athletic Trainer)
 Linda A. Millard
 Donna M. Smyth
 Wanda Swiger
 Jeffrey M. Timmer
 Scot A. Ward
 (Athletic Trainer)

SPECIAL EDUCATION

Rhodes Hall
 Evie Gleckel
 Nancy S. Lory
 Deborah Merchant

TECHNOLOGY, DESIGN AND SAFETY

Butterfield Hall
 Vicki Farer (CF)
 Richard L. Foley
 Wayne E. Hartz
 Larry H. McDonald
 Donna Paley
 Charles A. Sheaff
 Peter L. Temple
 Nora Traviss
 Melinda D. Treadwell

Sciences and Social Sciences

The School of Sciences and Social Sciences includes courses in *anthropology, astronomy, biology, chemistry, computer science, economics, environmental studies, geography, geology, management, mathematics, meteorology, physics, political science, psychology, and sociology.*

BIOLOGY

Science Center
Kenneth D. Bergman
Karen R. Cangialosi
Patrick M. Eggleston
Katherine Featherston (PAT)
Renate L. Gebauer
Johanna Kolodziejski
Loren Launen
Kristen E. Porter-Utley
Scott J. Strong
Susan L. Whittemore

CHEMISTRY

Science Center
Colin D. Abernethy
Richard Blatchly
Jeudi L. Davis (PAT)
Jerry P. Jasinski
Sally M. Jean
Denise M. Junge

COMPUTER SCIENCE

Science Center
Shari Bemis
Suzanne M. Castriotta
Elvis Foster
Michael J. Hanrahan
Gerald P. Joyce II

ECONOMICS

Rhodes Hall
Patrick Dolenc
Marie C. Duggan
Jason Endacott
Armağan Gezici

GEOGRAPHY

Science Center
Kristin Alvarez
Klaus J. Bayr
Christopher D. Cusack
Jo Beth Mullens
Albert L. Rydant

GEOLOGY

Science Center
Tim Allen
Steven Bill
Peter A. Nielsen

MANAGEMENT

Blake House
Elizabeth H. Brown
Barbara Charkey
Linda M. Hadden
Kathleen Johnson
Stephen C. King
John Pappalardo
Neal R. Pruchansky
Robert Simoneau
Roxana Wright

MATHEMATICS

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Vincent Ferlini
Beverly J. Ferrucci
Richard Jardine
Ockle Johnson
Eileen Phillips (PAT)
Karen B. Stanish
Joseph C. Witkowski

PHYSICS

Science Center
J. Russell Harkay
Frederick J. Wolf

POLITICAL SCIENCE/ SOCIAL SCIENCE

Rhodes Hall
Roland L. Higgins
J. Wesley Martin
Charles F. Weed Jr.
Michael M. Welsh

PSYCHOLOGY

Rhodes Hall
Linda Baker
Gary Bonitatibus
Martin W. Brown
Stephen J. Clark
Karen Couture
Karen E. Jennings
Susan Menees
Neil M. Montgomery
Anthony Scioli
Donna M. Viveiros
Lawrence A. Welkowitz

SOCIOLOGY AND ANTHROPOLOGY

Rhodes Hall
Saran Ghatak
Rosemary Gianno (Anthropology)
Brian E. Green
Karen S. Honeycutt
M. Therese Seibert
W. James Stemp (Anthropology)
Peter R. Stevenson
Janaki Tschannerl (CF)
Margaret M. Walsh

Principal Administrators

Year of appointment is in parentheses.

Giles-Gee, Helen F., President; B.A., M.S., University of Pennsylvania; M.S., Rutgers University; Ph.D., University of Pennsylvania (2005)

Kahn, Jay V., Vice President for Finance and Planning; B.A., Northern Illinois University; M.A., Sangamon State University; Ph.D., University of Illinois, Chicago (1988)

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- Walsh, Margaret M.**, Associate Professor, Sociology; B.A., Wheaton College; M.A., Ph.D., University of New Hampshire (2000)
- Warder, Graham D.**, Lecturer-Contract Faculty, History; B.A., Dartmouth College; M.A., Ph.D., University of Massachusetts Amherst (2006)

Ware, Barbara B., Assistant Professor, Modern Languages-Spanish; B.A., University of North Carolina Greensboro; M.A., University of Delaware; Ph.D., Temple University (2003)

Weed, Charles F., Jr., Professor, Political Science; B.A., Middlebury College; M.A., Ph.D., University of Denver (1972)

Welkowitz, Lawrence A., Professor, Psychology; B.A., Middlebury College; M.A., Ph.D., University of Hawaii, Honolulu (1997)

Welsh, Michael M., Assistant Professor, Political Science; B.S., University of Iowa; M.S., University of Montana; Ph.D., University of Oregon (2004)

White, David E., Professor, Education; B.A., M.Ed., Ed.D., University of Virginia (1975)

Whittemore, Susan L., Professor, Biology; B.S., State University of New York, Syracuse; M.S., Utah State University; Ph.D., Dartmouth College (1993)

Wilson, Andrew, Professor, History and Philosophy; B.A., University of Vermont; M.A., Ph.D., Cornell University (1991)

Witkowski, Joseph C., Professor, Mathematics; B.S., Lowell Technological Institute; M.S., Idaho State University; D.A., Illinois State University (1984)

Wolf, Frederick J., Professor, Physics; B.S., M.S., Ph.D., State University of New York, Albany (1977)

Wright, Roxana, Assistant Professor, Management; B.S., Transilvania University, Romania; M.A., Plymouth State University; D.B.A., Southern New Hampshire University (2004)

Youga, Janet M., Professor, English; A.A., Thornton Community College; B.A., Northern Illinois University; M.A., Ph.D., University of Iowa (1994)

Artists-in-Residence

Baldini, Donald J., Music; B.M., Indiana University

Loring, George G., Music; B.A., Harvard College; M.A., New England Conservatory

Murdock, Marcia H., Dance; B.A., Brandeis University

Adjunct Faculty

As of January 2007 and based on five or more years of service.

Bayr, Christine M., Modern Languages; B.A., Keene State College

Beaudry-Torrey, Anne, Education; B.S., Keene State College; M.Ed., Keene State College

Blais, Lonna, TDS; B.S., SUNY-Binghamton; M.Ed., Keene State College

Blau, Michael M., Communication; B.A., Franklin Pierce College; M.Ed., Keene State College

Blodgett, Randall, TDS; B.S., Keene State College

Brackett, Pauline, ESEC; B.A., Rhode Island College; M.Ed., Keene State College

Buck, David S., Technology, Design and Safety; B.Ed., J.O.E., Keene State College; Ed.D., Brigham Young University

Cadieux, Catherine, Communication; B.S., Lyndon State College; M.Div., Yale University Divinity School

Carlson, Richard B., Art; B.F.A., University of Hartford; M.F.A., University of Cincinnati

Carr, Daniel P., Art; B.A., Clark University

Cavanaugh, Garrett, TDS; B.S., Worcester Polytechnic Institute; M.Ed., Fitchburg State; MSSE, University of Lowell; M.B.A., University of Massachusetts Lowell

Collins, Stephen H., Journalism; B.A., Hobart College; M.A., University of Missouri School of Journalism

Corette, Leigh, Sociology; B.A. and M.A., Keene State College

Cushing, Diane T., Music; M.M., Boston Conservatory

Dearth, Donna L., Music; B.M., M.Ed., Keene State College

DiSabato, Lorianne, English; B.A., University of Toledo; M.A., Boston College; Ph.D. Northeastern University

Doubleday, Deborah, Education; B.A., M.Ed., Keene State College

Dube, Mary, Health Science; B.A., Mt. St. Mary College; M.S., University of New Hampshire

Dubois, Elizabeth E., Education; B.Ed., M.Ed., Keene State College

Dutton, Julia M., French; B.A., Emmanuel College; M.A., Emmanuel College Graduate Program at the Université de Paris

Falzo, Holly R., Communication; M.A.T., Keene State College

Fisk, Norman J., Technology, Design and Safety; A.E., Wentworth Institute; B.S., Keene State College

French, Michael W., Physics; B.M.E., Clarkson University; M.M.E., Cornell University

Friedman, Jeffrey H., English; B.A., Macalester College; M.A., University of Missouri; M.F.A., University of Iowa

Gauvreau, Kenneth, Computer Science; B.S., University of Maine-Orono

Gendron, Heather B., Graphic Design; B.A., Keene State College

Gonthier, David F., Jr., Film Studies; B.A., University of New Hampshire; M.S., Boston University Graduate School of Film

Goodale, Keith, Physics; B.S.

Hackerott, Robert A., Technology, Design and Safety; A.S., Hutchinson Junior College; B.A., Fort Hayes State University; M.Ed., Keene State College

Haines, R. Michael, English; B.A., Hiram College; M.A., Ohio State University; Ph.D., Ohio State University

- Hayden, Gerald D.**, History; B.A., Keene State College; M.A., University of Massachusetts Amherst
- Heaney, Kevin W.**, Geography; B.A., Potsdam College
- Henkel, Sussan D.**, Music; B.M., Northwestern University
- Hitchner, John T.**, English; B.A., Glassboro State College; M.A.L.S., Dartmouth College,
- Horton, Karen**, Music; B.S., Western Connecticut State College; M.M., Manhattan School of Music
- Johnson, PeggyRae**, Theatre/Dance; B.S., Eastern Illinois University; M.A., University of Illinois-Urbana
- Kerwin, Charles M.**, Geology; B.S., Keene State College; M.S., University of New Hampshire
- LaBounty, Laura J.**, Management/Computer Science; B.S., Keene State College; M.B.A., Plymouth State College
- Laroche, Anne E.**, Art; B.A., Pratt Institute; M.A., University of Hartford
- LeDuc, Richard**, English; B.A., M.Ed., Keene State College
- Leger, Carol A.**, Geology; B.S., Keene State College
- Levesque, Lance**, Film; B.A.
- Lichtenstein, Sally (Ali) Tucker**, English/Women's Studies; B.A., M.A., Vermont College of Norwich University; Ph.D., Union Institute and University
- Lund, John**, History; B.A., Susquehanna University; M.A., University of Vermont; Ph.D., University of Massachusetts Amherst
- Lynch, William**, Management; B.A., University of Maine
- Mann, Ted N.**, Music; B.M., Keene State College; M.M., University of New Hampshire
- Manning, Phylis**, Physical Education; B.S., University of Massachusetts Amherst
- Martin, Rodger C.**, Journalism; B.S.Ed., Millersville State University; M.Ed., Keene State College
- Matathias, Robin T.**, Music; B.A., University of California; M.A., City College of New York
- Mattson, Teresa L.**, Health Science; B.S., Ohio State University; M.Ed., Keene State College
- McCarthy, Michael**, Communication; B.A., SUNY-Cortland; M.A., SUNY-Stony Brook
- McDade, Nancy E.**, Biology; B.S., State University of New York, Cortland; M.A., Ph.D., University of Maryland
- Miller, Theodore R.**, Geography; B.Ed., M.Ed., M.A.T., Keene State College
- Moran, John**, Psychology; B.S., Mercy College; M.A., Johnson State College; Ed.D., Nova Southeastern University
- Morris, Dottie**, Psychology; B.A., Dillard University; M.A., Texas Southern University; Ph.D., Washington State University
- Morton, Marjorie (Mimi)**, English; B.A., University of Vermont; M.A., University of Chicago; Ph.D., McGill University
- Moynihan, M. Ellen**, English; B.Ed., M.A.T., Keene State College
- Nicolai, Walter C.**, Art; B.A., Grove City College; M.D., Yale University Divinity School; M.F.A., Yale University School of Art
- O'Brien, Thomas G.**, Mathematics; B.S., St. John's University; M.S., Adelphi University
- Onyon, Matthew**, Computer Science; B.S., Keene State College
- Oster, Belinda**, Management; M.S.
- Otis, Melanie T.**, Health Science; B.S., University of New Hampshire; M.Ed., Rivier College
- Pacilio, Elizabeth**, English; B.A., State University of New York, Geneseo; JD, Temple University School of Law
- Parent, Ruth D.**, Communication; M.Ed., Antioch New England University
- Prosper, Lisa**, Health Science; B.S., University of Connecticut; M.S., University of Bridgeport
- Rice, Glenn A.**, Psychology; A.B., Ph.D., Brown University; M.A., University of California
- Rogers, Timothy H.**, Music; B.A., M.M., Bob Jones University
- Rooney, Katharina**, Art; M.A., Eastern Illinois University; M.F.A., University of Illinois-Urbana/Champaign
- Russell, George**, Modern Language/English; B.A., Rutgers University; M.A., San Francisco State University; M.A., University of Hawaii, Manoa
- Ryan, Marc**, Journalism; B.A. and M.S., West Virginia University
- Speaks, Mitchell R.**, Psychology; B.A., University of California, Santa Barbara; M.A., California State-Long Beach; M.A., University of California, Irvine
- Stevens, Pamela**, Music; B.A., Central Missouri State University
- Stockwell, Craig**, Art; B.F.A., Rhode Island School of Design; M.Ed., Antioch New England University; M.F.A., Vermont College of Norwich University
- Wakefield, Michael C.**, Journalism; A.A., B.S., M.Ed., Keene State College
- Walter, Randall**, TDS; Bachelor of Architecture, Carnegie Mellon University
- West, Vaughn**, Theatre; B.G.S., Ohio University
- Wheeler, Carolyn E.**, Biology; B.S., M.S., University of Massachusetts
- Whitcomb, Thomas E.**, History; B.A., University of New Hampshire; Ph.D., University of London
- Witkowski, Griselda**, Modern Languages/Computer Science; B.B.A., Laredo State University; M.A.T., Keene State College

Emeriti Faculty

- Aldrich, Leonard R.**, Industrial Education and Technology (1965-1988)
- Andrews, David B.**, Psychology (1970-2001)
- Andrews, Robert C.**, Education (1966-1999)
- Azzaro, Samuel**, Art (1969-2007)
- Ayotte, Ann**, Wheelock School (1969-2007)
- Batchelder, Peter H.**, German (1966-1981)
- Bird, Hubert C.**, Music (1967-1997)
- Bisson, Wilfrid J.**, History (1969-1998)
- Blacketer, Paul G.**, Education (1966-1997)
- Blecharczyk, Stephanie A.**, Education (1975-2002)
- Buck, David S.**, Technology, Design and Safety (1980-2004)
- Butterfield, Nancy**, Mason Library (1985-1997)
- Costin, David E.**, Education (1957-1995)
- Cunningham, John D.**, Biology (1966-1991)
- Cunningham, Richard E.**, English (1967-1998)
- Curran, A. Ranger**, Management (1982-1996)
- Davis, Clarence G.**, Philosophy (1968-1985)
- DeSantis, Richard P.**, Health Science (1970-2004)
- Dizard, Deborah Robin**, English (1994-2007)
- Doble, Richard F.**, Technology, Design and Safety (1968-2000)
- Duston, Thomas E.**, Economics (1984-2007)
- Eaves, Jeanne M.**, Home Economics (1963-1994)
- Ebbighausen, Margaret D. (Rogers)**, Special Education (1974-1991)
- Felton, William S.**, Sociology (1964-1996)
- Flemming, Donald N.**, Modern Languages (1971-2000)
- Fosher, Frederick J.**, English (1967-1992)
- Franc, Lillian**, Education (1976-1986)
- Goder, Harold A.**, Biology (1962-1998)
- Goder, Miriam E.**, Music (1962-1994)
- Goff, Stuart**, Mathematics (1969-1999)
- Grayson, Janet M.**, English (1966-2003)
- Greer, William B.**, Industrial Technology and Safety (1965-1994)
- Gregory, David P.**, Biology (1967-1999)
- Haines, R. Michael**, English (1989-2006)
- Haley, Francis L.**, Geology (1961-1987)
- Harvey, David E.**, History (1965-1991)
- Havill, Thomas L.**, Geography (1966-1997)
- Hawes, Robert B.**, Industrial Technology and Safety (1969-1998)
- Herman, Susan J.**, Management (1988-2005)
- Hickey, Delina**, Education (1975-2000)
- Hildebrandt, Charles A.**, Sociology (1969-1998)
- Hornbeck, Charles E.**, Philosophy (1968-2006)
- King, Keith V.**, Physical Education (1957-1987)
- Kurk, Heleen**, Wheelock School (1983-2002)
- Layman, Frederic G.**, Geology (1968-1988)
- Leinster, David R.**, History (1966-1998)
- Lenthall, Gerard**, Psychology (1978-2001)
- LeParte, Michael G.**, Sociology (1971-2000)
- Lohman, Ernest E.**, Education (1969-1992)
- Lovering, Sherman A.**, Education (1957-1985)
- Lupien, Robert J.**, Wheelock School (1970-2005)
- Lyle, Cornelius R., II**, Journalism (1960-1986)
- Mallat, Norma M.**, Wheelock School (1956-1995)
- Marshall, John G.**, Art (1973-2002)
- Martin, Roger E.**, Management (1987-2002)
- Mize, Glenna J.**, Education (1972-2004)
- Mosely, J. Albert**, Mathematics (1954-1988)
- Nelson, Douglas A.**, Music (1971-2006)
- Neuman, Robert S.**, Art (1972-1990)
- Notman, Edith**, Theatre (1976-1998)
- Nugent, Harold E.**, English (1965-1989)
- Ogg, Delmar R.**, Technology: Design and Safety (1971-2006)
- Pardus, William D.**, Music (1996-1998)
- Peters, Ann C.**, Mathematics (1948-1972)
- Plaisted, Carole A.**, Wheelock School (1965-1994)
- Quirk, James D.**, Physics (1967-1997)
- Riley, Charles A.**, Mathematics (1966-1969, 1972-1996)
- Roelofs, Joan**, Political Science (1979-2003)
- Rosenstock, Raymond H.**, Music (1972-1998)
- Saucier, Karen L.**, Health Science (1969-2003)
- Schmidt, Terry A.**, Technology, Design and Safety (1977-2003)
- Shepherd, Clyde W., Jr.**, Special Education (1968-2000)
- Sherry, Robert L.**, Economics (1984-2007)
- Smallman, Shirley**, Journalism (1979-2001)
- Smart, James G.**, History (1966-1994)
- Smith, M. Glenn**, Special Education (1976-2001)
- Spangenberg, James L.**, Home Economics (1971-1986)
- Spearman, Carlesta E.**, Music (1979-1993)
- Stavely, Homer E., Jr.**, Psychology (1972-2005)
- Stepenuck, Stephen J., Jr.**, Chemistry (1970-2003)
- Stuart, Tara N.**, Communication (1970-2005)
- Sullivan, William J.**, English (1969-1998)
- Sweeney, Christine M.**, Education (1969-1992)

Tourgee, Ronald A., Computer Science (1964-1966; 1968-2005)

Trumbull, Virginia H., Special Education (1974-1998)

Vander Haegen, Eleanor M., Sociology (1972-2007)

Waling, Ann Britt, Health Science (1972-2001)

Whitaker, Kenneth W., Wheelock School (1964-1987)

Wise, Benjamin N., Biology (1976-2005)

Wolf, Jo Beth, Political Science (1976-1996)

Professional/Administrative/ Technical Staff

As of January 2007. Year of appointment is in parentheses.

Ahern, Maureen J., Art Gallery Director; B.F.A., University of Massachusetts Amherst; M.A., State University of New York, Albany (1980)

Alexander, Amanda R., Residence Director, Residential Life Office; B.A., Plymouth State University (2006)

Anderson, Ramona K., Counselor, Student Counseling; B.S., Mankato State University; M.A., Antioch New England Graduate School (1999)

Andrews, Lynne, Associate Director of Athletics and Recreational Sports; B.S., M.S., Miami University (1992)

Armstrong, Steven A., Media Specialist, Information Technology Group; B.A., Keene State College (1980)

Babonis, Helen Z., Assistant Manager, Bookstore; A.A., Manchester Community College; B.S., University of Connecticut (2001)

Backes, Pamela S., Assistant Director, Elliot Center – Academic and Career Advising; B.A., Alma College; M.A., Michigan State University (1986)

Baker, Robert, Jr., Director, Continuing Education; B.S., Franklin Pierce College; M.S., Boston College (1990)

Berntsen, Barbara A., Educational Assistant, Elliot Center; A.A., Keene State College (2002)

Birdsey, Joy M., Bursar; B.S., Quinnipiac College; M.B.A., Plymouth State College (2005)

Bleam, Nancy K., Athletic Trainer; B.A., Adrian College; M.A., Austin Peay State University (1996)

Blodgett, Patricia A., Director of Student Financial Services; B.S., Keene State College (1983)

Boucher, Keith, Women's Basketball Coach; B.S., Plymouth State College; M.P.E., Norwich University (1989)

Brandon, Craig M., Skills Application Teacher, Journalism; B.A., State University of New York, Oswego (1995)

Brown, Marché R., Director of National and International Exchange; B.A., Columbus College; M.A., University of Kent, Canterbury (2004)

Brush, Francis, Director, Mail and Print Services, Bookstore; A.A., Trenton Junior College (1994)

Burke, Christine M., Director of Health and Wellness; B.S., University of Massachusetts; M.Ed., Lesley University (2003)

Bush, Christopher N., Information Technologist, Student Financial Services; B.S., M.S., State University of New York, Albany (1998)

Cahoon, Elizabeth A., Assistant Director, Admissions; B.S., Keene State College (1990)

Carley, James K., Associate Director of Residential Life; B.S., M.Ed., Pennsylvania State University (1990)

Carrio, Michelle, Early Childhood Teacher, Child Development Center; B.S., Keene State College (2006)

Carson, Cristi L., Director, Institutional Research; B.S., Weber State University; M.S., University of California, Riverdale; Ph.D., University of California, Riverside (2003)

Caulfield, Michael A., Webmaster, College Relations; B.A., Keene State College; M.A., Northern Illinois University (2004)

Cheney, Jonathan C., Residence Director, Residential Life Office; B.A., Keene State College (2006)

Child, Cheryl, Information Technologist, Information Technology Group; B.S., Keene State College (1991)

Clarke, Erin, Information Technologist, Information Technology Group; B.S., Plymouth State University (2007)

Colbert, Robert E., Men's Basketball Coach; B.A., Marist College (1999)

Coltey, Debra J., Nurse Practitioner, Center for Health and Wellness; B.S., University of Connecticut; M.S., University of Wisconsin (2005)

Condon, Peter J., Skills Application Teacher, Film; B.A., M.A., Keene State College (2001)

Cooper-Ellis, Sarah, Facilitating Teacher; B.S., Lesley College; M.A., Smith College (2004)

Couture, John R., Dean of Professional and Graduate Studies; B.A., Marist College; M.Ed., Keene State College; Ed.D., University of Massachusetts Amherst (1990)

Crawford, Karen R., Assistant Director, Human Resources; B.S., Southeastern Massachusetts University (2005)

Darrow, Jennifer, Academic Web Specialist/Blackboard Administrator, Information Technology Group; A.S., Greenfield Community College; B.A., University of Massachusetts; M.A.T., Person School of Marlboro College (2003)

Davidson, M. Quincy, Counselor, Admissions; A.A. Community Col Beaver, B.A., Indianapolis Indiana University (2006)

Davis, Judi L., Chemistry Lab Specialist; B.S., Pacific Lutheran University (1982)

Davis, Laura B., Residence Director, Residential Life Office; B.A., University of Vermont (2005)

- Denchy, Brendan S.**, Academic Scheduler, Registrar's Office; B.A., M.A., Keene State College (1990)
- Diffin, Jennifer A.**, Systems Librarian/Head of Library Services; B.S., M.L.S., Simmons College (2002)
- Dintino, Maria**, Associate Director, Aspire Program; B.A., University of New Hampshire; M.A.L.S., Keene State College (1992)
- Donnelly, Joan M.**, Skills Application Teacher, Communication; B.S., New Hampshire College; M.Ed., University of Southern Maine; Ph.D., Boston College (1988)
- Doyle, Martha**, Nurse, Center for Health and Wellness; Hartford Hospital School of Nursing (1990)
- Doyon, Marc E.**, Assistant Director of Physical Plant-Trades; A.S., New Hampshire Technical Institute (1991)
- Drake-Deese, Kent**, Director, Residential Life Office; B.A., M.Ed., St Lawrence University (2006)
- Draper, James B., III**, Director of Campus Purchasing and Contract Services; B.B.A., University of Massachusetts Amherst (1986)
- Dutcher, Robin**, Media Relations Coordinator, College Relations; B.A., M.F.A., Vermont College (2005)
- Edge, Ellen E.**, Director, Child Development Center; M.Ed., University of Massachusetts Amherst (2006)
- Ericson-West, Susan**, Accreditation & Assessment Coordinator; Teacher Education Graduate Studies; B.A., University of New Hampshire; M.Ed., Antioch New England Graduate School (1989)
- Esperanza, Brenda**, Counselor, Counseling Center; B.A., Antioch Graduate School; M.A., University of Massachusetts Amherst (2002)
- Fantl, Sharon**, Arts Events Assistant/Function Coordinator, Redfern Arts Center; B.A., University of Vermont, M.S., Boston University (2007)
- Farer, Vicki H.**, Educational Program Coordinator, Technology, Design and Safety; B.S., M.Ed., Keene State College (2004)
- Farina, Linda L.**, Instructional Tech Liaison to the Professional and Graduate Studies, Information Technology Group (1988)
- Featherston, Katherine K.**, Biology Lab Coordinator, Science Center; B.S., University of Maine (1998)
- Ferrell, Jennifer L.**, Coordinator of Student Activities, Student Center; B.A., M.S., Indiana University of Pennsylvania (2005)
- Fienberg, Nona**, Dean, Arts and Humanities; B.A., University of Toronto; M.A., Ph.D., University of California, Berkeley (1991)
- Fortin, Stacey**, Facilitating Teacher, Child Development Center; B.A., M.A.Ed., Northern Arizona University (2003)
- Fortini, Mary-Ellen**, Director, Sponsored Projects and Research; B.A., University of Kansas; M.A., Ph.D., University of Vermont (2003)
- Friedman, Jeffrey M.**, Information Technologist, Admissions Office (1998)
- Gagnon, Ann M.**, Assistant to the President, President's Office; B.A., Keene State College (2003)
- Gempler, Mark N.**, Assistant Director, Operations, Young Student Center; B.A., Grinnell College; M.B.A., Plymouth State College (1996)
- Gibson, Tomi A.**, Information Technologist, Information Technology Group; B.A., M.Ed., Keene State College (1997)
- Glotzer, Alan M.**, Director, TRIO Programs; B.S., M.A., Hofstra University (1979)
- Gordon, Nathan C.**, Residence Director, Residential Life Office
- Grimstad, Sandra J.**, Instructional Tech Liaison to the Arts and Humanities, Information Technology Group; B.F.A., Ohio State University (1998)
- Gutierrez, Karen M.**, Early Childhood Teacher, Child Development Center; B.S., Keene State College (2001)
- Haggarty, Nancy M.**, Graphic Designer, College Relations; B.A., Simmons College; B.A., Keene State College (1995)
- Halloran, Pat A.**, Associate Director, Elliot Center – Academic and Career Advising; B.A., Boston College; M.Ed., Keene State College (1995)
- Halter, John D.**, Budget Coordinator, Business Office; B.S., Rollins College (1982)
- Harkness, Kimberly**, Interim Director, Human Resources; B.A. Keene State College (1986)
- Hearn, Jeanne S.**, Assistant Director, Aspire; B.S., M.Ed., Springfield College (1988)
- Hearn, Patrick K.**, Recreational Athletics Coordinator, Intramural Recreation; B.S., St. Lawrence University; M.Ed., Springfield College (1999)
- Herold, Irene M. H.**, Director, Mason Library; B.A., M.L.S., University of Washington (2002)
- House, Karen P.**, Associate Vice President for Finance; B.S., University of Virginia (2000)
- Howe, Kenneth N.**, Baseball Coach; B.A., Keene State College (1999)
- Huntley, Sheryl L.**, Information Technologist, Registrar's Office; A.A., B.A., Keene State College (1985)
- Ingalls, Jaime K.**, Research Lab Assistant, Technology, Design and Safety; B.A., B.S., Keene State College (2004)
- Jensen, Mary E.**, Program Coordinator, Physical Plant/Recycling; B.A., Keene State College; M.A., Vermont College of Norwich University (1999)
- Johnson, Kate A.**, Residence Director, Residential Life Office; B.S., University of New Hampshire; M.S., Southwest Missouri State (2005)
- Justice, Chris M.**, Graphic Designer, College Relations; B.A., University of Delaware; B.A., Keene State College (1985)

- Justice, Kevin**, Admissions Officer; B.S., Whitman College (2003)
- Kalich, Judith J.**, Director of Major and Planned Gifts; B.A., Pennsylvania State University; M.A., Michigan State University (1995)
- Kaufman, Stuart E.**, Sports Information Officer, College Relations; B.A., University of Massachusetts Amherst; M.Ed., Springfield College (1992)
- Kelley, Fanny M.**, Assistant Bursar, Student Financial Services; B.A., Keene State College (1993)
- Kelley, Robert J.**, Information Technologist, Information Technology Group; B.S., University of Rhode Island (1994)
- Kessler, Steven C.**, Assistant Director, Continuing Education; B.A., M.A.T., Colgate University (1997)
- King, Christine M.**, Academic/Career Counselor, Elliot Center; B.A., State University of New York, Geneseo; M.Ed., Hunter College (2003)
- Knight, Henry F.**, Director, Cohen Center for Holocaust Studies; B.A., University of Alabama; M.Div., D.M., Candler School of Theology (2007)
- Kuiawa, Michele L.**, Assistant Director, Student Financial Services; B.A., Keene State College (2004)
- Larracey, Merle A.**, Director, Teacher Education/Graduate Studies Office; B.S., State University of New York, Plattsburgh; M.Ed., Keene State College (1972)
- LaValley, Jeffrey J.**, Director, Alumni and Parent Relations; B.A., M.Ed., Keene State College (2006)
- LeBlanc, Diane R.**, Information Technologist, Information Technology Group; A.S., Mount Wachusett Community College; B.S., Lesley University (2003)
- Leversee, Gordon J., Jr.**, Dean, Sciences and Social Sciences; B.A., Dartmouth; Ph.D., Duke University (1981)
- Lindsay, Craig R.**, Skills Application Teacher, Theatre and Dance; B.A., Bishops University (1997)
- Lodge, Gloria A.**, Academic Counselor, Elliot Center; B.A., University of New Hampshire (1997)
- Lyons, Denise T.**, Women's Soccer Coach; B.S., Keene State College (1996)
- Maceda, Kathleen**, Educational Program Coordinator, Aspire; B.A., University of the Philippines; M.A., Harvard Graduate School of Education (2003)
- MacLean, Kay M.**, Coordinator of Alumni Events, Alumni and Parent Relations; B.S., Trinity College (1997)
- Martin, Beth**, Information Technologist, Advancement; B.S., Keene State College; M.B.A., Plymouth State College (1993)
- Martin, Mandy S.**, Assistant Director, Student Financial Services; B.A., College of Wooster; Ed.M., Boston University (2005)
- Mazzola, Frank G.**, Director, Physical Plant Operations; B.S., State University of New York College of Technology (1993)
- McEntee, Mary E.**, Coordinator Community Services, Student Center; B.S., M.S., State University of New York Albany (2006)
- McGreer, Heather J.**, Assistant Director, Human Resources; B.S., Syracuse University (1997)
- McPartlin, Deirdre**, Academic Program Coordinator, Child Development Center; B.S., Keene State College (1995)
- Mead, Margaret L. R.**, Facilitating Teacher, Child Development Center; B.S., University of Connecticut; M.S., Eastern Connecticut State University (2002)
- Mecklenberg, Benjamin**, Recreation Athletic Coordinator, Athletics; B.S., Keene State College (2006)
- Menezes, William R.**, Director, Redfern Arts Center; B.A., St. Mary's College, California; M.F.A., University of Massachusetts Amherst (1987)
- Merrow, Robert**, Athletic Trainer; B.S., Plymouth State College; M.A., Marshall University (1986)
- Mielke, Laura K.**, Education Program Coordinator, Upward Bound; A.S., B.A., Keene State College; M.Ed., University of New Hampshire (2001)
- Miles, Christine A.**, Manager, Fitness Center; A.S., Bryant College; B.S., Keene State College (2000)
- Miller, Anne**, Assistant Vice President for Academic Services; B.S., M.S., Michigan State University (1993)
- Mobilia, Charles L.**, Information Technologist, Information Technology Group; B.A., Lycoming College (1997)
- Morrison, Allen**, Information Technologist, Information Technology Group; A.S., New Hampshire Vocational-Technical College; B.S., American Intercontinental University (2007)
- Mosier, Melinda A.**, Interim Director, Advancement; B.S., Northern Arizona University (2002)
- Mucci, Beth M.**, Early Childhood Teacher, Child Development Center; B.S., University of Vermont; M.S., Wheelock College (2000)
- Mundahl, Beth**, Substance Abuse Counselor, Counseling Service; B.A., Keene State College; M.S.W., Adelphi University (1989)
- Nelson, Susan E.**, Nurse, Center for Health and Wellness; R.N., Newton Wellesley Hospital School of Nursing (2004)
- Nieckoski, Elizabeth**, DBA Systems Analyst, Information Technology Group; B.A. Berklee College of Music, M.Ed., Keene State College (2006)
- Oden, Gary W.**, Director, Small Business Development Center; B.A., University of Connecticut; M.B.A., Clark University (2004)
- Palmer, Ralph**, Energy and Administrative Coordinator; B.A., Antioch College (1979)

- Paré, Kimberly E.**, Information Technologist, Information Technology Group; A.S., Endicott Junior College; B.S., Johnson State College (1997)
- Parsons, John W.**, Information Technologist, Information Technology Group; A.S., Finger Lakes Community College (1997)
- Pascone, Daniel A.**, Accounting Coordinator, Business Office; A.B. Harvard College; M.A., M.B.A., University of Massachusetts Amherst (2005)
- Peery, Susan**, Interim Director, College Relations; B.A., University of Wisconsin (2004)
- Perry, Cheryl A.**, Theatre Operations Manager, Redfern Arts Center; B.A., Keene State College (1991)
- Petschik, Wendy N.**, Instructional Tech Liaison to the Sciences; B.S., University of New Hampshire; B.S., Keene State College (1999)
- Phillips, Eileen M.**, Skills Application Teacher, Director, Math Center; B.A., Utica College; M.S., State University of New York, Potsdam (1998)
- Piper, Pat A.**, Information Technologist, Information Technology Group; B.A., University of Maryland (1985)
- Poirier, Bertrand**, Associate Director of Admissions; B.A., Keene State College (1985)
- Powers, Glenn T.**, Information Technologist, Residential Life; A.S., B.S., Keene State College (1997)
- Presnell, Melanie A.**, Nurse Practitioner, Center for Health and Wellness; B.S.N., Fitchburg State College; M.S.N., University of New Hampshire (2005)
- Preston, Barbara**, Assistant Director of Student Financial Services; B.S., Keene State College (2004)
- Price, Dolores Rose**, Educational Program Coordinator, OSHA Office; B.S., M.S., University of Massachusetts, Lowell (2003)
- Putzel, Judith**, Associate Director of Counseling Services; B.A., Vassar College; M.Ed., Ed.D., University of Massachusetts Amherst (1986)
- Rancourt, Ann M.**, Associate Vice President for Academic Affairs; B.S., Plymouth State College; M.S., Northeastern University; M.A., Central Michigan University; Ph.D., Florida State University (1997)
- Ratliff, John C.**, Director of Athletics and Recreational Sports; B.S., Davidson College; M.S., Ohio University (1995)
- Rice, Sylvie**, Environmental Health and Safety Coordinator; B.A., M.A., Boston University (2006)
- Richard, Thomas M.**, Registrar; B.S., University of Massachusetts Amherst; M.O.E., Keene State College; Registered Dietitian (1980)
- Richmond, Margaret A.**, Director, Admissions; B.A., University of New Hampshire (1984)
- Robinson, Andrew P.**, Associate Vice President for Student Affairs; B.A., Allegheny College; M.S., Ph.D., Syracuse University (1991)
- Russell, Carole L.**, Early Childhood Teacher, Child Development Center; B.S., Michigan State University (1997)
- Rymes, William E.**, Supervisor, Plumbing and Heat Plant Operations (1994)
- Sands, Carole E.**, Facilitating Teacher, Child Development Center; B.A., Wesleyan University; M.A., Wheelock College (1990)
- Santiago, Christopher M.**, Assistant Director, Campus Safety; A.S., B.S., Mount Ida College (2003)
- Schmidl-Gagne, Kimberly A.**, Residence Director; B.A., North Adams State; M.A., Ohio State University (1989)
- Schmidl-Gagne, Mark**, Dispute Resolution Coordinator, Student Development; B.A., University of Massachusetts Amherst; M.Ed., Keene State College (1995)
- Scholz, Gregory R.**, Lead Network Engineer, Information Technology Group; B.S., University of Maryland (2004)
- Seraichick, Laura J.**, Chief Information Officer, Information Technology Group; B.A., University of Massachusetts Amherst (1997)
- Slater, Christopher B.**, Residence Director, Residential Life Office; B.A., Central Connecticut State University (2005)
- Smith, Douglas E.**, Senior Laboratory Technician, Sciences and Social Sciences; Ph.D., University of Rhode Island (2006)
- Spiegel, Steven P.**, Assistant Director, Consort of International Studies; B.A., University of Delaware, M.Ed., Springfield College (2006)
- Stanmore, Carol E.**, Associate Director, Student Financial Services; B.S., Regents College, State University of New York (2002)
- Starratt, Deborah B.**, Nurse, Center for Health and Wellness; A.S., New Hampshire Technical Institute (2006)
- Stelman, James E.**, Skills Application Teacher, Arts and Humanities; B.A., Keene State College (2005)
- Strifolino, Paul A.**, Director, Campus Life; B.S.Ed., State University of New York, Geneseo; M.A., Bowling Green State University (1989)
- Tandy, Peter S.**, Academic Counselor, Graduate Studies; B.A., University of New Hampshire; M.S., Antioch New England Graduate School (1995)
- Testo, Martin W.**, Admissions Officer; B.S., Keene State College; M.Ed., Springfield College (2003)
- Testo, Sarah H.**, Assistant BodyWorks Manager, Recreational Sports; A.S., B.S., Keene State College; M.Ed., Springfield College (2003)
- Thomas, Peter G.**, Track/Cross Country Coach; B.S., Keene State College (1999)
- Tilton, Robert L.**, Information Technologist, Student Financial Services; B.S., Keene State College (2000)
- Torbet, Sara S.**, Health Education, Center for Health and Wellness; B.E.D., Montana State University; M.E.D., Plymouth State University (2005)

- Ullman, Erik B.**, Information Technologist, Information Technology Group; A.S., Keene State College (1999)
- Vallante, Eugene C.**, Manager of Night Owl Café, Young Student Center; B.A., Keene State College (2005)
- Ward, Scot A.**, Athletic Trainer, Physical Education; B.A., Keene State College; M.S., Indiana University (1999)
- Warman, Amanda G.**, Director, Campus Safety; B.S., Northeastern University; M.S., Northeastern University (1990)
- Warner, Jane A.**, Coordinator, Disability Services; B.S., M.Ed., Springfield College (2000)
- Warzecha, Vicki L.**, Information Technologist, Institutional Research; A.S., Champlain College (1999)
- Watt, Sasha J.**, Assistant Director, Admissions; B.A., Keene State College (1997)
- Wentworth, Justina L.**, Evening Facilities Manager, Recreational Sports; B.S., Keene State College (2006)
- White, Thomas**, Coordinator of Education Outreach, Cohen Center for Holocaust Studies; B.A., Norwich University; M.A.T., Keene State College (2003)
- Whittaker, Kenneth C.**, Information Technologist, Information Technology Group; A.S., Thames Valley State Technical Institute (1979)
- Wiggum, Candice D.**, Director, Counseling Center; B.S., Washington State University, Pullman; M.S., Western Washington University; Ph.D., Oregon State University (2002)
- Williams, Elizabeth J.**, Telecommunications Specialist, Information Technology Group; B.A., Kalamazoo College (1995)
- Winsor, Arthur Jr.**, Assistant Director of Physical Plant/Grounds; B.S., University of Rhode Island (1993)
- Zakrzewski, Maciej M.**, DBA System Analyst, Information Technology Group
- Zinn, Elizabeth A.**, Assistant Director, Upward Bound; B.S., Simmons College; M.Ed., Antioch New England Graduate School (2000)
- Balla, Nancy**, Residential Life; B.S., Keene State College (1990)
- Banks, Michael A.**, Campus Safety (2006)
- Barrett, Debra A.**, Bookstore; B.A., Keene State College (2004)
- Bohannon, Brian B.**, Campus Safety (2005)
- Bond, Pamela**, Residential Life (1990)
- Bosquet, Brendan A.**, Campus Safety (2003)
- Bottomley, Kathryn E.**, Admissions; A.A., Bryant College (2002)
- Brennan, Colleen**, Student Financial Services (2007)
- Britton, Joseph P.**, Physical Plant; A.S., University of New Hampshire (2005)
- Brockway, Barbara**, Admissions Office (1990)
- Butler, Deborah A.**, Arts and Humanities (1994)
- Carrien, Dorothy D.**, Professional Studies; A.A., Montgomery Junior College; B.A., Keene State College (1993)
- Clark, Carol**, Elliot Center (1990)
- Clark, Deborah**, Registrar's Office; A.A., Keene State College (1980)
- Clark, Elizabeth W.**, Mail Services (1998)
- Cormier, Christopher R.**, Physical Plant; B.S., Keene State College (2000)
- Cormier, Marc**, Physical Plant (2006)
- Croteau, Beth M.**, Bookstore (2001)
- Cucchiara, Linda M.**, Mason Library; A.S., Mount Wachusett Community College; B.S., Keene State College (1985)
- Dawson Kim Marie**, Human Resources (2005)
- Demond, Nathan L.**, Physical Plant (2000)
- Denchy, Dwayne**, Physical Plant (2005)
- Desmarais, Adrian R.**, Physical Plant; A.S., New Hampshire College (1984)
- Desmarais, Jennifer N.**, National and International Exchange (2004)
- Dettelback, Rosemary**, Vice President for Finance and Planning Office; B.S., Keene State College (1988)
- Dionne, Pauline A.**, Advancement (1966)
- Dufresne, Alan G.**, Physical Plant (2000)
- Dumond, Nathan**, Physical Plant (2000)
- Dumond, Robert D.**, Physical Plant (1994)
- Dunne, Audrey T.**, Campus Safety (2002)
- Duplessis, Jessica**, Student Financial Services; B.A., Keene State College (2005)
- Dwyer, Michael G.**, Mail Services (1996)
- Edwards, Deborah**, Young Student Center (1998)

Operating Staff

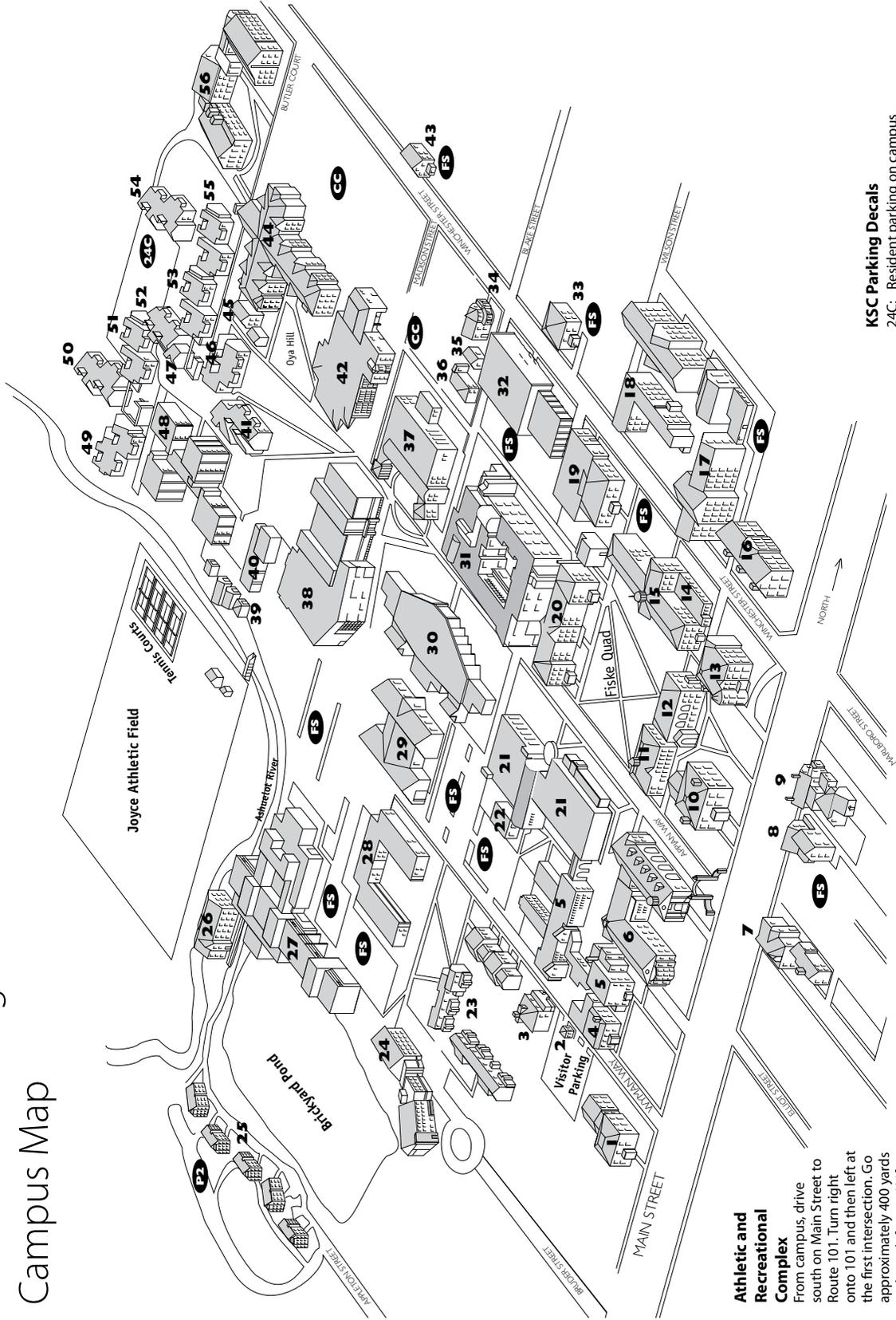
As of January 2007. Year of appointment is in parentheses.

- Adler, Douglas C.**, Physical Plant (2002)
- Anderson, Agnes C.**, Scheduling Office; B.S., State University of New York, Albany; M.Ed., Keene State College (1992)
- Arsenault, Audrey J.**, Business Office; B.S., Plymouth State University (2005)
- Arsenault, Carol**, Technology, Design and Safety; B.S., Keene State College (1979)
- Arsenault, Dianne**, Athletics (1989)
- Aubrey, Nancy A.**, Arts and Humanities (2001)

- Ellis, Steven L.**, Mason Library; A.A., American River College, B.A., California State University Sacramento (2006)
- Ellsworth, Jane L.**, Physical Plant (1993)
- Evans, Scott W.**, Athletics/Physical Plant (2004)
- Fairbanks, Carol A.**, Office of the Dean of Professional Studies; A.A., B.A., Keene State College (1982)
- Favreau, Felicia**, Professional Studies (1989)
- Flanagan, Christina L.**, Sciences and Social Sciences; A.S., Mount Wachusett College (2000)
- Francis, Timothy P.**, Consort for International Studies (2006)
- Freitas, Sue A.**, Business Office; A.S., Greenfield Community College (2000)
- Fuller, Michael H.**, Physical Plant (2001)
- Fuller, Michelle**, Payroll; A.S., Keene State College (1987)
- Garland, Jeffrey**, Physical Plant; B.A., University of New Hampshire; B.S., Stockbridge School of Agriculture (1996)
- Garland, Timothy J.**, Physical Plant (2002)
- Gibson, Dana W.**, Mail Services; A.S., College of Lake County (2001)
- Gitchell, Nancy J.**, Sciences and Social Sciences; B.S., University of Maine (1988)
- Goding, Susan E.**, Registrar's Office (1989)
- Gomez, Michael**, Campus Safety (2000)
- Goodrich, Derek M.**, Physical Plant (2002)
- Green, Stephen M.**, Physical Plant (1989)
- Haines, Beverly A.**, Mason Library (1991)
- Harlow, Renee N.**, Business Office (2004)
- Harper, Gloria M.**, Student Financial Services (2006)
- Hartz, Peter H.**, Physical Plant; B.A., Keene State College (1989)
- Hinz, Donna M.**, Associate Vice President for Academic Affairs Office (2002)
- Hitchner, Patricia A.**, Vice President of Academic Affairs Office; A.S., Keene State College (1988)
- Hodge, Valerie D.**, Human Resources; A.A., B.A., Keene State College (2004)
- Hooper, Jacqueline M.**, Redfern Arts Center; B.A., Marquette University (2005)
- Hornbeck, Antje**, College Relations (2004)
- Hornbeck, Charles Dain**, Mason Library (2005)
- Huntley, Joel T.**, Campus Safety (1995)
- Huston, Robert**, Mason Library (1988)
- Iovieno, Joe G.**, Physical Plant; B.S., M.A., Keene State College (2002)
- Johnson, Colleen J.**, Thorne-Sagendorph Art Gallery (1995)
- Kaletsky, Tracy L.**, Teacher Education Office (2005)
- Kaminski, Karyn**, Human Resources; A.S., Newbury Junior College (1987)
- Karr, Katherine F.**, Central Stores (2001)
- Kavanagh, Tara A.**, Child Development Center; A.S., Paul Smith's College (2001)
- Kimber, Matthew S.**, Business Office; A.S., Mount Wachusett College (2005)
- Kinsella, Carole**, Bookstore; B.S., Springfield College (2005)
- Kirby, Sheila**, Information Technology Group (2004)
- Knowlton, Paul R.**, Thorne-Sagendorph Art Gallery (1999)
- Kornreich, Ilene B.**, Registrar's Office (2005)
- LaFreniere, Tomasa D.**, Purchasing Office (1983)
- Lankhorst, Dorothy E.**, Residential Life (1994)
- Lariviere, Christopher J.**, Physical Plant (2001)
- Leonard, Mary**, Disability Services (1990)
- Liimatainen, Rosean E.**, Human Resources; A.S., Franklin Pierce College (2000)
- Lique Naitove, Tamara L.**, Athletics (2005)
- Lizotte, Melanie J.**, Advancement; A.S., Mount Wachusett Community College (2004)
- Lockerby, Sally M.**, Upward Bound (1978)
- Logan, Debra E.**, Student Financial Services; A.S., Mount Wachusett College (2006)
- Lorette, John**, Physical Plant (2006)
- Lothrop, Caroll L.**, Residential Life; B.S., University of Massachusetts Amherst (1996)
- MacKenzie, Robert D.**, Physical Plant (2001)
- Madden, Linda**, Mason Library; B.S., Brooklyn College (2006)
- Malavet, Victor**, Campus Safety (2006)
- Manning, Kathryn A.**, Mason Library; B.A., Keene State College (2000)
- Martin, Cheryl**, Student Financial Services (2006)
- Masiello, Theresa S.**, Cohen Center for Holocaust Studies (2007)
- Mason, Michelle**, Athletics; B.A., Keene State College (2006)
- Maynard, Kenneth A.**, Physical Plant (1983)
- McGrath, Kathleen**, Student Financial Services; B.A., University of Hartford (2007)
- McGrath-Townsend, Karl**, Bookstore; B.A., University of Hartford (2005)
- McMillan, Anne F.**, Counseling Center; A.A., Vermont College; A.A., University of Bridgeport; B.A., Albertus Magnus College (2003)

- Meany, Sharon L.**, Sciences and Social Sciences; B.S., Central Connecticut State University (2000)
- Meola, Leslie**, Continuing Education (2006)
- Miller, Bradley G.**, Campus Safety (2003)
- Morrisette, Elise A.**, Information Technology Group; B.A., Keene State College (2006)
- Myhaver, Amy L.**, Advancement; A.A., Franklin Pierce College (2003)
- Nicholas, Debra L.**, Campus Safety (1997)
- Norcross, Joan M.**, Arts and Humanities; B.S., Keene State College (1984)
- O'Brien, Marianne**, Sciences and Social Sciences; A.A., St. John's University (2004)
- O'Reilly, Lillian T.**, Young Student Center (1980)
- Olcott, Tara J.**, Mason Library; B.S. Lyndon State College (2007)
- Ouellette, Barbara P.**, Registrar's Office (1990)
- Palmer, Shelly J.**, Purchasing Office (2001)
- Petitto, John R.**, Campus Safety (2001)
- Powers, Judy L.**, Arts and Humanities; A.A., Keene State College (1985)
- Pratt, Charles C.**, Mason Library; B.S.Ed., Boston University; M.Ed., University of New Hampshire (1978)
- Proulx, Paul M.**, Information Technology Group; B.A., Purdue University (2004)
- Rothberg, Aaron D.**, Information Technology Group; B.S., Keene State College (2003)
- Rouillard, Marilee H.**, Mason Library; B.S.Ed., Keene State College; M.A., Eastern Michigan University (1985)
- Russell, Steven R.**, Bookstore (2000)
- Rust, Lynne D.**, Continuing Education (2005)
- Schnyer, Stephen R.**, Physical Plant (1997)
- Sears, John D.**, Registrar's Office; B.S., University of Maine (1992)
- Sevigny, William F.**, Physical Plant (1993)
- Sherrick, Donald R.**, Physical Plant (1990)
- Sherwood, Sandra L.**, Professional Studies; B.S., Keene State College (1989)
- Sibley, Maria E.**, Center for Health and Wellness (1985)
- Simpson, Patrick**, Campus Safety (2004)
- Slanetz, John W.**, Physical Plant; A.S., New Vocational Technical College (1997)
- Smith, Richard**, Physical Plant; A.S., Lowell Technological Institute (2007)
- Spangler, Cheryl**, Mason Library; B.A., Wittenberg University (1990)
- Spykman, Sarah L.**, Arts and Humanities (2006)
- Sperry, Kathryn J.**, Continuing Education (2003)
- St. Pierre, Scott A.**, Physical Plant (1999)
- Surber, Thomas**, Physical Plant (2007)
- Symonds, Carol A.**, Student Development Office (1988)
- Taylor, Toni L.**, Campus Safety (2003)
- VanderWoude, Meredith**, Elliot Center – Academic and Career Advising; A.S., Rhode Island Junior College (1988)
- Ward, Michael C.**, Young Student Center; B.A., Western Maryland College (1997)
- Warme, R. Cliff**, Physical Plant (1989)
- Washer, Jayne M.**, Aspire Program; B.Ed., Keene State College (1985)
- Weeks, Charles D., Jr.**, Physical Plant (2003)
- Whippie, Ronald R., Sr.**, Physical Plant (1987)
- Whitcomb, Jean M.**, Office of Dean of Arts and Humanities; A.S., Champlain College; B.S.Ed., Keene State College (1982)
- Whitney, Bette**, Recreational Sports; A.A., B.A., Keene State College (1990)
- Whitney, Maria Teresa F.**, Student Financial Services; B.S., Polytechnic University (2006)
- Whittle, Ann M.**, Admissions; A.A., Northampton Junior College (1971)
- Wilson, Casey B.**, Office of Vice President of Student Affairs; B.A., Keene State College (2007)
- Wilson, Emma M.**, Sciences and Social Sciences; A.A., Community College of Vermont; B.A., Keene State College (2005)
- Wright, Carole**, Student Financial Services (2001)
- Yeaw, Robert W.**, Physical Plant; B.S., Keene State College (1993)

Keene State College Campus Map



Athletic and Recreational Complex
 From campus, drive south on Main Street to Route 101. Turn right onto 101 and then left at the first intersection. Go approximately 400 yards and turn left onto Krif Road. Stay on Krif Road until you arrive at the athletic complex.

KSC Parking Decals
 24C: Resident parking on campus
 CC: Commuter parking on campus
 FS: Faculty/Staff

Numerical Key

1. Keddy House
2. Visitor Information Booth
3. Grafton House
4. Joslin House
5. Elliot Hall
6. Rhodes Hall
7. Proctor House
8. Carroll House
9. 232 Main Street
10. President's House
11. Morrison Hall
12. Parker Hall
13. Hale Building
14. Fiske Annex
15. Fiske Hall
16. Blake House
17. Randall Hall
18. Monadnock Hall
19. Butterfield Hall
20. Huntress Hall
21. Mason Library
22. Sculpture Studio
23. Tisdale Apartments
24. Pondsides III
25. Pondsides Apartments
26. Pondsides Hall
27. Redfern Arts Center
28. Bushnell Apartments
29. Thorne-Sagendorph Art Gallery
30. Media Arts Center
31. Science Center
32. Adams Technology Bldg
33. Cheshire House
34. Mathematics Building
35. Center for Writing
36. 83-85 Blake Street
37. L. P. Young Student Center
38. Rec Center/Spaulding Gym
39. Recycling and Kiln
40. Whitcomb Building
41. Owl's Nest No. 7
42. Zorn Dining Commons
43. 115 Winchester Street
44. Holloway Hall
45. Residential Life Office
46. Owl's Nest No. 8
47. Laundry
48. Carle Hall
49. Owl's Nest No. 1
50. Owl's Nest No. 2
51. Owl's Nest No. 3
52. Owl's Nest No. 4
53. Owl's Nest No. 5
54. Owl's Nest No. 9
55. Owl's Nest No. 6
56. Butler Court

Alphabetical Key

Administrative Buildings		Residential Buildings
Center for Writing	35	84-85 Blake Street
Cheshire House	33	Bushnell Apartments
Elliot Hall	5	Butler Court
Fiske Annex	14	Carle Hall
Grafton House	3	Carroll House
Hale Building	13	Fiske Hall
President's House	10	Holloway Hall
Residential Life Office	45	Huntress Hall
115 Winchester Street	43	Keddy House
L. P. Young Student Center	37	Monadnock Hall
		Owl's Nest No. 1-9
		41, 46, 49-55
Academic Buildings		Pondsides Apartments
Adams Technology Bldg	32	Pondsides Hall
Blake House	16	Pondsides III
Butterfield Hall	19	Proctor House
Joslin House	4	Randall Hall
Mason Library	21	Tisdale Apartments
Mathematics Building	34	
Media Arts Center	30	Additional Facilities
Morrison Hall	11	Laundry
Parker Hall	12	Recycling and Kiln
Redfern Arts Center	27	Thorne-Sagendorph
Rhodes Hall	6	Art Gallery
Science Center	31	Visitor Information Booth
Sculpture Studio	22	Zorn Dining Commons
Rec Center/Spaulding Gym	38	
Whitcomb Bldg (Ceramics)	40	

Awards Conferred by the College

Honorary Degrees

2007

Kenneth Jue

Doctor of Humane Letters

2006

James A. Putnam

Doctor of Laws

Julius P. Williams

Doctor of Arts

2005

Sandra Postel

Doctor of Sciences

2004

Richard Cohen

Doctor of Laws

Sy Montgomery

Doctor of Letters

2003

Yaffa Eliach

Doctor of Humane Letters

Wesley McNair

Doctor of Humane Letters

2002

John Hockenberry

Doctor of Humane Letters

2001

Ernest Hebert

Doctor of Letters

Katherine Paterson

Doctor of Letters

2000

Gerald Wheeler

Doctor of Science

1999

Millard D. Fuller

Doctor of Letters

Patricia Gallup

Doctor of Laws

1998

Jules Olitski

Doctor of Arts

Jane Yolen

Doctor of Letters

1997

Lorene Carey

Doctor of Letters

1996

Stacey W. Cole

Doctor of Laws

1995

James L. Koontz

Doctor of Laws

Maxine Kumin

Doctor of Humane Letters

1994

Virginia Eskin

Doctor of Humane Letters

1993

Elmer E. Dunbar Jr., M.D.

Doctor of Humane Letters

1992

Joseph A. Baute

Doctor of Humane Letters

1991

Jill Ker Conway

Doctor of Humane Letters

G. Richard Hopwood

Doctor of Humane Letters

1990

F. Marion Wood

Doctor of Humane Letters

1989

Judson Hale

Doctor of Humane Letters

1988

Caroline Bird

Doctor of Humane Letters

1987

J. Bonnie Newman

Doctor of Laws

1986

James C. Cleveland

Doctor of Laws

1984

Elting E. Morison

Doctor of Humane Letters

John B. Tucker

Doctor of Laws

1983

David T. W. McCord

Doctor of Literature

1982

William Morris Meredith

Doctor of Literature

1981

Bramwell Fletcher

Doctor of Humane Letters

Thomas Winship

Doctor of Humane Letters

1980

Fred L. Barry

Doctor of Humane Letters

Clesson J. Blaisdell Jr.

Doctor of Laws

Roland V. Stoodley Jr.

Doctor of Science

1979

Justice Charles J. Contas

Doctor of Laws

C. Robertson Trowbridge

Doctor of Humane Letters

1979

Margaret M. Dixon

Bachelor of Arts

1978

George Robert Stibitz

Doctor of Science

1977

Dean C. Corrigan

Doctor of Science

Alfred W. Thomas

Doctor of Humane Letters

1976

Frank H. Blackington III

Doctor of Humane Letters

Lael Tucker Wertenbaker

Doctor of Literature

1975

Fairfax D. Downey

Doctor of Humane Letters

Frank W. Lane Jr.

Doctor of Science

David F. Putnam

Doctor of Laws

1974

Leon W. Anderson

Doctor of Humane Letters

1973

Arthur E. Cohen

Doctor of Science

James D. Ewing

Doctor of Humane Letters

Clara A. Giovannangeli

Master of Education

1972

Joseph H. Oakey

Doctor of Humane Letters

Frederick J. Simmons

Doctor of Literature

1971

Malcolm H. Keddy

Doctor of Humane Letters

Newell J. Paire

Doctor of Humane Letters

1970

Neil V. Sullivan

Doctor of Humane Letters

William A. Wolffer

Doctor of Laws

1969

John R. Goodnow

Doctor of Laws

1968

Ellen Faulkner

Doctor of Humane Letters

1967

Amos Noyes Blandin Jr.

Doctor of Laws

Elizabeth Yates McGreal

Doctor of Humane Letters

Granite State Award

- | | | | |
|------|---|------|--|
| 2006 | Robert M. Rooney Sr., Keene | 1979 | David R. Proper, Keene |
| 2005 | Jane A. Difley, Concord | 1978 | Robert F. Babcock, Keene
Newton F. Tolman, Nelson |
| 2004 | Robert A. Baines, Manchester
Rise ... for Baby and Family and Toni Ellsworth, Keene | 1977 | Eric Kromphold, Keene
Ralph Page, Keene |
| 2003 | Marsha Ammann, Winchester
Timken Super Precision and the Timken Foundation,
Keene | 1976 | Ruth Seaver Kirk, Keene
Marjorie Whalen Smith, Sullivan |
| 2002 | Wendy Dwyer, Dublin
Friends of the Thorne-Sagendorph Art Gallery, Keene | 1975 | John C. Perry, Keene
Carol J. Pierce, Laconia |
| 2001 | Mervin E. Stevens, Walpole
Norma Wright Walker, West Swanzey | 1974 | Harry C. Tenney, Surry
Dorothy M. Young, Keene (awarded posthumously) |
| 2000 | George R. Hanna, Keene
The MacDowell Colony, Peterborough | 1973 | Kay Fox, Keene
Dorothy F. Kingsbury, Keene |
| 1999 | Richard A. Gustafson, Manchester
Thomas P. Putnam, Keene | 1972 | Cleon E. Heald, Keene
Kenneth F. Zwicker, Keene |
| 1998 | Nury Marquez, Merrimack
Patricia Russell, Keene | 1971 | Edward C. Sweeney, Keene |
| 1997 | Lewis M. Feldstein, Hancock | 1970 | BeaTriX Sagendorph, Dublin |
| 1996 | William Lynch, Keene
The Apple Hill Chamber Players, Sullivan | 1969 | James E. O'Neil, Chesterfield |
| 1995 | Melinda Cambiar, Keene
James Putnam, Keene | 1968 | Edward J. Kingsbury, Keene |
| 1994 | Charlton MacVeagh Jr., Marlborough
Lois K. Stabler, Swanzey Center | | |
| 1993 | Mary P. Chambers, Etna
John F. Swope, Concord | | |
| 1992 | Charles H. McMurphy, M.D., Keene | | |
| 1991 | Alice P. Irwin, Newport
Gail S. Talbot, West Swanzey | | |
| 1990 | Mary Louise Hancock, Concord | | |
| 1989 | Robert M. Clark Jr., Keene | | |
| 1988 | James L. Koontz, Keene | | |
| 1987 | Windsor G. Brooks, Keene
Andrea A. Scranton, Keene | | |
| 1986 | Margaret C. Bean, Jaffrey
Priscilla Frechette Maynard, Keene | | |
| 1984 | Sheldon L. Barker Sr., Keene
Charles H. O'Neil Jr., M.D., Keene | | |
| 1983 | Bernard A. Streeter, Keene | | |
| 1982 | Rev. Denis Horan, Marlborough | | |
| 1981 | Pat Haley, Spofford
Richard T. Snowman, M.D., Keene | | |

Distinguished Teacher Award

- 2006 JoBeth Mullens, Geography
- 2005 Gregory T. Knouff, History
- 2004 Dr. Neal R. Pruchansky, Management
- 2003 Janet M. Youga, English
- 2002 Ockle E. Johnson, Mathematics
- 2001 Nancy S. Lory, Special Education
- 2000 Kenneth D. Bergman, Biology
- 1999 Douglas A. Nelson, Music
- 1998 Charles F. Weed Jr., Political Science
- 1997 Edith Notman, Theatre
- 1996 Glenna Mize, Education
- 1995 Klaus Bayr, Geography
- 1994 Charles A. Hildebrandt, Sociology
- 1993 Janet M. Grayson, English
- 1992 David B. Andrews, Psychology
- 1991 Albert L. Rydant, Geography
- 1990 David R. Leinster, History
- 1989 Eleanor M. Vander Haegen, Sociology
- 1988 Virginia H. Trumbull, Special Education
- 1987 Lawrence M. Benaquist, Film
- 1986 Jo Beth Wolf, Political Science
- 1985 David E. White, Education
- 1984 Richard E. Cunningham, English
- 1983 Norman Silberdick, Management
- 1982 Hubert C. Bird, Music
- 1981 Stephen Stepenuck, Chemistry
- 1980 Peter H. Jenkins, Psychology
- 1979 Michael G. LeParte, Sociology
- 1978 Cornelius R. Lyle II, Journalism
- 1977 Stephen M. Smith, Education
- 1976 Malcolm H. Keddy, English
- 1975 Henry A. Freedman, Art
- 1974 Joan B. Davis, Social Sciences
- 1973 Keith V. King, Physical Education
- 1972 Michael J. Franklin, Education
- 1971 Ann C. Peters, Mathematics & Education

Community Service Award

- 2006 Don Hayes, Director of Community Service, Student Center
- 2005 Thomas J. Bassarear, Education
- 2004 Arthur Winsor Jr., Physical Plant and Grounds
- 2003 Stephen J. Stepenuck Jr., Chemistry
- 2002 Thomas E. Duston, Economics

Faculty Distinction in Research and Scholarship Award

- 2006 Klaus Bayr, Geography
Sander Lee, Philosophy
- 2005 Lawrence A. Welkowitz, Psychology
- 2004 Beverly Ferrucci, Mathematics
- 2003 José Manuel Lezcano, Music
- 2002 William E. Doreski, English
- 2001 Jerry P. Jasinski, Chemistry

Index

- A**cademic and Career Advising 207
Academic Calendar 9
Academic Clubs 233
Academic Honesty Policy 191
Academic Leave of Absence 203
Academic Policies 184
Academic Probation and Suspension 190
Academic Program Planning 12
Academic Record (Transcript) 204
Academic Resources 211
Academic Standing 190
Academic Support Programs 207
Accreditation 7
Adding and Withdrawing from Courses 187
Adjunct Faculty 244
Administrators (Executive Officers) 235
Admission
 Graduate 81
 Undergraduate 215
Admission Requirements 215
Advanced Placement 216
Advanced Study in Education 81
Advanced Study in Education Programs 88
Advising
 Academic 207
 Career 207
Affirmative Action Statement 5
Alumni Center 232
American Studies (B.A.) 19
American Studies Courses (AMST) 94
American Studies Faculty 236
American Studies Minor 64
Anthropology Courses (ANTH) 95
Anthropology Faculty 238
Anthropology Minor 66
Appeals, Grade 189
Appendix 234
Application Procedures, Financial 192
Applied Computer Science (A.S.) 76
Applied Computer Science (B.S.) 20
Applied Computer Science Minor 66
Arboretum and Gardens 211
Architecture (B.S.) 21
Architecture Courses (ARCH) 96
Art (B.A.) 21
 Graphic Design Option 23
 Studio Art Option 23
Art (B.F.A.) 24
 Graphic Design Option 25
 Graphic Design/Studio Art Dual Option 25
 Studio Art Option 25
Art Courses (ART) 98
Art/Graphic Design Faculty 236
Art Gallery, Thorne-Sagendorph 211
Art Minor 67
Artists-in-Residence 244
Arts Center on Brickyard Pond, Redfern 211
Aspire Program 207
Assessment of Non-College Learning 208
Assistantships, Graduate 83
Associate Degree Programs 76
Astronomy Courses (ASTR) 101
Athletic Eligibility 186
Athletic Training Option (Physical Education, B.S.) 55
Athletics, Intercollegiate 231, 233
Attendance Policy, Class 185
Auditing 186
Awards Conferred by the College 256
Bachelor of Fine Arts 24
Bachelor's Degree Programs 13
Bachelor of Arts (B.A.) 13
Bachelor of Science (B.S.) 13
Biology (B.A.) 26
Biology (B.S.) 26
Biology Courses (BIO) 101
Biology Faculty 238
Biology Minor 67
Board of Trustees 234
BodyWorks Fitness Center 211
Bookstore, College 231
Calendar, Academic 9
Campus Map 254
Campus Values 6
Career Advising 207
Catalog Contact 5
Catalog Limitations 5
Catalog Policy 184
Center for Health and Wellness 230
Center for Writing 209
Certification Programs. See Teacher Education Programs
Chemical Dependency (A.S.) 77
Chemistry (B.A.) 27
Chemistry (B.S.) 28
Chemistry Courses (CHEM) 104
Chemistry Faculty 238
Chemistry Minor 67
Chemistry-Physics (B.S.) 28
Child Development Center (CDC) 212
Class Status 185
Club, Sports 233
Cohen Center for Holocaust Studies 212
College History 7
College Discipline System 229
College Level Examination Program (CLEP) 208
College Mission and Values 6
College Senate (Governance) 184
College Withdrawal 203
Commencement Honors 204
Commencement Policy 204
Communication (B.A.) 29
 Communication Studies Option 30
 Philosophy Option 30
Communication Courses (COMM) 106
Communication Faculty 236
Communication Minor 67
Community Research Center 212
Community Service Award 258
Community Service Clubs 233
Community Service 232
Computer Facilities 213
Computer Mathematics (B.S.) 31
Computer Science, Applied (B.S.) 20
Computer Science, Applied (A.S.) 76
Computer Science, Applied Minor 66
Computer Science Courses (CS) 108

Computer Science Faculty 238
 Continuing Program 217
 Continuing Education and Extended Studies 219
 Conversion Programs. See Teacher Education Programs
 Cooperative Education 208
 Cost Estimates 191
 Counseling Center 230
 Course Availability 94
 Course Load
 Graduate 83
 Undergraduate 184
 Course Numbering System 94
 Course Repetition 188
 Course Retake Policy 5, 188
 Course Withdrawal 187
 Courses of Instruction (Descriptions) 94
 Credits by Examination 208
 Credits by Portfolio Assessment 208
 Cumulative Grade Point Average 189
 Criminal Justice Courses (CJS) 111
 Criminal Justice Studies Minor 68
 Curriculum and Instruction Courses (ESECCI, M.Ed.) 116
 Curriculum and Instruction Option (M.Ed.) 84
 Curriculum Materials Library (CML) 212

Dance. See Theatre and Dance
 Dance Minor 68
 Dean's List 204
 Declaration of Major 188
 Degree Requirements (Graduate) 82
 Degrees Awarded
 Associate 10-11
 Bachelor 10-11
 Graduate 10-11
 Dining Service 230
 Disability Services, Office of 230
 Discipline System, College 229
 Dismissal (Graduate) 83
 Distinguished Teacher Award 258
 Dual Major 188

Early Childhood Development Option (Education, B.S.) 34
 Earth Science. See Geology
 Earth Science Courses. See Geology, Physics
 Economics (B.A.) 32
 Economics Courses (ECON) 112
 Economics Faculty 238
 Economics Minor 68

Education (B.S.) 32
 Early Childhood Development Option 34
 Elementary Education Option 34
 Elementary Special Education Option 35
 Secondary Education Option 35
 Secondary Special Education Option 35
 Education (graduate and post-baccalaureate) 80
 Education/Early Childhood Development Faculty 237
 Education/Special Education/Early Childhood Courses 113
 Education: Curriculum & Instruction Courses (ESECCI, M.Ed.) 116
 Education: Educational Leadership Courses (ESECEL, M.Ed.) 117
 Education: School Counselor Courses (ESESCS, M.Ed.) 117
 Education: Special Education Courses (ESECS, M.Ed.) 118
 Educational Leadership Option (M.Ed.) 86
 Electives (Graduate) 82
 Elementary Education Option (Education, B.S.) 34
 Elementary Special Education Option (Education, B.S.) 35
 Eligibility, Athletic 186
 Elliot Center 207
 Emeriti Faculty 246
 Employment Opportunities (Work Study) 227
 Engineering 35
 English (B.A.) 36
 English as a Second Language. See Modern Languages
 English as a Second Language (ESL) Courses 122
 English Courses (ENG) 119
 English Faculty 236
 English Minor 68
 Enrollment Status (Definition) 184
 Environmental Studies (B.S.) 37
 Environmental Studies Courses (ENST) 128
 Environmental Studies Minor 68

Faculty 236, 239
 Faculty Distinction in Research/Scholarship Award 258
 Fees, Tuition and 221
 Film Courses (FILM) 124
 Film Faculty 236

Film Studies Center 213
 Film Studies (B.A.) 38
 Critical Studies Option 39
 Film Production Option 39
 Film Studies Minor 69
 Financial Aid 225
 Financial Responsibility, Student 225
 Fitness Center (BodyWorks) 211
 Fitness Classes 233
 Foreign Students. See International Students
 Fraternities and Sororities (Greeks) 233
 Free Application for Federal Student Aid (FAFSA) 226
 French (B.A.) 40
 French Courses (FR) 125
 French Faculty 236
 French Minor 69

General Science (B.A.) 40
 Bachelor of Arts 41
 Elementary or Early Childhood Education Option 41
 Middle School Option 41
 General Special Education 92
 General Studies Curricula 77
 Associate in Arts (A.A.) 77
 Associate in Science (A.S.) 78
 Geography (B.A.) 41
 Geography Courses (GEOG) 126
 Geography Faculty 238
 Geography Minor 69
 Geology (B.S.) 42
 Geology Courses (GEOL) 129
 Geology Faculty 238
 Geology Minor 70
 German Courses (GER) 130
 German Faculty 236
 German Minor 70
 Governance 184
 Grade Appeals 189
 Grade Point Average, Determination of (GPA) 189
 Grading System 189
 Graduate Assistantships 83
 Graduate Course Policy 83
 Graduate Degrees Awarded 10-11
 Graduate Programs 81
 Graduate Studies 82
 Graduation Requirements
 Graduate 82
 Undergraduate 204
 Granite State Award 257
 Graphic Design. See Art B.A. and Art B.F.A.

Graphic Design/Studio Art Dual Option 25
 Graphic Design Option 23, 25
 Greeks 233
 Group Fitness Classes 233

Handicapped Students. See Students with Disabilities

Health and Wellness, Center for 230
 Health Science (B.S.) 43
 Health Promotion and Fitness Option 43
 Nutrition Option 44
 Substance Abuse/Addictions Option 45

Health Science Courses (HLSC) 131

Health Science Faculty 237

HelpDesk 213

History (B.A.) 45

History, College 7

History Courses (HIST) 134

History Faculty 236

History Minor 70

Holocaust Studies, Cohen Center for 212

Holocaust Studies Courses (HOLO) 138

Holocaust Studies Faculty 236

Holocaust Studies Minor 70

Honor Societies 233

Honorary Degrees 256

Honors, Commencement 204

Honors Program, Psychology 59

Honors Program 4

Individualized Major (B.A. & B.S.) 46

Information Technology Group 213

Integrative Studies Program 14

Integrative Studies Courses 139

Intercollegiate Athletics 231, 233

Interdisciplinary Courses (IDAH, IDSS, & IDSM) 144

International Exchange. See National and International Exchange

International Students Admission 218

International Studies Minor 71

Intramural Sports 233

Journalism (B.A.) 48

Journalism Courses (JRN) 145

Journalism Faculty 236

Journalism Minor - Broadcast Media 72

Journalism Minor - Print Media 72

KSC Courses (KSC) 146

Language Learning Center, Quadside 213

Language Requirement 13

Leadership Option, Educational (M.Ed.) 86

Leave of Absence, Academic 203

Library, Wallace E. Mason 214

Library Faculty 236

Link, Summer 219

Loans 227

Major (Definition) 13

Major, Declaration of 188

Major, Dual 188

Majors, Academic 10

Management (B.S.) 49

Management Courses (MGT) 147

Management Faculty 238

Management Minor 72

Map, Campus 254

Master of Education (M.Ed.) 84

 Curriculum and Instruction Option 84

 Educational Leadership Option 86

 School Counselor Option 87

 Special Education Option 89

Master's Degree Programs 81

Master's Degree with Teacher

 Certification 80

Math Center 209

Mathematics (B.A.) 49

 Middle School/Junior High Option 50

 Pure/Applied Option 49

Mathematics Courses (MATH) 149

Mathematics Education for Elementary Teachers 50

Mathematics Minor 72

Mathematics Faculty 238

Mathematics Minor 72

Mathematics-Physics (B.S.) 51

Matriculated Student (Definition) 215

Meteorology Courses (MET) 152

Minors 4, 66

Mission, College 6

Modern Languages Courses (ML) 152

Modern Languages Faculty 236

Music (B.A.) 51

 Composition Specialization 52

 Music History Specialization 52

 Music for Elementary Teachers Specialization 52

 Music Technology Specialization 52

 Music Theory Specialization 52

Music Courses (MU) 153

Music Education (B.M.) 52

 Choral Specialization 53

 Instrumental Specialization 53

Music Faculty 236

Music Minor 72

Music Performance (B.M.) 54

National and International Exchange 210

New England OSHA Training Institute Education Center 214

New England Regional Student Program (NERSP) 220

New Hampshire College and University Council (NHCUC) 220

New Start Program 217

Non-College Learning, Assessment of 208

Numbering System, Courses 94

Nutrition. See Health Science

Ombudsman 228

Operating Staff 251

Option (Definition) 13

Orientation 230

OSHA Training Institute Education Center 214

Philosophy Courses (PHIL) 158

Philosophy Faculty 236

Philosophy Minor 73

Physical Education (B.S.) 54

 Athletic Training Option 55

 Teacher Certification Option 57

Physical Education Courses (PE) 160

Physical Education Faculty 237

Physics. See Chemistry-Physics;

 Mathematics-Physics

Physics Courses (PHYS) 164

Physics Faculty 238

Physics Minor 73

Placement Office. See Career Services

Political Science Courses (POSC) 166

Political Science/Social Science Faculty 238

Political Science Minor 73

Portfolio Assessment, Undergraduate 208

Post-Baccalaureate Teacher Certification Programs 91

Post-Master's Certification Programs 90

 Educational Leadership 90

 School Counselor 91

Principal Administrators 239
 Privacy Hold Policy 205
 Probation and Suspension, Academic 190
 Product Design and Development Option (Technology Studies) 63
 Professional/Administrative/Technical Staff (PAT) 247
 Programs of Study 10
 Progress Reports 189
 Psychology (B.A.) 58
 Psychology Courses (PSYC) 168
 Psychology Faculty 238
 Psychology Honors Program 59
 Psychology Minor 73
 Publications and Media, Student 233

Quadside, Language Learning Center 213

Readmission Requirements 216
 Recreation Center 231
 Recreational Clubs 233
 Recreational Sports 231
 Redfern Arts Center on Brickyard Pond 211
 Refund Policy 224
 Repetition (Course) 188
 Residence Policy 222
 Residential Life 229
 Residential Hall Organization 233
 Retake Policy 188

Safety Center 214
 Safety Studies Courses (SAFE) 170
 Safety Studies (B.S.) 59
 Safety Studies Minor 73
 Schedule Adjustment and Course Withdrawal Policy 187
 Scholarships and Grants 226
 School Counselor Courses (ESECSC, M.Ed.) 117
 School Counselor Option (M.Ed.) 87
 Second Degree, Earning a Graduate 84
 Undergraduate 188

Secondary Special Education Option (Education, B.S.) 35
 Senate, College (Governance) 184
 Small Business Institute (SBI) 214
 Social Science (B.A.) 60
 Social Studies Educator Option 61
 Social Studies Analyst Option 61
 Social Science Courses (SOSC) 172
 Sociology (B.A.) 62
 Sociology Courses (SOC) 172
 Sociology and Anthropology Faculty 238
 Sociology Minor 74
 Sororities, Fraternities and (Greeks) 233
 Spanish (B.A.) 62
 Spanish Courses (SP) 175
 Spanish Faculty 236
 Spanish Minor 74
 Special Education Courses (ESECSP, M.Ed.) 118
 Special Education Courses (EDSP, SPED) 176
 Special Education Faculty 237
 Special Education Option (M.Ed.) 89
 Special-Interest Clubs 233
 Specialization (Definition) 13
 Sports Clubs 233
 Statistics Minor 74
 Student Center, Lloyd P. Young 231
 Student Financial Responsibility 225
 Student Financial Services 221
 Student Governance 229
 Student Life 229
 Student Organizations 233
 Student Publications and Media 233
 Student Records 205
 Students' Responsibility 184
 Students with Disabilities, Services for 230
 Studio Art Option 23, 25
 Substantive Rules and Definitions 223
 Summer Link 219
 Support Programs, Academic 207
 Suspension, Academic Probation and 190

Teacher Education/Certification Programs 79
 Technology, Design & Safety Faculty 237
 Technology Studies (A.S.) 78
 Technology Studies (B.S.) 63
 Product Design and Development Option 63
 Technology Studies Courses (TDS) 178
 Theatre and Dance (B.A.) 64
 Dance Option 65
 Theatre Arts Option 64
 Theatre and Dance Courses (TAD) 179
 Theatre and Dance Faculty 236
 Theatre Minor 74
 Thorne-Sagendorph Art Gallery 211
 Time Limitations, Graduate 83
 Transcript 204
 Transfer of Credit Graduate 82
 Undergraduate 217
 Transfer Students 217
 Trustees, Board of 234
 Tuition and Fees 221
 Tuition Rates, Determination of 222

Undergraduate Admission 215
 Undergraduate Degrees Awarded 10
 Undergraduate Programs 12
 Undergraduate Teacher Preparation 79
 Upward Bound 219

Veterans Services 232
 Visits, Inquiries 2

Wallace E. Mason Library 214
 Withdrawal (College) 203
 Withdrawal (Course) 187
 Women's Studies Courses (WS) 183
 Women's Studies Faculty 236
 Women's Studies Minor 75
 Work Study (Employment Opportunities) 227
 Writing, Center for 209
 Writing Minor 75

Zorn Dining Commons 230