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Programs of Study

**BACHELOR’S DEGREES**

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

**MASTER’S DEGREES**

M.A.: Master of Arts  
M.Ed.: Master of Education  
M.S.: Master of Science

**COLLEGE HONORS PROGRAM**

School of Arts, Education, and Culture

**BACHELOR’S DEGREES**

American Studies, B.A.  
Art and Design, B.A.  
options in  
Graphic Design  
Studio Art  
specialization in  
Arts Management  
Art and Design, B.F.A.  
options in  
Graphic Design  
Studio/Design  
Studio Art  
Communication, B.A.  
options in  
Communication Studies  
Philosophy  
English, B.A.*  
options in  
Literature  
Writing  
Education, B.S.*  
options in  
Early Childhood Development*  
specializations in  
Birth to Age Five/Early Intervention  
Birth to Grade 3  
Elementary Education*  
Secondary Education*  
Film Studies, B.A.  
options in  
Critical Studies  
Film Production  
French, B.A.* (on hold)  
History, B.A.*  
DEPARTMENT HONORS PROGRAM  
Holocaust and Genocide Studies, B.A.*  
Journalism, B.A.*  
options in  
Public Relations  
Multimedia Journalism  
Music, B.A.  
Music Composition, B.M.  
Music Education, B.M.*  
specializations in  
Instrumental  
Choral  
Music Performance, B.M.  
Music Technology, B.M.  
Spanish, B.A.*  
Theatre and Dance, B.A.  
options in  
Theatre Arts  
specializations in  
Acting  
Arts Management  
Design and Technical Theatre  
Directing  
Theatre and Education  
Dance  
specializations in  
Choreography and Performance  
Dance Education  
Dance Education/Dual Degree  
Women’s and Gender Studies, B.A.

**MINORS**

American Studies  
Art History  
Studio Art  
Communication  
Creative Writing  
Dance  
Early Childhood Development  
Film Studies  
French (on hold)  
German Studies  
History  
Holocaust and Genocide Studies  
Journalism: Broadcast Media  
Journalism: Multimedia  
Journalism: Print Media  
Journalism: Public Relations  
Literature  
Medieval and Early Modern Studies  
Music  
Philosophy  
Professional Writing  
Spanish  
Theatre  
Women’s and Gender Studies

**GRADUATE STUDIES**

Master of Arts  
History and Archives  
Certificates in  
American History and Archives  
European History and Archives  
Master of Education  
Curriculum and Instruction  
Educational Leadership  
School Counselor (on hold)  
Special Education  
Certification is available in each M.Ed. graduate program.  
Post-Master’s Certification  
Educational Leadership  
School Counselor  
Post-Baccalaureate Teacher Certification  
Graduate Educator Certification

School of Sciences, Sustainability, and Health

**BACHELOR’S DEGREES**

Anthropology/Sociology, B.A.*  
Architecture, B.S.  
Athletic Training, B.S. (on hold)  
Biology, B.A.*  
Biology, B.S.*  
Business Management, B.S.*  
optional specializations in  
Human Resource Management  
Marketing  
Entrepreneurship  
Sports Management  
Chemistry, B.A.*  
Chemistry, B.S.*
Chemistry-Physics, B.S.*

Computer Science, B.A.

Computer Science, B.S. options in
Computer Science
Cybersecurity
Software Development and Engineering
Computational Mathematics

Construction Management, B.S. options in
Architecture
Business Management
Safety

Construction Safety Sciences, B.S.

Criminal Justice Studies, B.A.

Earth/Space Science, B.A.*
(on hold)

Economics, B.A.

Engineering, B.S.
(transfer program)

Environmental Studies, B.S.*

Exercise Science, B.S. options in
Allied Health
specialization in
Pre-Athletic Training
Human Performance

General Science, B.A.* (on hold) options in
Bachelor of Arts
Elementary or Early Childhood
Middle School

Geography, B.A.*

Geology, B.S.* (on hold)

Legal Studies, B.A.

Mathematics, B.A.* options in
Mathematics
Mathematics Secondary Teaching
Mathematics Middle School/Junior High Teaching

Mathematics, B.S.

Mathematics Education for Elementary Teachers, B.A.
(on hold)

Neuroscience, B.A.

Neuroscience, B.S.

Nursing, B.S.*
options in
Pre-Licensure
RN Completion

Physical Education, B.S.* options in
Teacher Certification
Child and Youth Physical Activity Specialist

Physics, BA

Physics, B.S.*

Politics, B.A.*

Psychology, B.A.

DEPARTMENT HONORS PROGRAM

Public Health, B.S. options in
Addiction and Pre-Professional Mental Health Nutrition
Population Health specializations in Community Health Pre-professional Health

Safety and Occupational Health Applied Sciences, B.S.*

DEPARTMENT HONORS PROGRAM

Sociology, B.A.*
specialization in
Social Services

DEPARTMENT HONORS PROGRAM

STEM for Educators, B.S.*

Sustainability, B.S.

Sustainable Product Design and Innovation, B.S.*
option in
General Engineering: Physics/Math

MINORS

Addiction
Anthropology
Astronomy
Biology
Business Management
Campaigns and Elections
Chemistry
Computer Science
Construction Management
Construction Safety Sciences
Criminal Justice Studies
Data Analytics
Economics
Entrepreneurship
Environmental Studies
Financial Economics
Geography
Geology (on hold)
Geoscience
Human Resource Management
International Studies
Marketing
Mathematics
Nutrition
Physics
Politics
Psychology
Safety and Occupational Health Applied Sciences
Social Research Methods
Sociology
Sport and Exercise Psychology
Sport Management
Statistics
STEM for Educators
Sustainable Product Design and Innovation
Sustainability

GRADUATE STUDIES

Master of Science
Safety and Occupational Health Applied Sciences
Public Health Nutrition with Dietetic Internship

Mason Library

MINOR
Information Studies

Interdisciplinary Programs

Individualized Major, B.A. or B.S.

* Majors in which teacher certification is available.
Most education majors must also complete an additional liberal arts major. See specific programs for more detail.
1 Certification is in Chemistry Education or Physical Science Education.
2 Certification is in Social Studies.
3 Certification is in Earth Science Education
About Keene State

Keene State College holds a preeminent place as the public liberal arts college of New Hampshire. Since its founding in 1909, Keene State has continuously expanded its mission to offer a broad spectrum of academic programs. The College’s programs are grounded in the values and competencies of the liberal arts tradition, and they provide students with the enduring skills and knowledge that will serve them for a lifetime of professional opportunities. Keene State helps to guide students as they grow as individuals by offering engaging and exciting opportunities to develop new connections and friendships and to find belonging in the College community.

Keene State is committed to an accessible educational experience for all students who demonstrate the determination to succeed. The College offers a learning and living environment that is defined by supportive professors and staff who are invested in students’ success by challenging them to exceed beyond their expectations. Students engage in a variety of learning experiences that prepare them for careers, and demonstrate the practical application of their education, including hands-on learning, research, internships, service to the community, and study away. All areas of study incorporate qualities that are essential to success: critical thinking, creative inquiry, intercultural competence, civic engagement, and commitment to well-being. Exploration of important topics through connection with other students in co-curricular programs is also an essential part of the Keene State experience.

Keene State College is further committed to creating and maintaining a community in which students, faculty, and staff can work together in an environment free of all forms of discrimination and discriminatory harassment. Discrimination and Discriminatory Harassment (including sexual harassment) is antithetical to the standards, values, and mission of Keene State College and will not be tolerated. Such conduct interferes with the mission of the College by diminishing access to education and employment; compromising the free and open exchange of ideas; and impeding relationships among students, faculty, and staff. (https://www.keene.edu/administration/policy/detail/discrimination/)

These commitments contribute to our success and recognition. US News and World Report ranks Keene State in Tier I of the Regional Universities in the North. The College is accredited by the New England Commission of Higher Education (NECHE), with many other programs accredited by their specific disciplines. These prestigious accomplishments recognize the College’s commitment to academic excellence and the success of its students. For a full list of accreditations, please view the Keene State College Factbook, available online from the Institutional Research and Assessment Office.

Academic Calendar

Fall 2020

August

14 · Payment due for Fall Semester
21 · Classes/Exams end at 5:00 p.m.
21 · Residence Halls close
26 · New Student Convocation at 3:30 p.m.
26 · Residence Halls open for New Students
30 · Residence Halls and Residence Apts. open for returning students
31 · Classes and Schedule Adjustment period begin at 8:00 a.m

September

04 · Schedule Adjustment period ends at 4:30 p.m.
07 · Labor Day Holiday (College Closed)
08 · Course Withdrawal period begins at 8:00 a.m.

October

09 · Fall Break Day (No Classes)
16 · Semester Mid-Point
19 · Registration for Spring 2021 classes begins

November

11 · Veteran’s Day Holiday Observed (College Closed)
13 · Course Withdrawal (W) period ends
25 · Residence halls close except Residence Apts.
25 · College open (No classes)
26 · Thanksgiving Holiday (College Closed)
27 · Thanksgiving Holiday (College Closed)
29 · Residence Halls re-open
30 · Classes resume at 8:00 a.m.

December
11 · Last day of classes
14 · Final Exams begin at 6:00 p.m.
14 · Reading Day (No classes)
18 · Final Exams end at 3:00 p.m.
18 · Payment due for Spring Semester
18 · Residence Halls close
23 · Residence Apts. close
25 · Winter break (College Closed)
28 · Winter break (College Closed)
29 · Winter break (College Closed)
30 · Winter break (College Closed)
31 · Winter break (College Closed)

Spring 2021

January
01 · Winter break (College Closed)
04 · Residence Apts. open
17 · Residence Halls open
18 · Martin Luther King Holiday (College Closed)
19 · Classes and Schedule Adjustment period begin at 8:00 a.m.
26 · Schedule Adjustment period ends at 4:30 p.m.
27 · Course Withdrawal (W) period begins at 8:00 a.m.

February
26 · Summer Registration begins

March
05 · Semester Mid-Point
12 · Spring Break begins after classes end. Res. Halls close except Res. Apts. College open
15 · Spring Break (No classes)
16 · Spring Break (No classes)
17 · Spring Break (No classes)
18 · Spring Break (No classes)
19 · Spring Break (No classes)
21 · Residence Halls re-open
22 · Classes resume 8:00 a.m.
29 · Registration for fall classes begins at 8:00 a.m.

April
09 · Course Withdrawal (W) period ends
30 · Last day of classes
30 · Payment due for Summer Session

May
03 · Final Exams begin at 6:00 p.m.
03 · Reading Day (No classes)
07 · Final Exams end at 3:00 p.m.
Summer 2021

16 · Residence Halls open
17 · Classes and Schedule Adjustment begins at 8:00 a.m.
24 · Memorial Day Holiday (College Closed)

July
05 · Fourth of July Holiday (College Closed)

Bachelor’s Degree Programs

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.

All Bachelor’s degrees require a minimum of 120 credits. A student must complete a minimum of 40 upper-level credits (300- or 400-level) within the degree program as a requirement for completion of any baccalaureate degree program.

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.

Credit. Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic Program Planning

Education in the liberal arts and sciences and in several professional fields is provided through the College’s bachelor’s degree programs. These programs include three basic components:

- **Integrative Studies Requirements** – purposefully and intentionally help students engage with 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 Requirements** – offer depth of scholarship in a field of interest
- **Electives** - provide the opportunity for a student to complete a minor, fulfill teacher certification requirements, or to choose courses in other areas for personal and professional growth.

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. Some changes are necessitated by agencies that accredit the College or certify students. Check with academic disciplines, the Registrar’s Office, Academic and Career Advising, or the Educator Preparation Programs Office to learn of any recent changes.

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**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 believes in the value of a liberal arts education – that the best way for students to prepare for the future is to develop transferable intellectual and practical skills, including their capacity to think critically and creatively, to communicate effectively, and to make connections between different areas of knowledge. Our approach to integrative teaching and learning enhances students’ major programs of study by empowering them with the understanding, adaptability, and creativity to succeed in academic settings and in their lives beyond school.

Students begin the Program by completing ITW 101 Thinking and Writing (ITW) and the Quantitative Literacy (QL) requirement. Students then take perspectives courses in six academic disciplines in four content areas, the arts (IA), humanities (IH), natural sciences (IN), and social sciences (IS), as well as an interdisciplinary (II) requirement. As students move through the Program, they are encouraged to integrate their learning across four overarching themes: diversity, ethics, global issues, and social and environmental engagement.

**Program Objectives and/or Learning Outcomes**

**Integrative Learning** Keene State College students will identify and discuss ways that their learning in one course informs and deepens their learning in one or more other courses, and the ways that their learning in one or more courses is connected to their out-of-class experiences.

**Academic Perspectives** Keene State College students will demonstrate an understanding of the questions a discipline or an interdisciplinary area asks, the methods it uses to engage those questions, and some of the key explanatory concepts arising from these types of inquiry.

**Critical Thinking** Keene State College students will evaluate evidence, consider multiple perspectives, choose and defend a position from several alternatives, and analyze complex problems.

**Creative Thinking** Keene State College students will synthesize existing ideas, images, or expertise in original ways and demonstrate imagination, risk taking, innovation, or divergent thinking in their work.

**Writing** Keene State College students will effectively form, support, and convey an idea in written format, considering purpose, audience, and context.

**Quantitative Literacy** Keene State College students will read and interpret quantitative information critically and apply quantitative methods and concepts to solve a problem or support an argument.

**Information Literacy** Keene State College students will engage in an iterative inquiry process that includes exploring and evaluating diverse perspectives while participating ethically in the information environment.

**Requirements**

40 credits minimum

Students complete a total of 40 credits as follows, including a minimum of two courses (8 credits) at the 300 or 400 level. Perspectives or Interdisciplinary (II) courses may require a specific lower level ISP course besides ITW and QL as a prerequisite.

**I. Foundations (8 credits)**

- Thinking and Writing (4 credits) Students are expected to complete ITW 101 within their first two semesters.
• Quantitative Literacy (4 credits) Students are expected to complete the quantitative literacy (QL) requirement within their first three semesters. Students may meet the QL requirement by successfully completing IQL 101, MATH 120, MATH 130, MATH 135, MATH 141, MATH 151, MATH 172, MATH 175, MGT 140 or PSYC 251.

II. Three perspectives courses in the Arts and Humanities (12 credits) Courses must be taken in three different disciplines.

• 1 course in the Humanities (IH)
• 1 course in the Fine and Performing Arts (IA)
• 1 course in either the Humanities or the Fine and Performing Arts (IH or IA)

III. Three perspectives courses in the Sciences (12 credits) Courses must be taken in three different disciplines.

• 1 course in the Natural Sciences (IN)
• 1 course in the Social Sciences (IS)
• 1 course in either the Natural or Social Sciences (IN or IS)

IV. One course in Interdisciplinary Studies (4 credits) Course may be in any academic discipline and must have an Integrative Interdisciplinary (II) prefix.

V. One additional course in the Arts, Humanities, Social Sciences, Natural Sciences or Interdisciplinary area (4 credits) This ISP elective may be in any academic discipline or interdisciplinary area that carries an ISP prefix (IA, IH, IN, IS, II).

Upper-Level Course Requirement
A minimum of two upper-level (300 or 400) ISP courses must be completed in areas II, III, IV and V above, one of which must be completed at Keene State College. Students may enroll in upper-level Integrative Studies Program (ISP) courses once they have completed a minimum of 24 credits at the lower-level (100 or 200 level), including ITW 101 and the quantitative literacy (QL) requirement.

Honors Program

The College Honors Program provides academically motivated students with intellectual stimulation and rich experiences for personal and professional growth by offering courses that prepare them to produce exemplary, creative, and challenging work. As an option for meeting the College’s liberal arts requirements, it provides an alternative to the Integrative Studies Program and involves both residential and classroom opportunities. In addition to working closely with fellow students and professors to engage in creative and critical inquiry, Honors students integrate and expand on what they are learning in Honors courses by participating in enrichment activities and events both on and off campus.

Residential Honors students will be housed in a Living and Learning Community (LLC) in a College residence hall for their first year and may choose to continue in Living and Learning Communities in later years. The director of the College Honors Program serves as the LLC faculty advisor.

A distinctive feature of the College Honors Program is the requirement that students study abroad. Each year travel study courses led by Keene State College faculty will be made available to sophomore Honors students. See HNRS 301 Global Engagement for details. Honors course requirements cannot be met with Advanced Placement credits or with credits from other institutions.

Program Requirements
(24 credits)

Required Courses
• HNRSTW 101 Honors Thinking and Writing
• Three Honors Courses (12 credits) in the Arts and Sciences taken from three areas: HNRSA 290 Honors Arts, HNRSH 290 Honors Humanities, HNRSN 290 Honors Natural Sciences, and HNRSS 290 Honors Social Sciences. These Honors courses meet Integrative Studies Program Outcomes and Honors Program outcomes appropriate to the area.
• HNRS 301 Global Engagement
• HNRSI 401 Interdisciplinary Senior Seminar or HNRS 495 Honors Thesis, or HNRS 499 Special Project
College Honors Program students must earn a “BC” or higher in AY 2018-2019 and a “B-” or higher, starting in August 2020, in all Honors courses and maintain a minimum 3.5 cumulative GPA in order to graduate with the designation “College Honors Program.” Students who fail to meet these requirements at the end of each semester will be placed on Honors Program Probation. Students who fail to meet these requirements for two consecutive semesters will be dismissed from the Program.

First year non-Honors students who have completed between 16 and 28 credits and who have a cumulative GPA of 3.5 will be invited to apply for admission effective in the fall semester. Students admitted after their first semester need not take an “Honors Thinking and Writing” course, but will be expected to complete other College Honors Program requirements and meet the Program’s academic standards.

Admission to the College Honors Program

Students who apply to Keene State College are invited to submit an application and portfolio to the College Honors Program if they have a high school GPA of 3.25 or above. Details of the submission process can be found at keene.edu/academics/honors/. A subcommittee of the Honors Program Advisory Committee reviews applications and makes decisions on admission.

Beginning in 2011 early in the spring semester, first year non-Honors students at Keene State College who have completed between 16 and 28 credits and who have a cumulative GPA of 3.50 will be invited to apply for admission effective in the fall semester. Students admitted after their first semester need not take an Honors Thinking and Writing course, but will be expected to complete other College Honors Program requirements.

College Honors Program students must maintain a semester grade point average of 3.25 during their first semester. At the end of their second semester, they must have a cumulative GPA of 3.50 in both Honors and non-Honors courses and maintain that in all subsequent semesters in order to graduate with the designation College Honors Program. Students whose GPA falls below 3.25 at the end of the first semester or 3.50 at the end of the second semester will be on Honors probation for the following semester. Those whose semester GPA remains below the standard for two consecutive semesters will be dropped from the Honors Program and will lose Honors scholarship funds. Students have a maximum of two non-consecutive semesters of probation before being dropped from the program.

American Studies

Bachelor of Arts
School of Arts, Education, and Humanities

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 four core courses; an individualized set of area requirements in United States history, Cultures, Contexts, and Diversity, and Arts, Interdisciplinary & Social Sciences on American Subjects; 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, broadcast journalism; film or media work; work in federal, state, and local agencies, both public and private; government and politics; nonprofit organizations; writing, editing, and publishing; international relations and diplomacy; public relations and advertising; and social services. American Studies majors who complete the teacher education option are eligible for Secondary Social Studies certification.

Integrative Studies Requirements
40 credits minimum

Major Requirements
40 credits

Core Courses
16 credits

Choose two of the following courses:
- IHAMST 140 What is American Studies?
- IHAMST 248 Cultures of Northern Plains Indians (Differing Culture Perspectives)
- IIAMST 250 Interpreting American Cultures
Take both of the following courses:

- AMST 490 Advanced Special Topics
- AMST 495 Seminar

**Area Courses**

24 credits

Select two courses from United States history:

- IHHIST 161 American Encounters to 1877
- IHHIST 162 American Encounters from 1877
- IHHIST 211 The Worlds of Early America
- IHHIST 310 Who is Benjamin Franklin?
- IHHIST 358 American Empire I
- IHHIST 359 American Empire II
- HIST 360 Natives and Newcomers in North America: 1500-1766
- HIST 361 The American Revolution
- HIST 362 American Slavery/American Capitalism 1787-1848
- HIST 363 The United States in Civil War Period: 1850-1876
- HIST 364 19th-Century America
- HIST 366 U.S. in Crisis: 1920-1950
- HIST 367 Modern America: 1950-Present
- IHHIST 368 Brahmins & Bosses: Boston History
- IHHIST 371 Africans in the Colonial Atlantic World
- IHHIST 372 Gender and Power in Early North America 1600-1800
- HIST 373 Race, Disability, and Eugenics
- IHHIST 375 War and Culture in Early America 1600-1865
- IHHIST 376 Modern United States Military History 1865-Present
- IHHIST 377 Sports and American History
- IHHIST 378 Alcohol and American History

Select two courses in Cultures, Contexts, and Diversity:

- AMST 350 Perspectives in American Culture
- IAMST 370 American Biography
- IAMST 372 Readings in American Studies
- IAMST 375 American Cultural Studies
- IAMST 380 The New England Experience
- AMST 390 Critical Approaches
- IAMST 391 Interdisciplinary Topics in American Studies
- ENG 344 Studies in American Literature
- ENG 345 Studies in African American Literature
- ENG 347 American Indian Writers and their Cultures
- ENG 370 Studies in Literatures of the Americas
- IIWGS 300 Critical Ethnic Studies
- WGS 302 Queer Theories
- WGS 303 Latina Feminist Theories

Select two courses from Arts, Interdisciplinary & Social Sciences on American Subjects:

- ART 214 Modern Art
- CJS 101 Introduction to Criminal Justice Studies
- ECON 455 Topics in Economic History
- IAMU 112 Latin American Music Survey
- IAMU 216 History of Rock and Roll
- IAMU 218 The History of Jazz
- IAMU 242 Listening to America
- ISPOSC 210 United States Politics
Certification as a Social Studies Teacher

American Studies is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following certification requirements:

**Dual Major in Education**

- Secondary Education

**Requirements for Certification**

- IHHIST 161 American Encounters to 1877
- IHHIST 162 American Encounters from 1877
- IHHIST 111 The Ancient and Medieval World
- IHHIST 112 The Modern World
- ISECON 104 Introduction to Macroeconomics
- ISGEOG 101 World Regional Geography
- ISPSYC 101 General Psychology

Select one of the following:

- ISANTH 110 Cultural Anthropology
- 100- to 200-level course in Sociology

Select one of the following:

- ISPOSC 210 United States Politics (This course also applies to the A&H and/or Social Studies area of the American Studies major)
- ISPOSC 220 International Relations

**Electives**

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

**Degree Requirements**

120 credits
40 credits at the upper-level

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**Anthropology/Sociology**

**Bachelor of Arts**

**School of Sciences, Sustainability, and Health**

The Anthropology/Sociology Major prepares students for the social and professional demands of living in an increasingly multicultural world. Our students examine what it means to be human, how we evolved physically and developed culturally over time, how society and culture influence behavior, and how culture provides a lens through which people understand and interpret their world. While we in anthropology and sociology teach about particular cultures and societies, this is accomplished by examining patterns of behavior using a comparative method. Learning is based on empirical investigation which emphasizes observation skills, participation, and critical analysis to create knowledge necessary for understanding these differing behaviors and worldviews. A primary focus of the major is its ability to help students develop a set of practical skills and conceptual tools necessary for continuing to learn about other cultures, sub-cultures, and societies after they leave college.

**Integrative Studies Requirements**

40 credits minimum
Major Requirements

40 credits

ISANTH 110 Cultural Anthropology
ISANTH 111 Archeology and Physical Anthropology
MATH 141 Introductory Statistics
ISSOC 125 Introduction to Sociology
SOC 301 Sociological Research Methods

• Four (4) credits in Anthropology (ANTH/ISANTH) at 200-level or higher.
• Four (4) credits in Sociology (SOC/ISSOC) at 200-level or higher.
• Four (4) credits in Anthropology (ANTH/ISANTH) at 300-level or higher.
• Four (4) credits in Sociology (SOC/ISSOC) at 300-level or higher.
• Four (4) credits in Anthropology (ANTH) at 400-level.

ISANTH 110, ISANTH 111, ISSOC 125, SOC 301, and the 400-level ANTH course must be completed with a grade of “C” or better. Courses may be retaken once to meet this requirement. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student’s academic faculty advisor to discuss implications. If a student needs to take a course more than twice to progress in their major, the student must receive written permission from the department responsible for the major.

Students may not combine an Anthropology/Sociology major with the Sociology major to create a dual major. Students who wish to do more advanced study in Sociology should take the Sociology major.

Certification as a Social Studies Teacher

Anthropology/Sociology is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following additional certification requirements:

Dual Major in Education

• Secondary Education

Requirements for Certification

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
ISGEOG 101 World Regional Geography
ISPSYC 101 General Psychology

Select one of the following:

• ISPOSC 210 United States Politics
• ISPOSC 220 International Relations

Electives

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

Honors Program

Motivated students completing the Anthropology/Sociology major may participate in an advanced program of research culminating in graduation with Honors in Anthropology/Sociology. Students electing to participate in this program complete all requirements for the Anthropology/Sociology major plus 8 credits of ANTH 499 Senior Honors Thesis during the two semesters of the senior year.

Admission to the Honors Program is based on:

1. Self-nomination after completion of 80 credits with an overall and major GPA of 3.50 or above.
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 Anthropology. The Honors Committee will interview the student prior to enrollment in ANTH 499 and notify successful applicants of their admission prior to enrollment.
3. Completion of, or enrollment in, at least five anthropology courses, including two 300-level ANTH electives. Final admission requires successful completion of those Anthropology 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 sociological 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 overall and major GPA of 3.50 or above in Anthropology/Sociology will graduate with Honors in Anthropology/Sociology.

Degree Requirements

**120 credits**

**40 credits at the upper-level**

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**Architecture**

**Bachelor of Science**

School of Sciences, Sustainability, and Health

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**

**40 credits minimum**

**Major Requirements**

**52 credits**

**Core Courses**

**32 credits required**

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 350 Architectural History I  
ARCH 355 Architectural History II  
ARCH 370 Architectural Systems

**Architecture Electives**

Select **a minimum of 8 credits**

- ARCH 120 ARCH Visualization/Communication  
- ARCH 220 Architectural Representation  
- ARCH 235 Architectural Design II  
- ARCH 275 Residential Construction  
- ARCH 290 Special Topics  
- ARCH 320 Advanced Architectural Representation  
- ARCH 330 Architectural Design III
• ARCH 360 Solar Design and Building Science II
• ARCH 375 Statics and Structural Analysis
• ARCH 430 Architectural Design IV
• ARCH 435 Portfolio Design
• ARCH 490 Advanced Special Topics
• ARCH 498 Independent Study

Architecture Capstone

4 credits
ARCH 480 Senior Design Project

Architecture Allied Requirements

IAART 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 120. Students are encouraged to complete a minor or an organized cluster of courses related to their career interests.

Degree Requirements

120 credits
40 credits at the upper-level

Art & Design

Bachelor of Fine Arts
School of Arts, Education, and Humanities

The Bachelor of Fine Arts (B.F.A.) degree in Art & Design is designed to provide students with a comprehensive course of study consisting of a minimum of 80 credits in visual arts courses. The B.F.A. degree can lead directly to graduate work for a Master of Fine Arts (M.F.A.) or to professional careers in the Studio Art and Graphic Design fields. To be eligible for the B.F.A. degree, students must first be accepted into the Bachelor of Arts (B.A.) program in Art & Design.

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

• Graphic Design
• Studio Art
• Studio/Design

Graphic Design Option

Graphic Design is the art of visual communication. This major option provides students with a comprehensive understanding of graphic design by facilitating the development of their conceptual, aesthetic, technical and collaborative skills in the context of practical problem-solving experiences. Students in the Graphic Design option create printed and electronic communication that includes: web sites, illustration, corporate logos and identity systems; posters; publications; packaging; exhibitions; animation; and mobile media applications. Graphic Design B.F.A. graduates find careers in graphic design studios, advertising agencies, marketing firms, corporations, cultural institutions, publishing, and film, television, and technology industries.

Studio Art Option

The Studio Art option introduces and fosters the individual development of seven major areas of study: art history, ceramics, drawing, painting, photography, printmaking, and sculpture. Throughout introductory, intermediate and advanced courses, a balance of theoretical and technical knowledge is emphasized. All accepted candidates mount a B.F.A. solo thesis exhibition as a graduation requirement. Studio Art option majors for the B.F.A. degree are prepared for future careers and graduate study in fine arts, photography, design, art history, art therapy, and education. Graduates of the Keene State College Art and
Design Department can be found working within the fields of museum studies, gallery management, non-profits, media services, teaching and exhibiting their artworks as professional artists.

**Studio/Design Option**

The B.F.A. Studio/Design option offers a combination of Studio Art and Graphic Design courses. This option is designed for motivated students with interest in developing their abilities in two fields of professional visual art making. The Studio/Design option program is designed to meet a variety of student needs through art courses in art history, ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture. This B.F.A. option provides a foundation in the theory and practice of art and design exploring the creation of images, video, sound, and three-dimensional forms across a broad spectrum of media artifacts. Through the program’s breadth and variety, students are encouraged to develop their skills and broaden their knowledge in courses that prepare them for graduate school and/or a range of careers in the studio/visual arts and graphic design.

**Acceptance into the B.A. Program (required)**

To be eligible for the B.F.A. degree, students must first declare their major in the B.A. program in Art & Design. Students can be admitted directly into the Bachelor of Arts program in either the Studio Art or Graphic Design option by indicating their intention upon acceptance to Keene State College. Otherwise, students are asked to declare their major in Art & Design preferably by the first semester of the sophomore year to ensure timely completion of degree requirements.

**The B.F.A. Portfolio Review**

Once declared as a major in the B.A. program in Art & Design students may elect to pursue the more intensive B.F.A. degree. Acceptance into the B.F.A. options in Studio Art, Graphic Design, or Studio/Design is based on assessment by Art & Design faculty of a portfolio consisting of ten to fifteen pieces of college-level artwork by the applicant. All work must be properly identified with the following information: name, medium, size, course title, and date of execution. Submitted portfolios must have a written statement of personal educational goals, an official transcript (KSC and other colleges), and be submitted to the Art & Design Department prior to the posted portfolio deadlines (see below). Following acceptance into all B.F.A. programs, students will consult with their assigned academic advisor and submit a new declaration of major form to the Registrar’s Office.

**The Graphic Design Option Requirements**

Students may apply to the Graphic Design option after completion of a minimum of 6 courses (24 credits) that must include the Foundation Core (12 credits), ART 160 Typographic Form & Function, and ART 253 Digital Imaging. Students are expected to have maintained a minimum cumulative GPA of 3.0 in these 6 courses. Acceptance to the B.F.A. program is based on an assessment of a portfolio of artwork from these courses (see above).

In the beginning of the fall semester of their sophomore year, all students seeking the Graphic Design option for the B.F.A. degree will submit a portfolio (see above). Students not accepted into the B.F.A. Graphic Design option will remain as B.A. students and are eligible to reapply for the B.F.A. program in the next year’s portfolio review.

Individuals whose GPA falls below the 3.0 minimum standard or whose design work is not at the appropriate level for the B.F.A. degree by the beginning of their second senior-year semester (or equivalent) will be returned to the B.A. degree program and will only be allowed to reapply for the B.F.A. when the above requirements are met.

**The Studio Art and Studio/Design Option Requirements**

Students may apply to the Studio Art or Studio/Design option after completion of a minimum of 6 courses (24 credits). For the Studio Art option, these must include the Foundation Core (12 credits) and an additional 12 credits not counting 200-400 level art history courses, in Studio Art.

Studio/Design option applicants must take the Foundation Core (12 credits), ART 160 Typographic Form & Function, ART 253 Digital Imaging and one additional major requirement course as part of the 24-credit minimum. Students are expected to have maintained a minimum cumulative GPA of 3.0 in these 6 courses. Acceptance to the B.F.A. program is based on an assessment of a portfolio of artwork from these courses (see above).

Accepted B.F.A. Studio Art and Studio/Design option students will have the opportunity to have an individual studio space and work one on one with an Art & Design faculty mentor. All accepted candidates will mount a B.F.A. solo thesis exhibition as a graduation requirement. Candidates in the B.F.A. Studio Art and Studio/Design options will meet with the B.F.A. Committee after their completion of their B.F.A. Senior Exhibition. The Committee will conduct an oral review in which candidates will field questions and outline for a mixed audience the related to process/concept/realization of their exhibition material.

All B.F.A. candidates must maintain a minimum cumulative GPA of 3.0 in the major (Art & Design courses). The B.F.A. Committee will also conduct mid-level reviews of accepted students during the fall semester of their senior year. 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 3.0 minimum standard or whose art and /or design work is not at the appropriate level for the B.F.A. degree by the beginning of their second senior-year semester (or equivalent) will be returned to the B.A. degree program and will only be allowed to reapply for the B.F.A. when the above requirements are met.

Transfer Requirements for All B.F.A. Options

Transfer students are eligible to apply for the B.F.A. degree options provided they meet the admissions standards for the B.A. degree in Art & Design as well as those required for the specific B.F.A. option to which they wish to apply. Acceptance into the B.F.A. includes an independent review by the Art and Design faculty of transfer courses and art/design work completed at another institution.

Integrative Studies Requirements

40 credits minimum

Major Requirements

Graphic Design Option

80 credits

Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design  
IAART 110 Introduction to Art History  
ART 125 Drawing I or IAART 120 Drawing I

100-level courses

8 credits

IAART 105 Graphic Design Process or ART 106 Graphic Design Foundation  
ART 160 Typographic Form & Function

200-level courses

16 credits

ART 253 Digital Imaging 
ART 260 Graphic Design Thinking 
ART 262 Illustration I 
ART 264 Web Design

300-level courses

12 credits

ART 360 Identity Design 
ART 361 Graphic Design History 
ART 366 Motion Design I

Art Studio Courses

8 credits

Select two from the following:

- ART 208 Ceramics I
- ART 224 Photography I
- ART 225 Drawing II
- ART 226 Painting I
- ART 244 Sculpture I
- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 333 Printmaking I
- ART 334 Printmaking II
• ART 344 Sculpture II

Art History Courses

4 credits

Select one from the following:

• ART 211 Topics in Ancient Art
• ART 213 Italian Renaissance Art
• ART 214 Modern Art
• ART 290 Topics in Art History
• ART 312 Topics in Medieval Art
• IAART 391 Global Perspectives

400-level courses

20 credits

ART 469 Graphic Design Portfolio

Select a total of four courses from the following:

• ART 460 Advertising Design
• ART 462 Illustration II
• ART 464 Design for Mobile Media
• ART 465 Graphic Design Topics
• ART 466 Motion Design II
• ART 468 Design Center
• ART 497 Graphic Design/Studio Internship

Studio Art Option

80 credits

Foundation Core

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120 Drawing I

200-level courses

24 credits

ART 208 Ceramics I
ART 224 Photography I
ART 225 Drawing II
ART 226 Painting I
ART 244 Sculpture I
ART 253 Digital Imaging

Art History courses

8 credits

Select two from the following:

• ART 211 Topics in Ancient Art
• ART 213 Italian Renaissance Art
• ART 214 Modern Art
• ART 290 Topics in Art History
• ART 312 Topics in Medieval Art
• ART 315 Contemporary Art
• IAART 391 Global Perspectives
300-level courses
16 credits
ART 308 Ceramics II or ART 344 Sculpture II
ART 333 Printmaking I
Select two from the following:
- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 334 Printmaking II
- ART 344 Sculpture II

400-level courses
20 credits
ART 495 Senior Studio/Exhibit Practice
ART 496 BFA Senior Studio (2 semesters)
Select two from the following:
- ART 408 Ceramics III
- ART 424 Photography III
- ART 426 Painting III
- ART 434 Printmaking III
- ART 444 Sculpture III
- ART 490 Advanced Studio Topics

Studio/Design Option
80 credits
Foundation Core
12 credits
ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120 Drawing I

100-level courses
8 credits
IAART 105 Graphic Design Process or ART 106 Graphic Design Foundation
ART 160 Typographic Form & Function

200-level courses
24 credits
ART 253 Digital Imaging
ART 260 Graphic Design Thinking
ART 262 Illustration I
ART 264 Web Design
Select two from the following:
- ART 208 Ceramics I
- ART 224 Photography I
- ART 225 Drawing II
- ART 226 Painting I
- ART 244 Sculpture I
Art History Courses

4 credits

Select one from the following:

- ART 211 Topics in Ancient Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 312 Topics in Medieval Art
- ART 315 Contemporary Art
- IAART 391 Global Perspectives

300-level courses

16 credits

ART 333 Printmaking I
ART 366 Motion Design I

Select two from the following:

- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 334 Printmaking II
- ART 344 Sculpture II

400-level courses

12 credits

ART 469 Graphic Design Portfolio
ART 495 Senior Studio/Exhibit Practice
ART 496 B.F.A. Senior Studio

300 or 400-level course

4 credits

Select one additional 300- or 400-level course in Studio Art or Graphic Design. This course may not be an additional course in art history.

Electives

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

Degree Requirements

120 credits
40 credits at the upper-level

Art & Design

Bachelor of Arts
School of Arts, Education, and Humanities

The Bachelor of Arts (B.A.) degree in Art & Design is designed to meet a variety of student needs through courses in art history, ceramics, drawing, graphic design, painting, photography, printmaking, and sculpture. 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 the visual arts and graphic design. The degree is particularly well suited for those students interested in complementing an additional major and/or minor(s). Students interested in the Arts Management option must declare a B.A. in either the Studio or Graphic Design Option.
**Studio Art Option**

The Studio Art option introduces and fosters the individual development of seven major areas of study: art history, ceramics, drawing, painting, photography, printmaking, and sculpture. 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.

**Graphic Design Option**

Graphic designers transform communication concepts into visual language using images and typography. The Graphic Design option provides students with a foundation in the theory and practice of graphic design. Graduates from the Graphic Design option are prepared for design-related careers such as web design, advertising, illustration, publishing, animation, and more.

**Arts Management Specialization**

The Arts Management Specialization provides students with the skills necessary to provide quality leadership in the business aspects of arts organizations. Utilizing an interdisciplinary curricular approach students gain a broad perspective, discipline specific knowledge, and practical hands-on experience in arts management. Students interested in the Arts Management option must declare a B.A. in either the Studio or Graphic Design Option.

**The Bachelor of Fine Arts Degree**

While the Bachelor of Arts is a strong liberal arts degree that can accommodate a double major and one or more minors, students looking for a more professionally-oriented program or who have interest in graduate school in the visual arts should consider the Bachelor of Fine Arts program.

**Art and Design Department Fellowships**

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

**Use and Return of Student Artwork**

Due to space limitations, student artwork left behind will be disposed of at the end of the semester in which it was completed (unless arrangements have been made between the individual instructor and the student).

**Admissions Criteria**

All students can be admitted directly into the Bachelor of Arts program in either the Studio Art or Graphic Design option by indicating their intention upon acceptance to Keene State College. Otherwise, students are asked to declare their major in Art & Design preferably by the first semester of the sophomore year to ensure timely completion of degree requirements.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

52 credits – Graphic Design Option

56 credits – Studio Art Option

Additional 28 credits - Arts Management Specialization

An Art & Design major (B.A. degree) must select one of the following options:

**Graphic Design Option**

52 credits

**Foundation Core**

12 credits

ART 101 Foundation Experience or IAART 100 Foundations of Design

IAART 110 Introduction to Art History

ART 125 Drawing I or IAART 120 Drawing I

100-level course

8 credits
IAART 105 Graphic Design Process or ART 106 Graphic Design Foundation
ART 160 Typographic Form & Function

200-level courses
12 credits
ART 253 Digital Imaging
ART 260 Graphic Design Thinking
ART 264 Web Design

Art Studio 200-level
4 credits
Select one from the following:
- ART 208 Ceramics I
- ART 224 Photography I
- ART 226 Painting I
- ART 225 Drawing II
- ART 244 Sculpture I

Art History Course
4 credits
Select one from the following:
- ART 211 Topics in Ancient Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 312 Topics in Medieval Art
- ART 315 Contemporary Art
- IAART 391 Global Perspectives

300-level courses
8 credits
ART 361 Graphic Design History
ART 366 Motion Design I

400-level courses
4 credits
Intensive Graphic Design Studio
Select one of the following:
- ART 464 Design for Mobile Media
- ART 465 Graphic Design Topics
- ART 466 Motion Design II

Studio Art Option
56 credits

Foundation Core
12 credits
ART 101 Foundation Experience or IAART 100 Foundations of Design
IAART 110 Introduction to Art History
ART 125 Drawing I or IAART 120 Drawing I

200-level courses
22 credits
ART 208 Ceramics I
ART 224 Photography I
ART 226 Painting I
ART 225 Drawing II
ART 244 Sculpture I
ART 253 Digital Imaging

**Art History Courses**

4 credits

Select one from the following:

- ART 211 Topics in Ancient Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 312 Topics in Medieval Art
- ART 315 Contemporary Art
- IAART 391 Global Perspectives

**300-level courses**

8 credits

ART 333 Printmaking I

Select one from the following:

- ART 308 Ceramics II
- ART 324 Photography II
- ART 325 Drawing III
- ART 326 Painting II
- ART 334 Printmaking II
- ART 344 Sculpture II

**400-level courses**

8 credits

ART 495 Senior Studio/Exhibit Practice

Select one from the following:

- ART 408 Ceramics III
- ART 424 Photography III
- ART 426 Painting III
- ART 434 Printmaking III
- ART 444 Sculpture III
- ART 490 Advanced Studio Topics

**Arts Management Specialization**

28 credits

**100-level courses**

A grade of C or higher is required in MGT 140.

- ISECON 104 Introduction to Microeconomics¹
- MGT 140 Quantitative Decision-Making¹

**200-level courses**

- MGT 215 Accounting for Sustainable Business
300-level courses

- IATAD 372 Arts Management: Organizations and Entrepreneurship
- IATAD 374 Arts Management: Marketing, Development, and Communication
- IATAD 375 Arts Management: The Regional Creative Economy
- ART 497 Graphic Design/Studio Internship

¹ Indicates courses potentially eligible to satisfy Integrative Studies requirements.

Electives

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

It is recommended that students in the Studio Arts option take additional studio art courses at the 300- and 400-level as well as additional Art History courses.

Students in the Graphic Design option are encouraged to take additional 200- and 300-level Studio Art and Graphic Design courses.

Degree Requirements

120 credits
40 credits at the upper-level

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**Athletic Training**

Bachelor of Science  
School of Sciences, Sustainability, and Health

Beginning in Fall 2017 this program is no longer admitting new students. Students interested in Athletic Training should review the B.S. Exercise Science program Pre-Athletic Training 3+2 Specialization.

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**Biology**

Bachelor of Arts  
School of Sciences, Sustainability, and Health

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

40 credits minimum

Major Requirements

52 credits

Core Courses

24 credits

INBIO 110 Molecules and Cells  
INBIO 111 Evolution and Ecology  
BIO 311 Genetics  
BIO 312 Cell Biology  
BIO 313 Population and Community Ecology  
BIO 395 Biology Career Seminar
Upper-Level Biology Electives

12 credits
Select any 300- or 400-level BIO or INBIO courses to bring total credits in Biology to 36 credits. ENST 353 Restoration Ecology and ENST 461 Freshwater Science and Management also counts toward this requirement.

Related Science or Math Courses

16 credits
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
Select one of the following:
- INPHYS 141 College Physics I
- INGEOL 151 Physical Geology
- INPHYS 241 University Physics I
Select one of the following:
- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics

Teacher Certification

Dual Major in Education
- Secondary Education

Electives

Select additional courses to reach a total of 120 credits.

Degree Requirements

120 credits
40 credits at the upper-level

Biology

Bachelor of Science
School of Sciences, Sustainability, and Health

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

40 credits minimum

Major Requirements

76 credits

Core Courses

24 credits
INBIO 110 Molecules and Cells
INBIO 111 Evolution and Ecology
BIO 311 Genetics
BIO 312 Cell Biology
BIO 313 Population and Community Ecology
BIO 395 Biology Career Seminar

Upper-Level BIO Electives
24 credits
Select any six 300- or 400-level BIO or INBIO courses to bring total credits in Biology to 48 credits. ENST 353 Restoration Ecology and ENST 461 Freshwater Science and Management also count toward the upper-level Biology requirement.

Related Science or Math Courses
24 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 or INPHYS 241 University Physics I
PHYS 142 College Physics II or PHYS 242 University Physics II
MATH 141 Introductory Statistics or PSYC 251 Psychological Statistics

Teacher Certification

Dual Major in Education
- Secondary Education

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

Degree Requirements
120 credits
40 credits at the upper-level

Business Management

Bachelor of Science
School of Sciences, Sustainability, and Health
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 the Professions 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.

All Management majors complete the Management core totaling 60 credits. By choosing additional courses noted below, students may add a specialization in one of the following: marketing, human resource management, sport management, or entrepreneurship. The specializations are not required to complete the management major.

Integrative Studies Requirements
40 credits minimum
Major Requirements

60 credits

A grade C or higher is required in MGT 101, MGT 140, MGT 213, and MGT 301.

MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making¹
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 Business and Society
MGT 491 Capstone Seminar: Strategic Management
MGT electives (8 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.

Allied Discipline Requirements

12 credits

IHCOMM 171 Public Speaking²
ISECON 104 Introduction to Macroeconomics²
ECON 103 Introduction to Microeconomics

¹ May be used to fulfill IQL 101 Integrative Studies requirement.
² May be used to fulfill an Integrative Studies requirement.

Specializations

16 credits

Each student may choose one or more of the following specializations. Each specialization requires 16 credits. The specializations are Marketing, Human Resource Management, Sport Management, and Entrepreneurship. Courses for the specialization that also fulfill requirements for the management major are not counted twice for overall college credit. Please note that some courses within the specializations require prerequisite courses outside of the Management discipline.

Marketing Specialization

16 credits

To fulfill the marketing specialization students must take the following two courses, which also count toward the Management electives:

MGT 333 Advertising and Promotion
MGT 434 Marketing Research

Choose two of the following courses:

- COMM 240 Visual Communication
- COMM 378 Persuasion
- JRN 130 Writing for the Media
- JRN 386 Public Relations Principles
- IIWGS 240 Race, Gender, Sexuality, and Pop Culture

Human Resource Management Specialization

16 credits

To fulfill the Human Resource Management specialization students must take the following two courses, which also count toward the Management electives:

MGT 324 Human Resource Management
IIMG 305 Organizational Diversity
Choose two of the following courses:

- MGT 355 Business Negotiations
- ISPSYC 101 General Psychology
- PSYC 221 Social Psychology
- SOC 320 Women, Gender, and Society
- ISSOC 357 Global Ethnic Relations

**Sport Management Specialization**

*16 credits*

To fulfill the sport management specialization students must take the following two courses. IIHP 310 may also count toward the Management electives.

MGT 307 Sport Management
IIHP 310 Psycho-Social Aspects of Sport

Choose two of the following courses:

- IHHIST 377 Sports and American History
- HP 210 Principles of Coaching
- HP 444 Sports & Rec. Administration
- IHJRN 101 Media and Society
- MGT 324 Human Resource Management
- ISSOC 355 Sport in Society

**Entrepreneurship Specialization**

*16 credits*

To fulfill the entrepreneurship specialization students must take the following two courses, which also count toward the Management electives.

MGT 308 Small Business Entrepreneurship
MGT 333 Advertising and Promotion

Choose two of the following courses:

- IAART 120 Drawing I or ART 125 Drawing 1 or IAART 105 Graphic Design Process
- IINENST 150 Global Environmental Change
- COMM 240 Visual Communication
- JRN 130 Writing for the Media
- MGT 324 Human Resource Management
- MGT 335 Strategic Digital Marketing
- MGT 355 Business Negotiations
- MGT 446 Competitive Manufacturing Management

**Electives**

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

**Degree Requirements**

*120 credits*

*40 credits at the upper-level*

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**Chemistry**

*Bachelor of Arts*

**School of Sciences, Sustainability, and Health**

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

40 credits minimum

Major Requirements

60 credits

Core Courses

28 credits

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

Related Field

24 credits

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

Teacher Certification

Dual Major in Education

- Secondary Education

Additional Major Requirements

- CHEM 363 Inorganic Chemistry

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.

Degree Requirements

120 credits

40 credits at the upper-level

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Chemistry

Bachelor of Science
School of Sciences, Sustainability, and Health

The Chemistry major is accredited by the Committee on Professional Training of the American Chemical Society (ACS). Completion of this program leads to a B.S. in Chemistry with American Chemical Society Certification. The major is generally oriented toward preparing students to become professional scientists. At the same time, the curriculum is rigorous, yet flexible enough to prepare students for immediate employment, graduate study, or work in an allied profession.
From introductory through advanced courses, students have access to departmental instrumentation and facilities. The faculty values a hands-on approach to chemical education. The major is structured to provide a strong foundation and to allow for 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 Chemistry courses.

**Integrative Studies Requirements**

*40 credits minimum*

**Major Requirements**

*72 credits*

**Core Courses**

*48 credits*

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

Select **one** from the following:

- CHEM 321 Organic Chemistry III
- CHEM 333 Medicinal Chemistry
- CHEM 365 Organometallics
- CHEM 373 Polymer Chemistry

**Related Field**

*24 credits*

- INBIO 110 Molecules and Cells
- MATH 141 Introductory Statistics
- MATH 151 Calculus I
- MATH 152 Calculus II

Select **one pair** from the following:

- INPHYS 141 College Physics I and PHYS 142 College Physics II
- or
- INPHYS 241 University Physics I and PHYS 242 University Physics II

**Electives**

Select additional courses to reach a total of 120 credits.

**Degree Requirements**

*120 credits*

- 40 credits at the upper-level
Chemistry-Physics

Bachelor of Science
School of Sciences, Sustainability, and Health

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

Integrative Studies Requirements
40 credits minimum

Major Requirements
72 credits (80 credits for Teacher Certification)

The Chemistry/Physics program consists of 28 credits in Chemistry and 24 credits in Physics. For graduate study in either field, a few additional courses may be necessary.

Core Courses
52 credits

INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 221 Organic Chemistry I
CHEM 222 Organic Chemistry II
CHEM 251 Quantitative Analysis
CHEM 342 Physical Chemistry II
CHEM 363 Inorganic Chemistry
INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 260 Electronics
PHYS 275 University Physics III

Choose two courses:
- PHYS 330 Thermodynamics
- PHYS 339 Classical Mechanics
- PHYS 410 Quantum Mechanics
- PHYS 440 Electricity & Magnetism

Related Courses
20 credits

MATH 141 Introductory Statistics
MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Vector Calculus (MATH 251 is waived for the Teacher Certification Option only)

Choose one course:
- IIPHYS 342 Data Analysis for Scientists
- ISCS 210 Python Programming

Teacher Certification

Dual Major in Education

- Secondary Education
Additional Major Requirements

- INBIO 110 Molecules and Cells
- CHEM 375 Biochemistry

Electives

Select additional courses to reach a total of 120 credits.

Degree Requirements

120 credits
40 credits at the upper-level

Communication

Bachelor of Arts
School of Arts, Education, and Humanities

The Communication major is an interdisciplinary program combining courses in Communication 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. Communication majors go on to graduate and professional schools, work as teachers, writers, and social activists, or work in a variety of fields utilizing a liberal arts education including human resources, media, advertising, public relations, politics, and many other fields.

Students majoring in Communication must complete a minimum of 9 courses (36 credits) in the areas specified below. An average of C or higher must be earned in courses counted toward the major. Communication majors may count three courses used for the major toward a minor in Philosophy; however, credits may not be counted twice.

Integrative Studies Requirements
40 credits minimum

Major Requirements
36 credits

Students may declare the major after consultation with a faculty member and completion of the declaration of major form. At the time of declaration, the student must select either the Communication Studies Option or the Philosophy Option.

Introductory Courses
8 credits
IHCOMM 171 Public Speaking
IHPHIL 100 Logical Argumentation

Ethics
4 credits

Select one Ethics course:
- COMM 220 Ethics in Communication
- IHPHIL 220 Ethics

Research Methods
4 credits

Select one research Methods course:
- COMM 360 Strategic Digital Communication
- COMM 472 Quantitative and Qualitative Methods
- COMM 473 Rhetorical Criticism
• PHIL 313 Philosophy and the Holocaust
• PHIL 340 Politics of Multiculturalism
• PHIL 370 Philosophy of Language
• PHIL 406 Existentialism and Film

Electives in the Major

16 credits

Communication Studies Option

Select four electives that meet the following criteria:

• At least two courses must be from Group 1
• At least one course must be from Group 2
• A maximum of one course can be from Group 3
• At least two courses must be at the 300 or 400 level, including at least one of the courses from Group 1.

Philosophy Option

Select four electives that meet the following criteria:

• At least one course must be from Group 1
• At least two courses must be from Group 2
• A maximum of one course can be from Group 3
• At least two courses must be at the 300 or 400 level, including at least one of the courses from Group 2.

Group 1:

• COMM 240 Visual Communication
• COMM 275 Interpersonal Communication
• COMM 278 Group Interaction
• COMM 290 Special Topics
• COMM 360 Strategic Digital Communication
• COMM 372 Intercultural Communication
• COMM 378 Persuasion
• COMM 379 Internship
• COMM 385 Digital Communication Law and Ethics
• COMM 472 Quantitative and Qualitative Methods
• COMM 473 Rhetorical Criticism
• COMM 490 Advanced Special Topics

Group 2:

• PHIL 231 Comparative Religion
• PHIL 250 Sex, Gender, Justice
• PHIL 280 Knowledge and Reality
• PHIL 290 Special Topics
• PHIL 306 Existentialism and Literature
• PHIL 313 Philosophy and the Holocaust
• PHIL 340 Politics of Multiculturalism
• PHIL 350 Aesthetics
• PHIL 360 Philosophy of Law
• PHIL 370 Philosophy of Language
• PHIL 380 Why Not Anarchy?
• PHIL 406 Existentialism and Film
• PHIL 490 Advanced Special Topics

Group 3:

• IHJRN 101 Media and Society
• JRN 130 Writing for the Media
• JRN 155 Digital Journalism
• IIHGS 181 Crisis and Conflict in Africa
• MGT 301 Organizational Theory and Behavior
• MGT 324 Human Resource management
• MGT 333 Advertising and Promotion
• MGT 355 Business Negotiations
• IIMGT 305 Organizational Diversity
• IIWGS 240 Race, Gender, Sexuality, and Pop Culture
• WGS 303 Latina Feminist Theory
• WGS 304 Feminist Media Theory
• IIINFO 320 Participatory Cultures

Capstone

4 credits
Comm 479 Senior Project

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

Degree Requirements

120 credits
40 credits at the upper-level

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**Computer Science**

**Bachelor of Arts**
School of Sciences, Sustainability, and Health

The Bachelor of Arts in Computer Science provides an introduction to the discipline and an opportunity to integrate Computer Science (CS) with another field. In contrast to the B.S. program, the B.A. requires fewer credits in CS, permitting a student to complete a second major, minor, or courses in another discipline such as Mathematics, Management, and Physics; thus it satisfies the needs of students with a combination of interests.

Integrative Studies Requirements

40 credits minimum

Core Requirements

30 credits

ISCS 140 Programming Foundations I
CS 185 Programming Foundations II
CS 280 Data Structures & Algorithms
MATH 135 Discrete Mathematics for CS

Recommended but not required: MATH 141 Introductory Statistics

Select one of the following skills courses:

• ISCS 150 Website Design & Construction
• INCS 160 Microcomputer Systems

Select one of the following computer fundamentals courses:

• CS 215 Operating System Administration
• CS 265 Computer Architecture

Select one of the following second language courses:

• CS 205 Visual Programming
ISCS 210 Python Programming
CS 225 C++ Programming
CS 230 Programming for Industry
CS 310 Systems Programming: C & Assembler
CS 290 (with department approval)

Select one of the following field experience courses:
- CS 293 Supervised Field Experience (2 Credits)
- CS 493 Advanced Supervised Field Experience (2 Credits)

Upper-Level Requirements

20 credits
Select five of the following courses, including a minimum of two (2) 400-level courses:
- CS 310 Systems Programming: C & Assembler
- CS 320 Operating Systems Design
- CS 340 Internet Programming
- CS 355 Computer Networks
- CS 360 Database Systems
- CS 375 Software Engineering
- ISCS 380 Digital Image Processing
- CS 395 Mobile Computing
- CS 410 Advanced Software Development
- CS 420 E-Commerce Development
- CS 430 Principles of Programming Languages
- CS 440 Software Engineering Project
- CS 455 Cryptography & Network Security
- CS 460 Data Warehousing & Advanced SQL
- CS 490 Advanced Special Topics
- CS 495 Artificial Intelligence & Robotics
- CS 498 Independent Study (allowed with department approval)

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

Degree Requirements

120 credits
40 credits at the upper-level

Computer Science

Bachelor of Science
School of Sciences, Sustainability, and Health

The Bachelor of Science (BS) in Computer Science provides students a rigorous curriculum beginning with a thorough grounding in a set of core courses in computer science (CS). The Bachelor of Science in Computer Science degree offers four options: Computer Science, Cybersecurity, Software Development and Engineering, or Computational Mathematics. The anticipated end result is a set of graduates who are prepared for their chosen vocation, be it graduate school or employment. Specific requirements are listed for each option.

Integrative Studies Requirements

40 credits

Major Requirements

58-66 credits
Core Requirements

26 credits

ISCS 140 Programming Foundations I
CS 185 Programming Foundations II
CS 265 Computer Architecture
CS 280 Data Structures and Algorithms
MATH 135 Discrete Mathematics for Computer Science

Recommended but not required: MATH 141 Introductory Statistics

Select one course from the following second language courses:

- CS 205 Visual Programming
- ISCS 210 Python Programming
- CS 225 C++ Programming
- CS 230 Programming for Industry
- CS 310 Systems Programming: C & Assembler (required for Cybersecurity option)
- CS 290 (with department approval)

One of the following:

- CS 293 Supervised Field Experience (2 credits)
- CS 493 Advanced Supervised Field Experience (2 credits)

Computer Science Option

36 credits

Select one of the following:

- ISCS 150 Website Design and Construction
- INCS 160 Microcomputer Systems

Select eight of the following courses, including a minimum of three 400-level courses:

- MATH 151 Calculus I
- CS 310 Systems Programming: C & Assembler
- CS 320 Operating Systems Design
- CS 340 Internet Programming
- CS 355 Computer Networks
- CS 360 Database Systems
- CS 375 Software Engineering
- ISCS 380 Digital Image Processing
- CS 395 Mobile Computing
- CS 410 Advanced Software Development
- CS 420 E-Commerce Development
- CS 430 Principles of Programming Languages
- CS 440 Software Engineering Project
- CS 455 Cryptography & Network Security
- CS 460 Data Warehousing & Advanced SQL
- CS 490 Advanced Special Topics
- CS 495 Artificial Intelligence & Robotics
- CS 498 Independent Study

MATH 152 Calculus II (recommended)

Cybersecurity Option

36 credits

INCS 160 Microcomputer Systems
CS 215 Operating System Administration
CS 310 Systems Programming: C & Assembler
CS 320 Operating Systems Design
CS 355 Computer Networks
CS 455 Cryptography & Network Security

**One** 300-level CS elective

**Two** 400-level CS electives (Appropriate CS 490 and CS 498 topics will be allowed with department approval).

MATH 151 Calculus I is recommended.

**Software Development & Engineering Option**

32 credits

ISCS 150 Website Design and Construction
CS 340 Internet Programming
CS 355 Computer Networks
CS 360 Database Systems
CS 375 Software Engineering
CS 440 Software Engineering Project
CS 495 Artificial Intelligence & Robotics

Select **one** of the following:

- CS 410 Advanced Software Development
- CS 420 E-Commerce Development
- CS 460 Data Warehousing & Advanced SQL

MATH 151 Calculus I (recommended)

**Computational Mathematics Option**

40 credits

MATH 151 Calculus I
MATH 152 Calculus II

Select **two** of the following MATH courses:

- MATH 231 Linear Algebra
- MATH 241 Probability and Statistics I
- MATH 362 Math Modeling and Computing

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

- ISCS 150 Website Design and Construction
- INCS 160 Microcomputer Systems

Select **three** of the following courses:

- CS 320 Operating Systems Design
- CS 355 Computer Networks
- CS 360 Database Systems
- CS 375 Software Engineering

Select **two** of the following:

- CS 410 Advanced Software Development
- CS 430 Principles of Programming Languages
- CS 440 Software Engineering Project
- CS 455 Cryptography & Network Security
- CS 460 Data Warehousing & Advanced SQL
Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits
40 credits at the upper-level

Construction Management
Bachelor of Science
School of Sciences, Sustainability, and Health

Integrative Studies Requirements
Minimum 40 credits

Major Requirements
68 credits

Core Courses:
48 credits
ARCH 180 Introduction to Architectural Design
ARCH 220 Architectural Representation
ARCH 260 Sustainable Design & Building Science
ARCH 320 Advanced Architectural Representation
CMGT 300 Construction Management I
CMGT 400 Construction Management II
CMGT 497 Construction Management Internship
MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making
MGT 215 Accounting for Sustainable Business
MGT 301 Organizational Theory and Behavior
MGT 380 Project Management Fundamentals
A C or better is required for MGT 101.

Choose one:
- SAFE 205 Construction Methods
- ARCH 270 Commercial Construction

Allied Requirements
IHCOMM 171 Public Speaking
MATH 120 Applied Algebra & Trigonometry

Architecture
8 credits

To fill the Architecture Option students must take the following two courses:
ARCH 370 Architectural Systems
INPHYS 131 Engineering Fundamentals

Business Management Option
8 credits
To fill the Management Option students must take the following two courses:

MGT 331 Principles of Marketing
ISMGT 356 Professional Sales and Negotiation

Safety Option

8 credits

To fill the Safety Option students must take the following two courses:

CMGT 330 Prevention Through Design
SAFE 202 Occupational Safety

A C or better is required for SAFE 202.

Degree Requirements

120 credits
40 credits at the upper-level

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**Construction Safety Sciences**

**Bachelor of Science**
School of Sciences, Sustainability, and Health

This major prepares students for a variety of occupational safety and health program management positions in the private and public construction 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 or transition directly into careers in loss control, risk management, organizational safety, and consulting. Students should meet with a Construction Safety Sciences advisor as soon as they express an interest in this area to review program criteria. It is expected that students in this program will be highly motivated and will demonstrate academic excellence during their passage through the program.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

88 credits

**Required Allied Discipline Courses**

12 credits

MATH 120 Applied Algebra and Trigonometry
IHSP 101 Elementary Spanish I
INPHYS 201 Phenomenal Science or INPHYS 131 Engineering Fundamentals

**Core Courses**

60 credits

ISSAFE 101 Safety Awareness
INSAFE 213 Safety Chemistry
SAFE 202 Occupational Safety
SAFE 205 Construction Methods
SAFE 206 Construction Safety Standards
SAFE 207 Human Factors in Construction
SAFE 301 Risk Management
SAFE 302 Law and Ethics in Safety
SAFE 304 Environmental Law and Regulation
SAFE 305 Health Hazard Identification
SAFE 306 Systems and Behavioral Sciences
SAFE 307 Safety Management Systems
SAFE 308 Construction Safety Practices
SAFE 309 Construction Emergency Action Plans
SAFE 403 Construction Industrial Hygiene

**Construction Boot Camp**

8 credits
SAFE 208 Construction Boot Camp 1 (4 credits)
SAFE 209 Construction Boot Camp 2 (4 Credits)

**Internships**

8 credits
SAFE 210 Construction Internship 1
SAFE 410 Construction Internship 2

**Electives**

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

**Degree Requirements**

120 credits
40 credits at the upper-level

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**Criminal Justice Studies**

**Bachelor of Arts**

**School of Sciences, Sustainability, and Health**

Criminology/Criminal Justice is a broad field of study that includes the contributions and approaches of many of the social and behavioral sciences, as well as areas of study such as law and ethics, as they relate to the phenomenon of crime. The Criminal Justice Studies major prepares students for employment in a wide variety of criminal justice agencies, under local, state and federal jurisdictions, as well as the private sector. This major can also serve as a foundation for graduate study in criminology, law, social work, sociology, psychology, and government including public administration.

Students must earn a grade of “C” or higher in CJS 101, CJS 240, SOC 301, and SOC 303. Courses may be retaken once to meet this requirement. Courses may be retaken once to meet this requirement. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student’s academic faculty advisor to discuss implications. If a student needs to take a course more than twice to progress in their major, the student must receive written permission from the department responsible for the major.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

44 credits

**Criminal Justice Studies Required Courses**

28 credits
CJS 101 Introduction to Criminal Justice Studies
CJS 240 Criminology
CJS 330 Criminal Law and Procedure or POSC 316 Constitutional Law or SOC 372 Law and Justice in Society
CJS 342 Advanced Criminology
SOC 301 Sociological Research Methods
SOC 303 Sociological Quantitative Analysis

Select one of the following capstone courses:

- CJS 461 White-Collar Crime
- CJS 465 Terrorism
- CJS 467/PSYC 467 Human Behavior and the Legal System
- CJS 469 The Sociology of Punishment
• SOC 470 State Crimes
• CJS 471 Women and Crime
• CJS 473 Race and Crime in the Media
• ANTH 478/CJS 478 Order, Chaos, and Violence
• CJS 490 Advanced Special Topics in Criminal Justice Studies

Criminal Justice Studies Elective Courses

16 credits minimum

Students must select Four (4) additional courses (or courses totaling 16 credits) from the CJS Elective Courses list. Two (2) of these courses must be at the 300 level or higher. Note that special topics courses may be available. 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.

Topics in Criminal Justice Studies

• CJS 201 Corrections
• CJS 250 Homeland Security
• CJS 290 Topics in Criminal Justice
• CJS 310 Perspectives on U.S. Policing
• CJS 320 Case Studies in Violence
• CJS 352/SOC 352 Sociology of Deviance
• CJS 365 Juvenile Delinquency
• CJS 372 Criminal Justice Administration
• CJS 390 Studies in Criminal Justice
• CJS 465 Terrorism
• IHPHIL 220 Ethics

Courts, Law and Politics

• CJS 340/WGS 340 Gender and the Law
• HGS 313/PHIL 313 Philosophy and the Holocaust
• ISPOSC 211 State and Local Poliitcs
• PHIL 360 Philosophy of Law
• POSC 319 National Security Law
• SAFE 304/ENST 304 Environmental Law and Regulation

Topics in Sociology and Anthropology

• ISANTH 323 Anthropology of Conflict and Violence
• ISSOC 310 Social Problems
• SOC 328 Social Policy
• ISSOC 357 Global Ethnic Relations
• SOC 433 Social Movements
• SOC 475 Social Stratification
• SOC 480 Political Sociology

Topics in Psychology and the Human Services

• PH 200 Alcohol and Other Drugs: The Fundamentals
• IIPSYC 350 When Harm is Done
• PSYC 221 Social Psychology
• SOC 234 Introduction to Social Work

Topics in Forensics

• ANTH 332/CJS 332 Forensic Anthropology
• INCHEM 201 Forensic Science
Electives
Select courses to reach a total of 120 credits for the degree.

Degree Requirements

120 credits
40 credits at the upper-level

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Earth/Space Science

Bachelor of Arts
School of Sciences, Sustainability, and Health

*Effective 9/6/2019 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.*

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Economics

Bachelor of Arts
School of Sciences, Sustainability, and Health

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 104 and ECON 103 (in either order), and ECON 203 and ECON 204 (in either order). It is strongly recommended that students take ECON 203 and ECON 204 soon after the ISECON 104 and ECON 103 prerequisites to get the most benefit from this theoretical background in their elective courses. Both ECON 203 and ECON 204 should be completed by the end of the junior year, so that the student is prepared for advanced (400-level) electives.

In addition, majors will take ECON 360 and complete four additional economics electives (at least two of these economics electives must be at the 400 level). Econometrics (ECON 420) is recommended, but not required. Employers value this skill, 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 either Precalculus (MATH 130) or Calculus (MATH 151).

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

*40 credits minimum*

IHPHIL 100 Logical Argumentation is recommended (but not required) for ECON majors.

Major Requirements

*44 credits*

Core Courses

Select one of the following:

- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics
Select one of the following:

- MATH 130 Precalculus
- MATH 151 Calculus I

ECON 103 Introduction to Microeconomics
ISECON 104 Introduction to Macroeconomics
ECON 360 History of Economic Thought
ECON 203 Intermediate Microeconomics
ECON 204 Intermediate Macroeconomics

**Economics Electives**

16 credits of 300- or 400-level Economics courses; of which at least eight credits are 400-level.

**Certification as a Social Studies Teacher**

Economics is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following additional certification requirements:

**Dual Major in Education**

- Secondary Education

**Requirements for Certification**

- IHHIST 161 American Encounters to 1877
- IHHIST 162 American Encounters from 1877
- IHHIST 111 The Ancient and Medieval World
- IHHIST 112 The Modern World
- ISPSYC 101 General Psychology
- ISGEOG 101 World Regional Geography

Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Select one of the following:

- ISPOSC 210 United States Politics
- ISPOSC 220 International Relations

**Electives**

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

**Degree Requirements**

- 120 credits
- 40 credits at the upper-level

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**Education**

Bachelor of Science
School of Arts, Education, and Humanities

The Education major has three options:

- Early Childhood Development
- Elementary Education
- Secondary 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 Educator Preparation 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 Educator Preparation, admission to Student Teaching, or eligibility for certification. Students are assigned an official advisor upon acceptance into the Educator Preparation program. Materials for application to the Educator Preparation program are available in the Educator Preparation 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 Educator Preparation, PRAXIS testing requirements, and transfer equivalencies.

Students seeking certification in Middle or Secondary Education (option 3) are required to complete a liberal arts major in one of the following areas:

- American Studies
- Anthropology/Sociology
- Biology
- Chemistry
- Chemistry-Physics
- Economics
- English (Literature option)
- Geography
- History
- Holocaust and Genocide Studies
- Mathematics
- Modern Languages (Spanish)
- Politics
- Sociology
- STEM (for Middle School Science Educators option)

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

40 credits minimum

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (Ed 609.01). This standard is met by successful completion of Keene State College 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).
Major 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

52 credits, plus academic minor. Students must select an academic minor, other than the Early Childhood minor, to complement their Early Childhood Development Option.

Students will gain a multidisciplinary understanding of early childhood development and will select a specialization in either Birth to Age 5 or Birth to Grade 3. The program integrates theory and practice with children and families in inclusive settings from infancy through third grade and provides pre-professional field experiences.

Criteria for Continued Progress in the Major

Students may officially declare a Major in Education at any time. However, continued progress through the Major and its options depends on meeting course prerequisites as well as the Educator Preparation Program Decision Points. (See [http://www.keene.edu/office/teachered/students/decision-points/](http://www.keene.edu/office/teachered/students/decision-points/))

Students will be given support with program planning throughout their time at KSC, and are encouraged to work with their faculty advisors regularly to review how they are meeting progress and eligibility requirements.

Fees

Additional expenses associated with options within the education program include the following:

- Students seeking state certification are responsible for taking state required standardized tests and completing the certification application.
- Travel to field placement sites is required for both specializations. Some placements are beyond walking distance from campus and students are responsible for their own transportation.
- Students are responsible for expenses associated with required criminal history record information (fingerprinting) and background checks for field placement sites.
- Students are responsible to pay fees associated with the application to Educator Preparation and once admitted, for a Tk20 account. Tk20 is a program used for data management for accreditation purposes.

Option Requirements:

40 credits

EDUC 111 Issues in Early Childhood
MATH 171 Structure of Number Systems
EDSP 202 Development, Exceptionality, and Learning
EDUC 205 Literacy in Diverse Classrooms
EDUC 211 Infants, Toddlers, Families
EDUC 314 EC Practicum 1: Curriculum (8 credits)
EDUC 315 EC Practicum 2: Observation, Assessment, & Intervention (8 credits)
EDUC 412 Early Childhood Administration & Leadership

Select Specialization 1 or 2

Specialization 1: Birth to Age Five/Early Intervention (Leads to NH Early Childhood Credential)
12 credits

This specialization provides students with experiences with children from Birth through Age 5 in inclusive early childhood environments. Students will gain knowledge and experience with diverse learners, child development, family involvement, curriculum and assessment, and leadership. Successful completion of this specialization will lead to recommendation for the NH Early Childhood Credential.

EDUC 414 Early Childhood Classroom Teaching (B-5) (12 credits)
Specialization 2: Birth to Grade 3 (Leads to NH Teacher Certification Birth to Grade 3)

12 credits

This specialization provides students with experiences with children from Birth to Grade 3. It prepares students for employment in both early care environments (B-5) and public education (K-3) and fulfills requirements for Birth to Age Eight teacher certification. Candidates completing this option will be eligible to pursue Special Education Teacher Certification at Keene State College through the Master’s Program.

EDUC 415 Early Childhood Practicum 3: Primary Grades K-3 (6 credits)
EDUC 416 Early Childhood Student Teaching: Primary Grades K-3 (6 credits)

2. Elementary Education Option

54 credits, plus liberal arts major

This option provides students with a multidisciplinary understanding of teaching and learning in the elementary grades and the skills and dispositions that will prepare them to teach in today’s elementary schools. The program includes theory and practice with children from kindergarten to grade 6 and fulfills requirements for NH Elementary Education (K-6) teacher certification. A liberal arts major is required in addition to the Education, Elementary option, major.

Criteria for Continued Progress in the Major

Students may officially declare a Major in Education at any time. However, continued progress through the Major and its options depends on meeting course prerequisites, demonstrating competence in the content of the subject matter taught in Elementary schools, as well as the Educator Preparation Program Decision Points. (See http://www.keene.edu/academics/departments/teachered/students/decision-points/.) Students will be given support with program planning throughout their time at KSC, and are encouraged to work with their faculty advisors regularly to review how they are meeting progress and eligibility requirements.

Our Department’s conceptual framework states that we strive to prepare professionals who:

- Explore the dynamic nature of the teaching and learning process,
- Demonstrate professional and ethical behaviors that meet high expectations and standards,
- Understand the world from multiple perspectives, and
- Contribute to a just and equitable world.

Fees

Additional expenses associated with the options within the Education program include the following:

- Students seeking state certification are responsible for taking state-required standardized tests and completing the certification application.
- Travel to field placement sites is required. Some placements are beyond walking distance from campus and students are responsible for their own transportation.
- Students are responsible for expenses associated with required criminal history record information (fingerprinting) and background checks for field placement sites.
- Students are responsible for fees associated with the application to Educator Preparation and once admitted, for a Tk20 account. Tk20 is a program used for data management for accreditation purposes.

Option Requirements:

EDUC 121 Issues in Elementary Education
EDSP 202 Development, Exceptionality, and Learning
EDUC 205 Literacy in Diverse Classrooms
EDUC 321 Elementary Methods I: Integrating Literacy and Social Studies (8 credits)
EDUC 322 Elementary Methods II: Integrating Math, Science, and Literacy (8 credits)
EDUC 400 Student Teaching (12 credits)
EDUC 420 Elementary Student Teaching Seminar (2 credits)
MATH 171 Structure of Number Systems
MATH 172 Application of Number Systems

Select one “understanding equity” course:

- II 330 Toward a Just and Equitable World
- IIEDUC 306 Women and Education
K-8 Recommendation

For a K-8 recommendation:

- Complete all requirements for K-6 recommendation
- Have a content concentration in:
  - English/language arts
  - Mathematics
  - Social Studies
  - General Science
- Have a passing middle school content Praxis II score in the given content area

Liberal Arts 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, Elementary option, majors must also fulfill requirements of a liberal arts major; see list below for acceptable majors.

- American Studies
- Anthropology/Sociology
- Art
- Biology
- Chemistry
- Chemistry-Physics
- Communication
- Computer Science
- Criminal Justice
- Economics
- English
- Environmental Studies
- Film Studies
- Geography
- History
- Holocaust and Genocide Studies
- Individualized Major
- Journalism
- Mathematics
- Music (audition required)
- Politics
- Psychology
- Sociology
- Spanish
- STEM - for Pre-K Through 6th Grade Educators option
- Theatre and Dance
- Women’s and Gender Studies

3. Secondary Education Option

**34 credits, plus liberal arts major**

This option prepares students to teach middle and high school students in the following disciplines:

- Biology (Grades 7-12)
- Chemistry (Grades 7-12)
- English – Literature option (Grades 5-12)
- Mathematics – Secondary Education option (Grades 5-8 and Grades 7-12)
- Modern Languages (Spanish – all grades)
- Physics (Grades 7-12)
- Social Studies – see the multiple programs that offer Social Studies certification (Grades 5-12)
- STEM – for Middle School Science Educators option
Option Requirements:
EDUC 131 Issues in Secondary Education (2 credits)
EDUC 231 Curriculum for a Diverse World
EDUC 331 Secondary Methods I
EDSP 333 Secondary Special Education and Management
EDUC 431 Secondary Methods II
EDUC 432 Educational Theories/Trends
EDUC 400 Student Teaching (12 credits)

Degree Requirements
120 credits
40 credits at the upper-level

Degree requirements may exceed 120 credits, depending on the choice of liberal arts major.

Engineering
Transfer Programs
School of Sciences, Sustainability, and Health
These programs prepare students to transfer to engineering schools after completing integrative studies requirements and foundation courses in mathematics, physics, chemistry, and computer science at Keene State College. Students are given personal advising and assistance in placement at the engineering school of their choice. The College at present has transfer agreements at the University of New Hampshire and Clarkson University, as well as individual transfer arrangements with engineering schools in New England and New York State. 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
40 credits minimum

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

Physics Courses
INPHYS 241, PHYS 242, University Physics I, II

Computer Science Courses
ISCS 140 Programming Foundations 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.

**ISCS 140 Programming Foundations I**
**MATH 151, MATH 152, MATH 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; 300-level or higher)**

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**English**

**Bachelor of Arts**

**School of Arts, Education, and Humanities**

The English program encourages students to develop sophisticated ways of understanding, creating, and responding to texts. English majors and minors study the historical development of literary and rhetorical traditions, of literatures written in English, as well as world and European literatures in English translation. Students in the literature option read a wide range of literature from various cultures and historical periods. Students in the writing option also read a great deal of literature and study literary method, but focus their coursework on the writing of poetry, fiction, and creative nonfiction. English/Secondary Education majors must choose the Literature option and take one additional course, ENG 312 Descriptive Grammar.

The English faculty emphasizes 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, and we work closely with students as academic advisors to plan the course of study. Faculty members also guide students to consider such opportunities as a semester of study abroad or a writing internship.

In addition to fostering a lifelong appreciation of literature and language and a high degree of literacy, 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. English majors go on to graduate and professional schools; they work in the field of teaching; they become writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields.

**Integrative Studies Requirements**

*40 credits minimum*

**Major Requirements**

*44 credits*

**Language Requirement**

The minimal requirement for all students with a major in English is one course in a foreign language, normally French, Spanish, or German.

**Literature Option**

Students choosing the Literature option in English must complete a minimum of ten courses.

- ENG 215 Literary Analysis (must be taken before completing 9 credits toward the major)
- In addition to ENG 215, students must take one of the following 100 or 200-level ISP ENG or ENG literature courses:
  - IHENG 195 Introduction to College English
  - IHENG 220 Readings in British Literature
  - IHENG 240 Readings in American Literature
  - IIENG 245 Readings in African American Literature and Culture
  - IHENG 250 Readings in Continental Literature
  - IHENG 260 Readings in World Literature
  - IIENG 270 Literature and the Environment
  - ENG 290 Topics
- ENG 315 Literary Form and History
- ENG 415 Literary Criticism and Theory
Four additional 300-level courses. Three of the four 300-level courses must be in literature.

Of the 300 or 400-level courses listed above, one course must be in pre-1800 literature, one in literature from 1800-1900, and one course must be a Differing Cultural Perspectives course.

English/Secondary Education majors must take ENG 312 Descriptive Grammar as one of their four 300-level courses.

Writing Option

Students electing the writing option in English must complete a minimum of ten courses. Students may not pursue both the Writing option and the Writing minor. English/Secondary Education majors may not choose the Writing option.

Choose one course from:

- IHENG 195 Introduction to College English
- IAENG 202 Creative Nonfiction Writing
- IAENG 204 Creative Writing

Additional required courses:

- ENG 215 Literary Analysis (must be taken before completing 9 credits toward the major)
- ENG 315 Literary Form and History (prerequisite: completion of ENG 215)
- ENG 402 Theory and Practice
- ENG 405 Writing Portfolio (must be completed in senior year)
- Two ENG electives in literature at the 300 or 400 level

Choose three additional writing courses (two courses must be at the 300 level or 400 level, other than ENG 402 and ENG 405):

- IHENG 195 Introduction to College English
- ENG 201 Writing with Style
- ENG 208 Topics in Writing
- ENG 301 Fiction Workshop
- ENG 302 Poetry Workshop
- ENG 303 Nonfiction Workshop
- IAENG 304 Advance Creative Writing
- ENG 306 Autobiography Workshop
- ENG 307 Writing in the World
- ENG 308 Advanced Topics in Writing
- ENG 497 Writing/Publishing Internship

Certification as an English Teacher

Dual Major in Education

- Secondary Education

Additional Major Requirements

- ENG 312 Descriptive Grammar: Students must earn a grade of C or better.

Electives

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

Degree Requirements

120 credits
40 credits at the upper-level
Environmental Studies

Bachelor of Science
School of Sciences, Sustainability, and Health

The Environmental Studies (ENST) major 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.

Students intending to major in Environmental Studies are encouraged to select a faculty 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

40 credits minimum

The following ISP courses are recommended (but not required) for ENST majors:

Social Science Perspectives:
- ISECON 104 Introduction to Macroeconomics

Quantitative Literacy:
- MATH 141 Introductory Statistics

Students are encouraged to consult with their advisor regarding the selection of ISP courses that would best complement their interests.

Major Requirements

52 credits

Choose one:
- INCHEM 103 Fundamentals of Chemistry
- INPHYS 141 College Physics I
- INSAFE 213 Safety Chemistry

Choose one:
- IIENST 150 Global Environmental Change
- IIENST 151 The Environment of Central New England

INGEOS 201 The Physical Earth
ENST 250 Principles of Sustainability
ENST 252 Ecology of a Changing Planet
ENST 253 Environmental Governance
ENST 301 Environmental Research Methods
ENST 395 Junior Seminar
ENST 495 Senior Seminar

Students must earn a grade C or higher in INGEOS 201, ENST 250, ENST 252, ENST 253 and ENST 301 in order to take ENST 395.

Choose one of these human dimensions courses:
- ENST 304 Environmental Law and Regulation
- ENST 344 Community Solutions to Climate Change
- ISENST 350 Energy Policy and Politics
- ENST 363 Writing in an Endangered World
- ENST 371 Environmental Ethics
- ENST 393 Sustainability for Organizations
• ENST 404 Risk and the Environment
• ENST 405 The Clean Energy Revolution
• ENST 492 Advanced Topics in Human Dimension

Select one of these environmental science courses:
• ENST 311 Environmental Health
• ENST 312 Energy Resource Science
• ENST 315 Environmental Geology
• ENST 352 Conservation of Ecological Systems
• ENST 353 Restoration Ecology
• ENST 412 Environmental Geochemistry
• ENST 452 Ecosystems and the Environment
• ENST 460 Groundwater in the Environment
• ENST 461 Freshwater Science and Management
• ENST 491 Adv Topics in Environmental Science

Select two additional Environmental Studies courses at the 300 level or above.

Appropriate courses from other departments may be submitted to meet one course of this requirement with the approval of the Environmental Studies Department Chair.

Electives
Select courses to reach a total of 120 credits.

Degree Requirements
120 credits
40 credits at the upper-level

Exercise Science
Bachelor of Science
School of Sciences, Sustainability, and Health
The Exercise Science Major is designed for students who are interested in studying the body as it pertains to human movement and the physiological changes that occur in the body in response to exercise and physical activity. It is intended for students who would like to pursue a career in exercise science, sports medicine, pre-physical therapy, pre-occupational therapy, pre-athletic training, personal training, strength and conditioning, and cardiac rehabilitation. Exercise Science is a multidisciplinary evidence-based program, which is fast-growing and ever changing. Exercise scientists use their knowledge of the human body and exercise leadership skills to help people improve physical performance, fitness, health, and overall quality of life. The Exercise Science major has some flexibility where students must choose an option that best accomplishes their career objectives.

Declaration of Major and Retention Criteria
Students will be accepted to the College as an Exercise Science major. Students will also be advised by faculty in the Human Performance and Movement Science Department and assisted with program planning throughout their program of study.

Declaration of Exercise Science Major
Students accepted to the College who wish to pursue the Exercise Science Major must complete a Declaration of Major form either during Orientation or upon consultation with the program faculty members.

All students who declare Exercise Science as their major will have the opportunity to register for the appropriate first year courses within the program as recommended by their Exercise Science faculty advisor. After the completion of two semesters within the program, the ability to register for upper-level Exercise Science courses will depend on the completion of the established retention standards (see below).
Declaration of Pre-Athletic Training Specialization

The Pre-Athletic Training Specialization 3-year Bachelor of Science + 2-year Master of Science (3+2) Keene State College to Plymouth State University pathway for Athletic Training provides undergraduate students a path to a master’s degree in Athletic Training in an accelerated 5-year program. The Master of Science degree program is a two-year program with the fourth and fifth years at Plymouth State University for a student who entered as a first year student at Keene State College. Declaring commitment to the 3+2 program allows advising and course selection to support a smooth transition to the master’s program. Declaration in the BS in Exercise Science, Allied Health Option, Pre-Athletic Training Specialization is encouraged upon entry to the College, but must be made no later than the end of the second year at Keene State College.

Retention in Exercise Science Major

Following the completion of two semesters within the program, all Exercise Science majors must satisfy the following retention standards in order to progress in the program:

- Minimum Cumulative Grade Point Average of 2.5
- Minimum cumulative grade point average in the Exercise Science major of 2.5

Completion of the following Allied Requirement courses:

- INCHEM 100 Introduction to Chemistry or INCHEM 103 Fundamentals of Chemistry or INCHEM 111 General Chemistry I
- BIO 230 Human Anatomy and Physiology I
- BIO 332 Human Anatomy and Physiology II
- MATH 141 Introductory Statistics (Allied Health) or MATH 120/QL (Human Performance)

Completion of the following Exercise Science courses with a grade of C or Higher:

- PH 101 Health and Wellness
- HPEX 250 Introduction to Exercise Science

Enrollment in HPEX 372, HPEX 472, and HPEX 492

Enrollment in HPEX 372, HPEX 472, and HPEX 492 requires the following:

- Student must receive a grade C or better in all required Exercise Science courses.
- Student must maintain a cumulative and major GPA of 2.5.
- Student must maintain current certification in Adult CPR & First Aid.

Retention in Pre-Athletic Training Specialization

A student must:

- Enroll in the Exercise Science Allied Health Option coursework
- Maintain a cumulative GPA of 3.2
- Earn a B or better in Exercise Science Allied, Major Core, and Major Option coursework.
- Earn a B or better in the following elective courses:
  - ISPSYC 101 General Psychology
  - INPHYS 141 College Physics I

Other courses may be added per CAATE accreditation updates for professional programs, and other post-graduate programs to which students may be interested in applying.

Students will need to complete a graduate school application to Plymouth State University prior to the completion of the third year. After successful completion of the fourth year at Plymouth State University in the Master of Science in Athletic Training, students will earn a Bachelor of Science degree in Exercise Science from Keene State College and are eligible to participate in Commencement at Keene State College.

Integrative Studies Requirements

40 credits minimum

Major Requirements

72 credits
Allied Requirements

20 credits

Take one course from the following:

- INCHEM 100 Introduction to Chemistry
- INCHEM 103 Fundamentals of Chemistry
- INCHEM 111 General Chemistry I

BIO 230 Human Anatomy and Physiology I
BIO 332 Human Anatomy and Physiology II
ISPH 285 Health in Society

Take one of the following courses:

- MATH 141 Introductory Statistics (Allied Health Option)
- MATH 120 Applied Algebra and Trigonometry (Human Performance Option)

Competency Requirement for Exercise Science

All students majoring in Exercise Science are required to be certified in Standard First Aid and CPR for the Professional Rescuer for courses marked with a ¹.

Exercise Science Core Requirements

36 credits

PH 101 Health and Wellness or INHP 220 Physical Activity & Disease
HP 200 Applied Kinesiology
HP 201 Physiology of Exercise
HPEX 250 Introduction to Exercise Science
HPEX 332 Exercise Testing and Programming¹
HPEX 335 Advanced Strength and Conditioning¹
HP 344 Sports Nutrition
HPEX 372 Practicum: Exercise Leadership¹
HPEX 492 Exercise Science Seminar

Allied Health Option

16 credits

IIHP 352 Exercise Psychology
HP 340 Epidemiology of Physical Activity
HP 341 Pathology, Pharmacology, & Exercise
HP 460 Research Methods in Human Movement
HPEX 371 Coaching Practicum or HPEX 472 Externship

Pre-requisites for these courses include HPEX 372 Practicum: Exercise Leadership

Students should request through their advisor a desire to enroll in Coaching Practicum or Externship to ensure HPEX faculty secure a coaching practicum/externship opportunity.

Allied Health Option Students who have successfully completed the pre-requisite course are eligible for HPEX 371 Coaching Practicum or HPEX 472 Externship as elective credit.

Pre-Athletic Training Specialization

Retention in Exercise Science Major Allied Health Option – Pre-Athletic Training Specialization

- Students must enroll in the Exercise Science Allied Health Option coursework
- Students must maintain a cumulative GPA of 3.2
- Students must earn a B or better in Exercise Science Allied, Major Core and Major Option Coursework.
- Students must earn a B or better in the following elective courses: ISPSYC 101 General Psychology, INPHYS 141 College Physics I, other courses that may be added per CAATE accreditation updates for professional programs and other post-graduate programs to which students may be interested in applying.
Students will need to complete a graduate school application to PSU prior to the completion of the third year. After successful completion of the fourth year at Plymouth State University in the MS in Athletic Training, students will earn a BS degree in Exercise Science from KSC and are eligible to walk at commencement at KSC.

Pre-Athletic Training Specialization Requirements

Students must complete Allied Requirements, the first five courses in the Core requirements, and at least HP 340 of the option requirements. Qualified students will be given special consideration for early admission into the Master of Science degree program in Athletic Training for their 4th and 5th year of study at Plymouth State University at the end of the 3rd year of study in Exercise Science - Allied Health Option at Keene State College if the student has earned:

- 40 credits of Integrative Studies
- 90 credits toward a Bachelor of Science degree at Keene State College
- Minimum cumulative Grade Point Average of 3.2
- Prerequisite courses, with required grade minimums

² Coursework and requirements will overlap and does not equate to an increased academic load in three years.

Human Performance Option

16 credits

HP 210 Principles of Coaching
MGT 101 Intro to Management

Select two of the following courses:

- MGT 307 Sport Management
- IIHP 310 The Psycho-Social Aspects of Sport
- PH 330 Resiliency for Well-Being
- HPEX 371 Coaching Practicum or HPEX 472 Externship

HPEX 371 or HPEX 472: Pre-requisites for these courses include HPEX 372 Practicum: Exercise Leadership and are equivalent off campus experiences but are not required to graduate.

Students should request through their advisor a desire to enroll in Coaching Practicum or Externship to ensure HPEX faculty secure a coaching practicum/externship opportunity.

Electives

Students must select courses to reach a minimum total of 120 credits for the degree.

Students interested in Physical Therapy or Occupational Therapy will be advised to take open elective courses that fulfill graduate school prerequisites.

Degree Requirements

120 credits

40 credits at upper-level

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**Film Studies**

**Bachelor of Arts**

School of Arts, Education, and Humanities

The Film Studies program strives to instill in its students an understanding of a critical appreciation for the aesthetic qualities intrinsic to moving image media, the technical skills to express their ideas, and a solid work ethic to guide them in the workplace. Through a blending of Critical Studies and Production coursework, the Film Studies major will develop and expand upon the student's skills and talents as a scholar and filmmaker.

**Integrative Studies Requirements**

40 credits minimum
Major Requirements

40-52 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. The Film Production option provides students with intensive hands-on instruction in motion picture production. Courses emphasize technical and aesthetic aspects of narrative film-making, including script-writing, directing, cinematography, editing, and sound.

Core Courses

24 credits

FILM 250 Video Production
FILM 270 Introduction to Film Analysis
FILM 271 Introduction to Film History
FILM 353 Cinema and Diversity
FILM 355 Film Theory
FILM 495 Seminar

Critical Studies Option

16 credits

FILM 352 Topics in Film Studies (8 credits)
FILM 495 Seminar
FILM 499 Senior Research Project

Film Production Option

28 credits

FILM 280 Topics in Production I
FILM 350 16mm Film Production
FILM 351 Sound
FILM 400 Collaborative Production
FILM 480 Topics in Production II
FILM 485 Production Capstone I
FILM 486 Production Capstone II

Admissions Criteria

I. Any student may declare Film Studies as their major by formalizing a Film Faculty member as their advisor and then filling out a formal Declaration of Major form with the Registrar’s 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 for FILM 270 or FILM 271.
   b. Submission of a Letter of Intent that states the student’s intention to major in Critical Studies.
   c. Interview with a Film Studies full-time faculty member, 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 one project completed for FILM 250.
   b. Submission of a Letter of Intent that states the student’s intention to major in Film Production.
   c. Interview with a Film Studies full-time 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, and students already matriculated at Keene State College and wishing to change their major to Film Studies, must follow all previously listed criteria and guidelines, including portfolio process. Any student wishing to change options within the program must redeclare 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).

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

Degree Requirements
120 credits
40 credits at the upper-level

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**French**

Bachelor of Arts
School of Arts, Education, and Humanities

*Effective 9/6/2019 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.*

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**General Science**

Bachelor of Arts
School of Sciences, Sustainability, and Health

*Effective 3/4/2020 this program is on administrative hold and is no longer admitting new students. Interested students should review the B.S. in STEM.*

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**Geography**

Bachelor of Arts
School of Sciences, Sustainability, and Health

Students majoring in Geography develop the knowledge and skills to address some of the most interesting and challenging issues facing the world today. By focusing on topics at the intersection of natural and cultural environments, students learn how people influence Earth’s environments, and how places impact people. Through inquiry-based, hands-on learning, Geography majors acquire critical thinking and analytical problem-solving skills that prepare them for a wide variety of professional opportunities in the public and private sectors. In addition, the Geography program provides students a deep understanding of Geographic Information Systems (GIS) and its application to areas as diverse as conservation, public health, transportation, marketing, and public safety. Geography prepares students for careers in urban and regional planning, outdoor recreation, economic development, and natural resource management. Professional geographers find work as business analysts, market researchers, planners, field scientists 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 educator preparation option are eligible for Secondary Social Studies certification. The geography major requires 40 credits of geography courses. One statistics course is recommended.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

40 credits

- ISGEOG 100 Introduction to Geography
Choose one:
- ISGEOG 203 Globalization Culture and Place
- INGEOS 201 The Physical Earth
- GEOG 424 Advanced GIS Applications
- GEOG 395 Community Research Seminar I
- GEOG 495 Community Research Seminar II

Select any three of the following upper level courses:
- ENST 301 Environmental Research Methods
- IIGEOG 302 Apocalypse, Science and Society
- GEOG 303 The Politics of Place
- GEOG 307 Urban Geography
- GEOG 308 Planning for Sustainability
- GEOG 330 Natural Resource Management
- GEOG 332 Global Water Resources
- GEOG 334 Outdoor Recreation
- GEOG 335 Sustainable Tourism
- GEOG 340 Topics in Regional Geography
- ENST 344 Community Solutions to Climate Change
- GEOG 371 Geography Field Studies
- GEOG 390 Advanced Topics in Geography

Teacher Certification - Secondary Social Studies
Geography is an approved major for students seeking Secondary Social Studies certification. Students will need to take the following additional Certification requirements:

Dual Major in Education
- Secondary Education – Secondary Social Studies certification

Additional Major Requirements
IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
ISPSYC 101 General Psychology

Select one of the following:
- ISPOSC 210 United States Politics
- ISPOSC 220 International Relations

Select one of the following:
- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Electives
Select additional courses to reach a total of 120 credits.

Degree Requirements
120 credits
40 credits at the upper-level
Geology
Bachelor of Science
School of Sciences, Sustainability, and Health

*Effective Fall 2016 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.*

History
Bachelor of Arts
School of Arts, Education, and Humanities

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.

**Integrative Studies Requirements**

40 credits minimum

One IHHIST course completed to fulfill major requirements may also count toward fulfillment of Integrative Studies in Humanities.

**Major Requirements**

36 credits

HIST 200, Reading and Writing in History, is required. Students are encouraged to take History 200 as early as possible in order to facilitate their historical analytical skills particularly for use in upper level courses. (4 credits)

The major also requires at least six upper-level courses (300- or 400-level), at least two of which must be taken at the 400-level. (24 upper-level credits total, 8 of which must be 400-level)

Two history elective courses at any level (8 credits).

Students are required to take at least two courses (8 credits) in Latin American, African, Asian, and/or Native American History. At least one of the two courses must be an upper-level course.

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.

**Certification as a Social Studies Teacher**

**Dual Major in Education**

- Secondary Education

**Additional Major Requirements**

- One course in U.S. history
- One course in non-U.S./non-European history
- ISECON 104 Introduction to Macroeconomics
- ISGEOG 101 World Regional Geography
- ISPSYC 101 General Psychology
Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Select one of the following:

- ISPOSC 210 United States Politics
- ISPOSC 220 International Relations

Electives

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

History Honors Program

Motivated history majors may have the opportunity to engage in a more rigorous program of study that demonstrates their ability to incorporate and analyze a broad range of source materials. Students who meet the program requirements and high disciplinary standards as determined by the faculty of the History Department will graduate with Honors in History. The program will require students to engage in an intensive study of relevant primary and scholarly secondary sources, formulate an original argument, and achieve a high standard of performance.

Gateway

Any student who achieves a grade of at least AB (or A-) in HIST 200: Reading and Writing in History is eligible to participate in the honors program. Completion of this course with the requisite minimum grade is required before any student can proceed to the second part of the program, contracting with faculty to achieve honors in individual courses.

Honors Courses

- Students can contract with individual History Department faculty members to make any HIST or IHHIST (300-400 level, see below) course into an honors course.
- Courses that are contracted to carry the honors designation will carry an additional workload agreed upon between the faculty member and the student. This additional course work can include: longer research papers; an annotated bibliography; required oral presentation in a forum outside of class; and/or additional sources.
- In order to earn the honors distinction for an upper-level course, contracting students must complete the agreed upon work and achieve a minimum course grade of an AB (or A-).
- In addition to the gateway course (HIST 200), students must earn honors in at least four upper-level courses (300- or 400-level), including at least one 400-level course.
- Information on honors contracts will be kept by the director of the History Department Honors Program. When a student completes the requirements to achieve the distinction of Honors in History, the director will convey this information to the Registrar’s Office.

Degree Requirements

120 credits
40 credits at the upper-level

Holocaust and Genocide Studies

Bachelor of Arts

School of Arts, Education, and Humanities

Students examine both the Holocaust and the broader topic of genocide. The graduate in Holocaust and Genocide Studies is prepared to support curriculum development in the social studies and history, may pursue careers in social and governmental service, and may take a teaching certificate in elementary, special, or secondary (social studies) education. The major also prepares students for graduate studies in history as well as Holocaust and genocide studies, and for other post-graduate work, such as law and policymaking.

The program in Holocaust and Genocide Studies is rooted in the conviction that the Holocaust was a cataclysmic episode in the course of Western history, impacting culture, society, politics, ethics, science, and religion; indeed, no discipline in the academy is untouched by its shadow. In a world still tormented by mass murder and genocide, the program also rests on the moral imperative that learning from both the past and present may serve as a basis of hope for the future. The HGS program
combines historical background with an interdisciplinary exploration of the Holocaust and other genocidal events through film, literature, philosophy, psychology, sociology, religious studies, women’s studies, and other offerings. By understanding such issues as prejudice, discrimination, and racism, students are equipped to analyze contemporary political situations, think critically about ethical responsibility, and respond actively to injustice.

Students selecting a Holocaust and Genocide Studies major are required to complete 36 credit hours in the field, 16 of which (i.e., four courses) are specified below. Of the remaining 5 course electives (20 credits), one must be a Holocaust elective (4 credits) and one must be a genocide elective (4 credits), as designated by course title or description (see below). Three of the five electives (12 credits) must be at the 300-level or higher.

**Integrative Studies Requirements**

*40 credits minimum*

**Major Requirements**

*36 credits*

**Core Courses**

*16 credits*

IIHGS 155 Introduction to Holocaust and Genocide Studies  
IHHS 252/IHIST 252 The Holocaust  
HGS 374 Comparative Genocide  
HGS 495 Seminar

**Electives**

*20 credits*

Of the remaining five courses (20 credits), one must be a Holocaust elective (four credits) and one must be a genocide elective (four credits), as specified by course title or description. Special Topics courses that fulfill Holocaust electives will have designations that end in 90. Special Topics courses that fulfill Genocide electives will have designations that end in 70. Three of the five electives (12 credits) must be at the 300-level or higher.

**Holocaust-Specific Electives**

- IIHGS 251/IHENG 251 Literature of the Holocaust  
- IIHGS 254 Women in the Holocaust  
- HGS 290 Holocaust Special Topics  
- HGS 313/PHIL 313 Philosophy and the Holocaust  
- ISHGS 326/ISSOC 326 Sociology of the Holocaust  
- HGS 340 Film and the Holocaust  
- HGS 353/HIST 353 Nazi Germany and the Holocaust  
- IHHGS 356 The Holocaust and the Christian World  
- HGS 390 Holocaust Special Topics  
- HGS 490 Holocaust Special Topics  
- HGS 494 Senior Honors (Holocaust must be specified in course description)  
- HGS 497 Internship (Holocaust must be specified in course description)  
- HGS 498 Independent Study (Holocaust must be specified in course description)

**Genocide-Specific Electives**

- IIHGS 181 Crisis and Conflict in Africa  
- IIHGS 281 Peace Studies  
- HGS 270 Genocide Special Topics  
- IHHGS 381 Human Trafficking Across the Globe  
- HGS 382 Transitional Justice  
- HGS 370 Genocide Special Topics  
- HGS 427/SOC 427 Rwandan Society and Genocide  
- HGS 470 Genocide Special Topics  
- HGS 494 Senior Honors (Genocide must be specified by course title)  
- HGS 497 Internship (Genocide must be specified in course description)  
- HGS 498 Independent Study (Genocide must be specified in course description)
Other Electives:

- IHHGS 189 Judaism, Christianity, Islam
- IHPHIL 220 Ethics
- PHIL 231 Comparative Religion
- IHHGS 232 Introduction to Judaism
- IHHGS 233 A History of the Jews
- IHHIST 253 The Second World War
- HIST 351 Imperial Germany
- IHHGS 355 Religion and Violence
- HGS 373/HIST 373 Race, Disability, and Eugenics

Certification as a Social Studies Teacher

Holocaust and Genocide Studies is an approved major for students seeking Secondary Social Studies Certification. Students will need to take the following additional Certification requirements:

Dual Major in Education

- Secondary Education

Additional Major Requirements

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
ISGEOG 101 World Regional Geography
ISPSYC 101 General Psychology

Select one of the following:

- 100- to 200-level course in Sociology
- ISANTH 110 Cultural Anthropology

Select one of the following:

- ISPOSC 210 United States Politics
- ISPOSC 220 International Relations

Degree Requirements

120 credits
40 credits at the upper-level

Individualized Major

Bachelor of Arts or Bachelor of Science

Interdisciplinary Programs

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 disciplines 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 or a Bachelor of Science degree, with a minimum of 40 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.

**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.

**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**

40 credits minimum

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**

36 credits minimum

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. or a B.S. Electives are selected by the student and are usually related to personal and professional interests.
Degree Requirements

120 credits
40 credits at the upper-level

Journalism

Bachelor of Arts
School of Arts, Education, and Humanities

The Journalism major at Keene State College is dedicated to the investigation of the roles of the mass communications in contemporary society within a liberal arts perspective. The major has a strong journalism core with mass media options in News Media, Public Relations, and Multimedia.

The major provides students with a comprehensive understanding of the media and prepares them for careers in the field by enabling them to develop print, electronic media, visual media, social media, photojournalism, and public relations skills in an applied setting. The curriculum emphasizes the professional concepts and practices of press objectivity, fairness, accuracy, and freedom of the press, and public relations strategies 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, news production and public relations writing. A grade C or higher must be earned in each Journalism course or Journalism course substitution counted toward the major.

Integrative Studies Requirements

40 credits minimum

Major Requirements

44 credits

Core Courses

20 credits
JRN 130 Writing for the Media
JRN 155 Digital Journalism
JRN 223 Journalism Law and Ethics
JRN 230 Print Journalism
JRN 235 Broadcast Journalism

Students must choose one of the following two options:

Multimedia Journalism Option

24 credits

Practicum Courses

4 credits
Choose two of the following:
  • JRN 280 Media Production (2 credits)
  • JRN 281 Television Production (2 credits)
  • JRN 283 Sports Broadcast Journalism (2 credits)

Specialized Study

16 credits
Students must take four courses of specialized study. Students must take at least one course from each specialized area of print, broadcast, and multimedia.

Print
  • JRN 330 Public Affairs Reporting
• JRN 430 Feature Writing

Broadcast

• JRN 335 Television Journalism
• JRN 435 Community Television News

Multimedia

• JRN 355 Multimedia Journalism
• JRN 365 Photojournalism

Elective

Choose 4 credits from the following:

• IAENG 202 Creative Nonfiction Writing
• IIJRN 268 Environmental Issues and the Media
• JRN 282 Equinox Editor
• JRN 311 Mass Media History and Theory
• JRN 330 Public Affairs Reporting
• JRN 335 Television Journalism
• JRN 345 Radio Journalism
• JRN 355 Multimedia Journalism
• JRN 365 Photojournalism
• JRN 380 Internship
• JRN 430 Feature Writing
• JRN 435 Community Television News
• JRN 467 Specialized Journalism
• JRN 498 Independent Study

Public Relations Option

24 credits

Practicum Courses

4 credits

Choose 4 credits from the following:

• JRN 280 Media Production (2 credits)
• JRN 281 Television Production (2 credits)
• JRN 380 Internship (2-4 credits)

Specialized Study

16 credits

MGT 101 Introduction to Management
MGT 331 Principles of Marketing
JRN 386 Intro to Public Relations
JRN 486 Public Relations Practice

Elective

4 credits

Choose 4 credits from the following:

• IAENG 202 Creative Nonfiction Writing
• IIJRN 268 Environmental Issues and the Media
• JRN 282 Equinox Editor
• JRN 311 Mass Media History and Theory
• JRN 330 Public Affairs Reporting
• JRN 335 Television Journalism
• JRN 345 Radio Journalism
• JRN 355 Multimedia Journalism
• JRN 365 Photojournalism
• JRN 380 Internship
• JRN 430 Feature Writing
• JRN 435 Community Television News
• JRN 467 Specialized Journalism
• JRN 498 Independent Study

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

Degree Requirements

120 credits
40 credits at the upper-level

Legal Studies

Bachelor of Arts
School of Sciences, Sustainability, and Health

Students earn 36 credits by taking a combination of courses intended to develop skills necessary for understanding law and its role in society. In addition to learning how to read and interpret legal statutes and rulings, students will be exposed to logical argumentation, public speaking, and ethics. The major will help to develop critical thinking skills and will address the role of law in a variety of policy areas. Although it is not required, students who major in Legal Studies are encouraged to choose a second major or minor after consulting with their advisors.

Students pursuing a major in legal studies must receive a grade of C or higher in each course that counts toward the major.

Integrative Studies Requirements

40 credits minimum

Major Requirements

Core Courses

24 credits

• ISPOSC 210 US Politics
• POSC 218 Lawmaking and Politics
• IHPHIL 100 Logical Argumentation
• POSC 316 Constitutional Law

Select one of the following two courses:

• POSC 319 National Security Law
• POSC 324 International Law

Select one of the following two courses:

• IHCMM 171 Public Speaking
• IHPHIL 220 Ethics

Electives

12 credits

Students must select three additional courses (or courses totaling 12 credits) from the following electives. Students 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 register for the course.
• CJS 330 Criminal Law and Procedure
• COMM 385 Digital Communication Law and Ethics
• HIST 361 The American Revolution
• MGT 350 Business Law
• PHIL 360 Philosophy of Law
• POSC 319 National Security Law
• POSC 324 International Law
• SOC 372 Law and Justice in Society
• PSYC 467 Human Behavior and the Legal System

Degree Requirements

120 credits
40 credits at the upper-level

Mathematics

Bachelor of Arts
School of Sciences, Sustainability, and Health

The Bachelor of Arts in Mathematics 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

40 credits minimum

Major Requirements

44 - 56 credits

Mathematics Option

56 credits

• MATH 118 Computer Tools for Problem Solving
• MATH 141 Introductory Statistics
• MATH 151 Calculus I
• MATH 152 Calculus II
• MATH 220 Mathematical Reasoning and Proof
• MATH 231 Linear Algebra
• MATH 241 Probability and Statistics I
• MATH 330 Abstract Algebra
• MATH 350 Real Analysis
• MATH 400 Capstone in Mathematics
• ISCS 140 Programming Foundations I
• INPHYS 241 University Physics I

Select one course from the pure area:

• MATH 320 Geometry
• MATH 337 Number Theory
• MATH 490 Topics in Pure Mathematics

Select one course from the applied area:

• MATH 242 Applied Statistics
• MATH 251 Vector Calculus
- MATH 341 Probability and Statistics II
- MATH 361 Differential Equations
- MATH 362 Math Modeling and Computing

**Mathematics Secondary Teaching Option**

*52 credits minimum*

- MATH 118 Computer Tools for Problem Solving
- MATH 141 Introductory Statistics
- MATH 151 Calculus I
- MATH 152 Calculus II
- MATH 220 Mathematical Reasoning and Proof
- MATH 231 Linear Algebra
- MATH 241 Probability and Statistics I
- MATH 320 Geometry
- MATH 330 Abstract Algebra
- MATH 350 Real Analysis
- MATH 400 Capstone in Mathematics
- INPHYS 241 University Physics I

Plus one course from the applied area:

- MATH 242 Applied Statistics
- MATH 251 Vector Calculus
- MATH 341 Probability and Statistics II
- MATH 361 Differential Equations
- MATH 362 Math Modeling and Computing

**Mathematics Middle School/Junior High Teaching Option**

*44 credits minimum*

- MATH 118 Computer Tools for Problem Solving
- MATH 141 Introductory Statistics
- MATH 151 Calculus I
- MATH 152 Calculus II
- MATH 220 Mathematical Reasoning and Proof
- MATH 231 Linear Algebra
- MATH 275 Geometry for K-8 Teachers
- MATH 337 Number Theory
- MATH 375 Algebraic Concepts for K-8 Teachers
- MATH 475 Capstone in Mathematics Education

Select one additional mathematics course at the 300-level or above, including IIMATH 310 and IIMATH 315.

**Teacher Certification**

Students selecting either the Mathematics Secondary Teaching Option or the Mathematics Middle School/Junior High Teaching Option must meet the requirements for secondary teacher certification. Refer to the Educator Preparation section of this catalog for information on these requirements, including courses that are to be included as part of the Integrative Studies Program requirements.

**Dual Major in Education**

- Secondary Education

**Electives**

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

120 credits
40 credits at the upper-level

Mathematics

Bachelor of Science
School of Sciences, Sustainability, and Health

The Bachelor of Science in Mathematics provides students additional breadth and depth of knowledge of mathematics beyond the course of study required for the Bachelor of Arts in Mathematics, as well as the chance to pursue a minor related to mathematics. The program prepares students for either graduate school or an immediate career in business, industry, or government.

A decision to pursue the BS in Mathematics should be made in a student's first year of study if the program is to be completed in four years. Students should both meet with a mathematics advisor and take MATH 151 Calculus I as soon as possible.

Integrative Studies Requirements

40 credits minimum

Major Requirements

80-88 credits

Core Courses

60 credits

MATH 118 Computer Tools for Problem Solving
MATH 151 Calculus I
MATH 152 Calculus II
MATH 220 Mathematical Reasoning and Proof
MATH 231 Linear Algebra
MATH 241 Probability and Statistics I
MATH 251 Vector Calculus
MATH 330 Abstract Algebra
MATH 350 Real Analysis
MATH 361 Differential Equations
MATH 400 Capstone in Mathematics
Two additional mathematics courses at the 300/400 level, excluding IIMATH 310, IIMATH 315, MATH 375, MATH 475
ISCS 140 Programming Foundations I
INPHYS 241 University Physics I

Related Minor

20-28 credits

Minor in Biology, Chemistry, Computer Science, Economics, Management, Physics or another related field approved by the Mathematics Department

Electives

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

Degree Requirements

120 credits
40 credits at the upper-level

Mathematics Education for Elementary Teachers

Bachelor of Arts
School of Sciences, Sustainability, and Health
Effective 3/4/2020 this program is on administrative hold and is no longer admitting new students. Interested students should review the B.S. in STEM.

Music

Bachelor of Arts
School of Arts, Education, and Humanities

This program provides a broad foundation in music and is also appropriate for students planning on graduate study. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-ba/outcomes/. Following an audition for acceptance into the Music degree program, all students should begin the theory/aural skills sequence in the first year. All students must pass a piano proficiency exam, a basic aural skills proficiency exam, and complete the Mid-Level Review before the end of the sophomore year. All B.A. Music candidates are required to complete eight (8) electives beyond the core degree requirements. 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. Additionally, students are required to take at least one semester of a small ensemble (MU 171). A grade of C or higher must be earned in each music course counted toward the major. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses).

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student’s fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is three-fold: 1) to assess the student’s academic progress, 2) to assess the student’s artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

The minimal requirement for all students with a major in Music is one course in a foreign language, normally French, Spanish, or German.

Integrative Studies Requirements

40 credits minimum

Major Requirements

53 credits

Core Courses

45 credits

Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society, and Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters, 0 credits total)
MUA 101, MUA 102, MUA 201, MUA 202, MUA 301, and MUA 302 Applied Music (6 semesters, minimum 6 credits total)
MU 118, MU 119 Functional Piano I and II (1 credit each, 2 credits total) (Pianists/organists may substitute MU 181 Collaborative Piano Skills for MU 118 and MU 119 for a total 2 credits)
MU 151, MU 152, MU 251, and MU 252 Music Theory I-IV (2 credits each, 8 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.
MU 161, MU 162, MU 261, and MU 262 Aural Skills I-IV (1 credit each, 4 credits total)
MU 171 Chamber Ensemble (1 credit)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, to total 4 credits). Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble) for these ensembles.
MU 281 Aural Skills Proficiency Assessment Exam (0 credits)
MU 282 Mid-Level Review Assessment Exam (0 credits)
MU 283 Piano Proficiency Assessment Exam (0 credits)
MU 310 Western Music Before 1700
MU 312 Western Music After 1700
MU 495 Seminar (4 credits each, must be repeated for a total of 8 credits)

Electives in Music
8 credits
Select from any MU or ISP Music course, except Applied Music (MUA 101-401, MUAP 101-402, MUAS 101-302, MUC 301-402), Ensembles (MU 172-178), and Chamber Ensemble (MU 171).

Electives
Select additional courses to reach a total of 120 credits for the degree. Electives must include 16 credits outside of Music. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses)

Degree Requirements
120 credits
40 credits at the upper-level

Music Composition

Bachelor of Music
School of Arts, Education, and Humanities

The B.M. in Music Composition prepares students for careers in composition, independent teaching, or graduate study in music. The degree conforms to standards in composition set by the National Association of Schools of Music, including the development of a composition from concept to finished product; the competency to work with both electronic and acoustic media; working with a variety of forms, styles, and notations; and applying principles of scoring appropriate to particular compositions. Students will achieve fluency in the use of tools needed by composers, including keyboard skills, spoken and written language, conducting and rehearsal skills, analytical techniques, and applicable technologies. Students will have opportunities to hear fully realized performances of their original compositions in workshop settings and public performances, culminating in a capstone Senior Recital.

All students are auditioned before admission to the program.

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

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student's fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is threefold: 1) to assess the student's academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

The minimal requirement for all students with a major in Music is one course in a foreign language, normally French, Spanish, or German.
Integrative Studies Requirements

40 credits minimum

Major Requirements

78 credits (four credits will be applied to Integrative Studies requirement)

Core Courses

75 credits

Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society, and Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters, 0 credits)
MU 101, MU 102, MU 201, MU 202, MU 301, MU 302 Applied Music (1 credit each, 6 credits total)
MUC 301, MUC 302, MUC 401, and MUC 402 Applied Composition (2 credits each, 8 credits total)
MUC 480 Senior Recital: Composition
MU 118, MU 119, MU 218, MU 219 Functional Piano I-IV (1 credit each, 4 credits total) Pianists/organists may substitute MU 181 Collaborative Piano Skills for MU 118 and MU 119 for a total 4 credits.
MU 151, MU 152, MU 251, MU 252 Music Theory I-IV (2 credits each, 8 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.
MU 161, MU 162, MU 261, MU 262 Aural Skills I-IV (1 credit each, 4 credits total)
MU 171 Chamber Ensemble (1 credit each, 3 credits total)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, 4 credits total) Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble) for these ensembles.
MU 211 Intro to Music Technology (4 credits)
MU 213, MU 214 Composition Class I and II (2 credits each, 4 credits total)
MU 222 Musical Improvisation (1 credit)
MU 281 Aural Skills Proficiency Assessment Exam (0 credit)
MU 282 Mid-Level Review Assessment Exam(0 credit)
MU 283 Piano Proficiency Assessment Exam (0 credit)
MU 310 Western Music Before 1700
MU 312 Western Music After 1700
MU 315, MU 316 Conducting I, II (2 credits each, 4 credits total)
MU 495 Seminar (4 credits each, must be repeated for a total of 16 credits total)

Electives

2 credits

Select music courses or an allied discipline recommended by National Association of Schools of Music, such as Computer Science, Physics, Film Studies, or Journalism, to reach 120 credits.

Degree Requirements

120 credits

40 credits at the upper-level
Music Education

Bachelor of Music
School of Arts, Education, and Humanities

The Music Education curriculum prepares teachers and supervisors of music for kindergarten through grade 12. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-education-bm/outcomes/. 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 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 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. Additionally, students are required to take at least one semester of a chamber ensemble (MU 171).

¹ A grade C or higher must be earned in each music course counted toward the major. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses). Student GPA must average 2.50 to qualify for student teaching.

¹ Pianists/organists may substitute up to two semesters of MU 171 Piano Ensemble for these ensembles.

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student’s fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is threefold: 1) to assess the student’s academic progress, 2) to assess the student’s artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

The minimal requirement for all students with a major in Music is one course in a foreign language, normally French, Spanish, or German.

Integrative Studies Requirements

40 credits minimum

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (Ed 609.01). This standard is met by successful completion of Keene State College Integrative Studies program.

Major Requirements

96-97 credits

(Four credits will be applied to Integrative Studies requirements.)

Educator Preparation

20 credits

MU 130 Introduction to Music Education (2 credits)
MU 354 Music Curriculum & Assessment (2 credits)
MU 355 Adaptive Music (2 credits)
MU 356 General Music K-12 Practicum (1 credit)
MU 359 Ensemble Music Practicum (1 credit)
MU 475 Music Student Teaching - Elementary (5 credits)
MU 476 Music Student Teaching - Secondary (5 credits)
MU 477 Music Student Teaching Seminar (2 credits)
Music Courses

76-77 credits

Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society, and Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters)
MUA 101, MUA 102, MUA 201, MUA 202, MUA 301, MUA 302, and MUA 401 Applied Music (2 credits each)
MUA 480 Senior Recital: Music Education (0 credit)
MU 118, MU 119, MU 218, and MU 219 Functional Piano I-IV (1 credit each, total 4 credits) (Piano majors may substitute MU 181 Collaborative Piano Skills for MU 118, MU 119, MU 218, and MU 219 for a total 4 credits.)
MU 151, MU 152, MU 251, and MU 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, MU 162, MU 261, and MU 262 Aural Skills I-IV (1 credit each)
MU 171 Chamber Ensemble (1 credit each)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, total 6 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)

Select one of the following Woodwind Methods (1 credit):

- MU 227 Woodwind Methods - Flute
- MU 228 Woodwind Methods - Clarinet & Saxophone
- MU 232 Woodwind Methods - Oboe & Bassoon

MU 229 Percussion Methods I (1 credit) (Percussion majors may substitute a Music Elective)
MU 231 Guitar Methods (2 credits) (Guitar majors substitute MU 326)
MU 281 Aural Skills Proficiency Assessment Exam (0 credits)
MU 282 Mid-Level Review Assessment Exam (0 credits)
MU 283 Piano Proficiency Assessment Exam (0 credits)
MU 310 Western Music Before 1700
MU 312 Western Music After 1700
MU 315, MU 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)

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 230 Percussion Methods II (1 credit) (Percussionists substitute a Music elective)

Select one of the following Woodwind Methods courses (1 credit)

- MU 227 Woodwind Methods - Flute
- MU 228 Woodwind Methods - Clarinet & Saxophone
• MU 232 Woodwind Methods - Oboe & Bassoon

Choral
7 credits
MUAS 101, MUAS 102, and MUAS 201 Applied Music (1 credit each, 3 credits total; secondary instrument)
MU 140 Vocal Diction I (1 credit)
MU 141 Vocal Diction II (1 credit)
MU 326 Applied Pedagogy (2 credits)

Degree Requirements
136-137 credits
40 credits at the upper-level

Music Performance

Bachelor of Music
School of Arts, Education, and Humanities

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. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-performance-bm/outcomes/.

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. Additionally, students are required to take at least one semester of a chamber ensemble appropriate to the student's program (MU 171).¹

A grade C or higher must be earned in each music course counted toward the major. A minimum of 40 total credits must be at the 300-400 level (Music and non-Music courses).

¹ Pianists/organists may substitute up to two semesters of MU 171 Piano Ensemble for these ensembles.

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student’s fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is three-fold: 1) to assess the student’s academic progress, 2) to assess the student's artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

The minimal requirement for all students with a major in Music is one course in a foreign language, normally French, Spanish, or German.

Integrative Studies Requirements

40 credits minimum

Major Requirements

82 credits
Select one of the following World Music courses (4 credits):

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IIMU 241 Listening to Brazil
- IHMU 305 History of Jewish Music
- IAMU 312 Latin American Music, Society, and Culture
- IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (8 semesters)
MUAP 101, MUAP 102, MUAP 201, MUAP 202, MUAP 301, MUAP 302, MUAP 401, and MUAP 402 Applied Music (3 credits each, total 24 credits; primary instrument)
MUAP 380 Junior Recital: Performance (1 credit)
MUAP 480 Senior Recital: Performance (1 credit)
MUAS 101, MUAS 102, Applied Music (1 credit each, 2 credits total; secondary instrument)
MU 118, MU 119, MU 218, and MU 219 Functional Piano I-IV (1 credit each, total 4 credits) (Piano majors may substitute MU 181 Collaborative Piano Skills for MU 118, MU 119, MU 218, and MU 219 for a total 4 credits)
MU 151, MU 152, MU 251, and MU 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, MU 162, MU 261, and MU 262 Aural Skills I-IV (1 credit each)
MU 171 Chamber Ensemble (1 credit each)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, total 8 credits) MU 222 Musical Improvisation (1 credit each)
MU 281 Aural Proficiency Exam (0 credit)
MU 282 Mid-Level Review Assessment Exam (0 credit)
MU 283 Piano Proficiency Assessment Exam (0 credit)
MU 310 Western Music Before 1700
MU 312 Western Music After 1700
MU 315 Conducting I (2 credits)
MU 495 Seminar in Music

And:

**Vocalists Take:**

- MU 140 Vocal Diction I (1 credit)
- MU 141 Vocal Diction II (1 credit)
- MU 182 Art Song for Singers and Pianists (2 credits)
- MU 335 Performance Literature (2 credits)
- MU 326 Applied Pedagogy (2 credits)
- Electives (2 credits)

**Instrumentalists Take:**

- MUAS 201, MUAS 202 Applied Music (1 credit each, 2 credits)
- MU 326 Applied Pedagogy (2 credits)
- MU 335 Performance Literature (2 credits)
- Electives (4 credits)

**Degree Requirements**

- 122 credits
- 40 credits at the upper-level
Music Technology

Bachelor of Music
School of Arts, Education, and Humanities

The B.M. in Music Technology prepares students for careers in audio engineering, sound design, or graduate study in music. Program objectives are located at: http://www.keene.edu/catalog/programs/detail/music-technology-bm/outcomes/. The degree conforms to standards in music technology set by the National Association of Schools of Music, including audio recording, audio engineering, and studio sound. Students will achieve fluency in microphone technique and develop a knowledge base of other peripheral equipment. The program emphasizes fundamentals of recording equipment and practice, including equipment calibration, alignment, and testing, and studio set-up for recording in various professional settings. In addition, students receive advanced practica in professional recording studio operation.

All students are auditioned before admission to the program.

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

Mid-Level Review

All music majors must complete a Mid-Level Review prior to the junior year. The Review is normally conducted during the student’s fourth semester of study, with adjustments made for transfer credits, participation in national and international exchange programs, and official leaves of absence. The Mid-Level Review consists of an application (information form, transcript, and reflective essay) and an assessment meeting between the candidate and the Faculty Review Panel. Application forms and additional information are available from the Music Department Office.

The purpose of the Mid-Level Review is threefold: 1) to assess the student’s academic progress, 2) to assess the student’s artistic progress, and 3) to advise the student on academic, artistic, and career goals. Music Education and Music Performance majors whose academic record and/or artistic growth are not at an appropriate level based on state and national standards cannot continue in either of those two Bachelor of Music degree programs, but may continue to be a music major in the Bachelor of Arts in Music program.

Language Requirement

The minimal requirement for all students with a major in Music is one course in a foreign language, normally French, Spanish, or German.

Integrative Studies Requirements

- 40 credits minimum

Major Requirements

- 79 credits

Select one of the following World Music courses (4 credits):
  - IAMU 112 Latin American Music Survey
  - IAMU 114 Music Cultures of the World
  - IIMU 241 Listening to Brazil
  - IHMU 305 History of Jewish Music
  - IAMU 312 Latin American Music, Society, and Culture
  - IAMU 330 Music of Africa & the Diaspora

MU 100 Music Workshop (6 semesters, 0 credits)
MU 101, MUA 102, MUA 201, MUA 202, MUA 301, MUA 302, MUA 401 Applied Music (2 credits each, 14 credits total)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Large Ensembles (1 credit each, 6 credits total)

During semesters of applied music study, enrollment in at least one large ensemble appropriate to the student’s program is required. Pianists/organists may substitute up to two semesters of MU 171 (Piano Ensemble).

MU 118, MU 119, MU 218, MU 219 Functional Piano I-IV (1 credit each, 4 credits total) (Pianists/organists may substitute MU 181 Collaborative Piano Skills for MU 118 and MU 119 for a total of 2 credits).

MU 151, MU 152, MU 251, MU 252 Music Theory I-IV (2 credits each, 8 credits total)
MU 161, MU 162, MU 261, MU 262 Aural Skills I-IV (1 credit each, 4 credits total)
MU 211 Intro to Music Technology (4 credits)
MU 212 Audio Recording Techniques (2 credits)
MU 213, MU 214 Composition Class I, II (2 credits each, 4 credits total)
MU 222 Musical Improvisation (1 credit)
MU 281 Aural Skills Proficiency Assessment Exam (0 credit)
MU 282 Mid-Level Review Assessment Exam (0 credit)
MU 283 Piano Proficiency Assessment Exam (0 credit)
II PHYS 305 The Physics of Music (4 credits)
MU 310 Western Music Before 1700
MU 311 Sound Design (4 credits)
MU 312 Western Music After 1700
MU 315 Conducting I (2 credits)
MU 411 Advanced Sound Design (2 credits)
MU 412 Recording Studio (2 credits)
MU 495 Seminar

Select one of the following courses (2 credits):
  • MU 496 Senior Project
  • MU 497 Internship in Music Technology

Electives
1 credit
Select a music course or an allied discipline recommended by National Association of Schools of Music, such as Computer Science, Physics, Film Studies, or Management to reach 120 credits.

Degree Requirements
120 credits
40 credits at the upper-level

Neuroscience
Bachelor of Arts
School of Arts, Education, and Humanities

Integrative Studies Requirements
40 credits

Major Requirements
60 credits

Core Requirements
36 credits
  • INBIO 110 Molecules and Cells
  • INBIO 111 Evolution and Ecology
  • ISPSYC 101 General Psychology
  • INCHEM 111 General Chemistry I
  • CHEM 112 General Chemistry II
  • PSYC 252 Research Methods in Psychology
  • PSYC 253 Brain and Behavior
  • BIO 312 Cell Biology

Choose one:
  • MATH 141 Introductory Statistics
  • PSYC 251 Psychological Statistics
Research Requirements

4 credits

- BIO 498 Independent Study
- PSYC 498 Independent Study
- PSYC 496 Honors Seminar and PSYC 499 Honors Research
- PSYC 470 Practicum

Capstone

4 credits

Choose one:

- BIO 395 Biology Career Seminar
- PSYC 495 Seminar

Foundation Courses

8 credits

Choose two:

- BIO 311 Genetics
- BIO 445 Animal Behavior
- PSYC 453 Sensation and Perception
- PSYC 457 Cognitive Neuroscience
- PSYC 475 Human Psychophysiology

Related Electives

8 credits

Choose two:

- BIO 230 Human Anatomy and Physiology 1
- BIO 332 Human Anatomy and Physiology 2
- INBIO 302 Evolution and Human Behavior
- BIO 311 Genetics
- BIO 376 Molecular Biology
- BIO 379 Comparative Animal Physiology
- BIO 445 Animal Behavior
- CHEM 220 Fundamental Organic Chemistry
- CHEM 221 Organic Chemistry I
- CHEM 222 Organic Chemistry II
- CHEM 333 Medicinal Chemistry
- CHEM 375 Biochemistry
- ISCS 140 Programming Foundations 1
- CS 185 Programming Foundations 2
- ISCS 210 Python Programming
- CS 280 Data Structures and Algorithms
- ISCS 380 Digital Image Processing
- MATH 118 Computer Tools for Problem Solving
- MATH 135 Discrete Math for Computer Science
- MATH 151 Calculus 1
- MATH 152 Calculus 2
- MATH 231 Linear Algebra
- MATH 241 Probability & Statistics 1
- MATH 242 Applied Statistics
- MATH 362 Math Modeling and Computing
- IHPHIL 100 Logical Argumentation
- IHPHIL 220 Ethics
Degree Requirements

120 credits
40 credits at the upper-level

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Neuroscience

Bachelor of Science
School of Sciences, Sustainability, and Health

Integrative Studies Requirements

40 credits

Major Requirements

60 credits

Core Requirements

36 credits

- INBIO 110 Molecules and Cells
- INBIO 111 Evolution and Ecology
- ISPSYC 101 General Psychology
- INCHEM 111 General Chemistry I
- CHEM 112 General Chemistry II
- PSYC 252 Research Methods in Psychology
- PSYC 253 Brain and Behavior
- BIO 312 Cell Biology

Choose one:

- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics

Research Requirements

4 credits

- BIO 498 Independent Study
- PSYC 498 Independent Study
- PSYC 496 Honors Seminar and PSYC 499 Honors Research
- PSYC 470 Practicum
Capstone

4 credits

Choose one:

- BIO 395 Biology Seminar
- PSYC 495 Seminar

Foundation Courses

8 credits

Choose two:

- BIO 311 Genetics
- BIO 445 Animal Behavior
- PSYC 453 Sensation and Perception
- PSYC 457 Cognitive Neuroscience
- PSYC 475 Human Psychophysiology

Related Science Courses

12 credits

- CHEM 221 Organic Chemistry I
- CHEM 222 Organic Chemistry II
- INPHYS 141 College Physics I or INPHYS 241 University Physics I

Recommended Science Courses (Not required)

PHYS 142 College Physics II or PHYS 242 University Physics II

Related Electives

8 credits

Choose two:

- BIO 230 Human Anatomy and Physiology 1
- BIO 332 Human Anatomy and Physiology 2
- INBIO 302 Evolution and Human Behavior
- BIO 311 Genetics
- BIO 376 Molecular Biology
- BIO 379 Comparative Animal Physiology
- BIO 445 Animal Behavior
- CHEM 220 Fundamental Organic Chemistry
- CHEM 333 Medicinal Chemistry
- CHEM 375 Biochemistry
- ISCS 140 Programming Foundations 1
- CS 185 Programming Foundations 2
- ISCS 210 Python Programming
- CS 280 Data Structures and Algorithms
- ISCS 380 Digital Image Processing
- MATH 118 Computer Tools for Problem Solving
- MATH 135 Discrete Math for Computer Science
- MATH 151 Calculus 1
- MATH 152 Calculus 2
- MATH 231 Linear Algebra
- MATH 241 Probability & Statistics 1
- MATH 242 Applied Statistics
- MATH 362 Math Modeling and Computing
- IHPHIL 100 Logical Argumentation
- IHPHIL 220 Ethics
• PHIL 280 Knowledge and Reality
• PH 200 Alcohol and Drugs - Fundamentals
• INPHYS 141 College Physics I
• PHYS 142 College Physics II
• INPHYS 241 University Physics I
• PHYS 242 University Physics II
• PHYS 260 Electronics
• PSYC 480 Advanced Psychological Methods
• PSYC 345 Abnormal Psychology
• PSYC 453 Sensation and Perception
• PSYC 457 Cognitive Neuroscience
• PSYC 475 Human Psychophysiology

Degree Requirements

120 credits
40 credits at the upper-level

Nursing

Bachelor of Science
School of Sciences, Sustainability, and Health

Nursing is an interdisciplinary program grounded in the liberal arts. The major offers two options: a Pre-Licensure option and an RN Completion option. Pre-Nursing/Pre-Licensure students are undergraduates who do not have an RN license. First year students are admitted as Pre-Nursing students until they meet criteria at the end of the sophomore year at which point they become Pre-Licensure nursing students. RN Completion students are those who hold an associate’s degree in nursing from a community college and a license to practice as a registered nurse. The integrated curriculum is designed to provide meaningful learning experiences for Pre-Nursing/Pre-Licensure students and RN Completion students and to ensure that graduates possess the knowledge, skill, and attitude reflecting the standards of the State of New Hampshire Board of Nursing (BON) and the Commission on Collegiate Nursing Education (CCNE). The program of study in nursing, with the identified course learning outcomes, expectations, and cumulative semester competencies is designed to reflect the academic integrity expectations of all Keene State College programs while also achieving the requirements of state and national accreditation for our nursing graduates.

Integrative Studies Requirements

40 credits minimum

Major Requirements

100 credits

Pre-Nursing to Pre-Licensure Student Option

Allied Discipline Requirements

36 credits

INCHEM 103 Fundamentals of Chemistry
BIO 230 Human Anatomy and Physiology I
BIO 332 Human Anatomy and Physiology II
INPH 175 Essentials of Nutrition Science
PH 240 Microbiology for Health Professionals
ISPH 285 Health in Society
One course in a language other than English
ISPSYC 312 Lifespan Psychology
MATH 141 Introductory Statistics
Pre-Licensure Requirements

64 credits

NURS 301 Introduction to Professional Nursing (2 credits)
NURS 302 Fundamentals of Nursing
NURS 303 Nursing Pharmacology I (2 credits)
NURS 304 Clinical: Patient-Centered Care
NURS 305 Psychosocial Nursing
NURS 306 Pathophysiology for Nursing (2 credits)
NURS 307 Clinical: Evidenced-Based Practice
NURS 308 Medical Surgical Nursing - Acute Care
NURS 309 Nursing Research I (2 credits)
NURS 311 Clinical Calculations (2 credits)
NURS 312 Health Promotion and Assessment
NURS 314 Nursing Pharmacology II (2 credits)
NURS 401 Community Health Nursing
NURS 402 Specialty Nursing Practice
NURS 403 Clinical: Specialty Settings
NURS 404 Nursing Leadership (2 credits)
NURS 405 Nursing Research II (2 credits)
NURS 406 Transition to Practice Clinical
NURS 407 Medical Surgical Nursing - Chronic Care
NURS 408 NCLEX-RN Preparation and Review (2 credits)
NURS 410 Medical Surgical Nursing III (2 credits)

RN Completion Option

Effective spring 2018 this program is under administrative review. There will be no admission to the program for newly admitted students (i.e., fall 2018 on) while on administrative hold.

Electives

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

Degree Requirements

120 credits

40 credits at the upper-level

Fees

Additional expenses associated with the Nursing program include payment for immunizations, differential fees for clinical courses, travel expenses to and from off-campus clinical assignments, uniforms, professional memberships, and occasional conferences and workshops.

Admission and Progression Criteria

Pre-Nursing to Pre-Licensure Option

Because of the professional nature of nursing and its responsibility to the public, the Nursing program has established the following admissions, progression, and graduation standards for student selection and graduation.

Admitted Freshmen - Declared Nursing Majors

First-year students/freshmen are conditionally accepted to the College as Pre-Nursing Nursing majors and must complete a Declaration of Major form in Nursing at the time of First-Year Orientation.

- Admission as a Pre-Nursing major does not guarantee progression into the Pre-Licensure nursing course sequence. Each cohort is limited to 32 students per year.

Students in the Nursing major are advised and assisted with program planning throughout the program of study.

Progression within the Nursing major occurs when students begin the Pre-Licensure major course sequence in the fall of the junior year, with a maximum of 32 Pre-Licensure students in each cohort. Selection is based on overall GPA, Science GPA and earned score on the Test of Essential Academic Skills (TEAS).
Previously unlicensed nursing candidates are eligible to sit for the RN licensure exam (NCLEX-RN) upon program completion of the Nursing major and graduation requirements.

**Admission Criteria**

Entering first-year students must meet minimum entry requirements of the college and have a minimum high school GPA of 3.25. Conditional admission into the Pre-Nursing track does not guarantee progression into the Pre-Licensure nursing course sequence. At the end of the sophomore year, a maximum of 32 students are accepted for progression into the Pre-Licensure nursing course sequence.

**Progression Criteria**

- Attending a mandatory nursing orientation meeting in the spring of their sophomore year (the semester preceding progression into the Pre-Licensure Nursing course sequence).
- Successful completion of the ISP and Allied Discipline requirements by the end of the sophomore year.
- A minimum overall GPA of 3.4.
- A minimum course grade of 3.0 (B) and a cumulative GPA of 3.25 in the following required science classes:
  - INCHM 103 Fundamentals of Chemistry
  - BIO 230 Human Anatomy & Physiology I
  - BIO 332 Human Anatomy & Physiology II
  - PH 240 Microbiology for Health Professionals
  - INPH 175 Essentials of Nutrition Science
  - ISPH 285 Health in Society
- Completion of the Test of Essential Academic Skills (TEAS) scoring at the “Proficient” level or above by Reading Day at the end of the sophomore spring semester.
- Applicants can take the TEAS two (2) times in a calendar year with a minimum of 90 days between attempts. Applicants choosing to retake the TEAS must retest on all sections of the test. The results from only one test will be considered.
- Note: Students who do not meet all established criteria may be considered on a case by case basis if space in the Nursing program is available.

**Additional expectations and responsibilities for students selected to progress into the Pre-Licensure nursing course sequence and fees.**

- Students must successfully complete the Nursing Medication Math Competency testing as one of the required components for earning a passing grade in NURS 304 Clinical: Patient Centered Care. The successful completion of NURS 304 with a minimum grade of B is required to continue progression in the program.
- Students must earn a 3.0 (B) or higher in each required nursing course.
- Students are responsible for the purchase of nursing apparel, professional memberships, ATI Nursing Education materials and expenses associated with required background checks prior to clinical placement.
- A satisfactory background check which results in no findings that could compromise clinical placement eligibility.
- Students must provide proof of immunization prior to clinical placement. Immunizations include: Tb, Varicella, MMR, Hepatitis B series (HEPVC). HEPVC requires that the series start around the time of application submission to ensure the six-month series is entirely completed before clinical practice begins.
- Students must provide proof of certification in cardiopulmonary resuscitation for health care providers at the point of application and must maintain certification until after graduation.
- Travel outside of the Keene area is required for clinical experiences, and students are responsible for their own transportation.
- A minimum of 120 credit hours is required to complete the degree.

**Non-Nursing Majors (internal or external transfer students)**

Each cohort of Nursing majors is limited to a maximum of 32 students; a limited number of openings for transfer students may occur. Should openings be available, individual non-nursing major students may apply to become Pre-Nursing majors.

Application to the Pre-Licensure Nursing major for Non-Nursing majors (internal transfers) and transfer students from other institutions (external transfers) typically occurs at the end of the sophomore year (the semester prior to when students begin the Nursing major course sequence during junior year), with a maximum of 32 Pre-Licensure students in each cohort.

Previously licensed nursing candidates are eligible to sit for the RN licensure exam (NCLEX-RN) upon successful completion of the Nursing major and graduation.
Admission Criteria

- Students transferring from other institutions must apply to the College and be accepted.
- All interested students must contact the Nursing program director by email at nursing@keene.edu during the first week of the semester prior to potential progression to the Pre-Licensure Nursing course sequence in junior year. Candidate applications are not carried over year to year.
- Successful completion of the ISP and Allied Discipline requirements by the end of the sophomore year.
- A minimum overall GPA of 3.4.
- A minimum course grade of 3.0 (B) and a cumulative GPA of 3.25 in the following required science classes:
  - INCHEM 103 Fundamentals of Chemistry
  - BIO 230 Human Anatomy & Physiology I
  - BIO 332 Human Anatomy & Physiology II
  - PH 240 Microbiology for Health Professionals
- Completion of the Test of Essential Academic Skills (TEAS) scoring at the “Proficient” level or above by Reading Day at the end of the sophomore spring semester.
- Applicants can take the TEAS two (2) times in a calendar year with a minimum of 90 days between attempts. Applicants choosing to retake the TEAS must retest on all sections of the test. The results from only one test will be considered.

Selection to the Pre-Nursing major will be based on:

- the availability of open seats, and
- the applicant’s cumulative GPA.

In the event two or more students have the same cumulative GPA, the tie will be broken based on:

- their cumulative GPAs in Science courses and/or
- the discretion of the Director of Nursing.

RN Completion Option

Because of the professional nature of nursing and its responsibility to the public, the Nursing program has established the following admissions, progression, and graduation standards for student selection and graduation.

Admission Criteria

- Registered Nurses who have completed an associate’s degree in nursing with a licensure as a registered nurse (RN Completion students) must apply for admission to the college.
- All applicants must have an unencumbered New Hampshire license as an R.N.

Progression Criteria

- For the RN Completion option, the courses listed under the option requirements must be completed at Keene State College.

Additional expectations and responsibilities for program progression and fees.

- Students must earn a 3.0 (B) or higher in each course designated as NURS course.
- Students are responsible for the purchase of nursing apparel, professional memberships, ATI Nursing Education materials and expenses associated with required background checks prior to clinical placement.
- A satisfactory background check which results in no findings that could compromise clinical placement eligibility.
- Students must provide proof of immunization prior to clinical placement. Immunizations include: Tb, Varicella, MMR, Hepatitis B series (HEPVAC). HEPVAC requires that the series start around the time of application submission to ensure the six-month series is entirely completed before clinical practice begins.
- Students must provide proof of certification in cardiopulmonary resuscitation for health care providers at the point of application and must maintain certification until after graduation.
- Travel outside of the Keene area is required for clinical experiences, and students are responsible for their own transportation.
- A minimum of 120 credit hours is required to complete the degree. Note: To earn a degree, students must complete at least 30 credits at Keene State College.
Physical Education
Bachelor of Science
School of Sciences, Sustainability, and Health

This interdisciplinary program provides students with multidimensional professional preparation in Physical Education. The Physical Education major is completed by selecting one of the following two options: Teacher Certification or Child and Youth Physical Activity Specialist. A retention process is required for the Teacher Certification option. Specific requirements and standards are listed for each of the two options.

Integrative Studies Program
40 credits minimum

Major Requirements

Students are accepted to the College as Physical Education majors, Teacher Certification (PETC) or Child and Youth Physical Activity Specialist option, as described below within each option. Students are advised and assisted with program planning throughout the program of study.

Teacher Certification Option
84 credits

Declaration of Major and Retention Criteria

Students are accepted to the College as Physical Education majors, Teacher Certification (PETC) option, as described below. Students are advised and assisted with program planning throughout the program of study.

PETC Declaration

Students accepted to the College who wish to pursue the Physical Education major, Teacher Certification option may declare their major during Orientation or must complete a Declaration of Major form once classes begin.

Both internal and external transfer students, upon consultation with the Human Performance and Movement Sciences Department chair, may complete the Declaration of Major form. Retention within the PETC program, beyond the first-year classes, will depend upon available openings, and will be consistent with established retention guidelines.

PETC Retention

Retention within the PETC program occurs each year. Because of the professional nature of the PETC program, the following criteria for retention and program completion have been established. Retention within the PETC program, beyond the first-year classes, will depend upon available openings, and will be consistent with established retention guidelines.

End of First Year

Upon completion of the first year of study (May), each cohort of PETC majors is limited to 18 students. In order to be retained within the program, students must submit a portfolio that meets retention standards, as evidence of each of the following expectations:

- Personal Identity:
  Biographical Information
- Program Planning and Academic Progress:
  Overall GPA of 2.65, major GPA of 2.65, and grade C or higher in the following HPPE courses (must have taken a minimum of two of the following):
  - HPPE 100 Issues in Physical Education (4 credits)
  - HPPE 260 Total Fitness (2 credits)
  - HPPE 277 Invasion Games Fall (2 credits)
  - HPPE 278 Net/Wall Games Spring (2 credits)
- 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: Admission to Educator Preparation is a separate process and is required of all students (refer to Decision Points for Undergraduate Initial Certification Programs, Decision Point 1).
During the Second Year

• Admission to the Educator Preparation Program (Decision Points for Undergraduate Initial Certification Programs, Decision Point 1)
• Following admission to Educator Preparation, progression through the program is dependent upon meeting the criteria for successful completion of Decision Points 2-5

Following the Second Year

• Decision Points for Undergraduate Initial Certification Programs, Decision Point 2: First Practicum
• Decision Points for Undergraduate Initial Certification Programs, Decision Point 3: Second Practicum
• Decision Points for Undergraduate Initial Certification Programs, Decision Point 4: Prior to Student Teaching
• Decision Points for Undergraduate Initial Certification Programs, Decision Point 5: Recommendation for Endorsement

Teacher Certification Option Course Requirements

Integrative Studies Requirements

40 credits minimum

All students in an educator preparation program must meet the New Hampshire General Education Studies standard (ED 609.1). This standard is met by successful completion of the Keene State College Integrative Studies Program.

Allied Requirements for Physical Education

12 credits

BIO 230 (Human Anatomy and Physiology I) and BIO 332 (Human Anatomy and Physiology II) are prerequisites for courses in the major for all students majoring in Physical Education 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. 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 are required to be certified in Standard First Aid, Adult and Child CPR, and AED for courses marked with a ¹.

Physical Education Teacher Certification Requirements

68 credits

HPPE 100 Issues in Physical Education
HP 200 Applied Kinesiology
PSYC 211 Child and Adolescent Psychology
HP 201 Physiology of Exercise
HPPE 360 Teaching Physical Education
HPPE 361 Adapted P.E. & Sport
HPPE 362 Physical Activity Programming
HPPE 363 Assessment of K-12 Physical Education Learners (2 credits)
HPPE 375 Practicum: Teaching Elementary ¹
HPPE 376 Practicum: Teaching Secondary ¹
HPPE 475 Student Teaching: Elementary ¹ (6 credits)
HPPE 476 Student Teaching: Secondary ¹ (6 credits)
HPPE 477 Student Teaching Seminar (2 credits)

Skills and Techniques

The following courses, which must be taken in sequence as follows:

Freshman Year:

• HPPE 260 Total Fitness - Fall (2 credits)
• HPPE 277 Invasion Games - Fall (2 credit)
• HPPE 278 Net/Wall Games - Spring (2 credits)
Sophomore - Junior Years:
- HPPE 255 Developmental Movement - Fall (2 credits)
- HPPE 281 Fielding/Striking/Target Games - Fall (2 credits)
- HPPE 283 Educational Gymnastics - Fall (1 credit)
- HPPE 261 Fitness Curriculum for K-12 Learners - Fall (2 credits)
- HPPE 256 Rhythms - Spring (1 credit)
- HPPE 268 Outdoor and Leisure Activities - Spring (2 credits)

Additional Expectations and Responsibilities for Program Retention and Fees
- Students are responsible for the purchase of PE shirts and expenses associated with Admission to Educator Preparation, and required criminal background checks for specific clinical placements.
- Travel is required for practicum and student teaching experiences. Students are responsible for their own transportation.

Child and Youth Physical Activity Specialist Option
The Child and Youth Physical Activity Specialist option (CYPAS) prepares students to promote and teach physical activities to children and youth within a community or outdoor setting. This non-licensure option merges an understanding of child and youth development with the knowledge, skills, and dispositions necessary to instruct a variety of physical activities. Students who graduate from this program are prepared to become physical activity leaders in one or more of the following settings: recreation, sports and dance clubs/teams, after school programs, and outdoor programs.

Does not lead to K-12 certification.

Declaration of Major
Students are accepted to the College as Physical Education majors, Child and Youth Physical Activity (CYPAS) option, as described below. Students are advised and assisted with program planning throughout the program of study.

Students accepted to the College who wish to pursue the Physical Education major, Child and Youth Physical Activity Specialist option may declare their major during Orientation or must complete a Declaration of Major form once classes begin.

Both internal and external transfer students, upon consultation with the Human Performance and Movement Sciences Department chair, may complete the Declaration of Major form. Retention within the CYPAS program, beyond the first-year classes, will depend upon available openings.

Child and Youth Physical Activity Specialist Option Course Requirements

68 Credits
HPPE 100 Issues in Physical Education
PH 101 Health and Wellness
PSYC 211 Child and Adolescent Psychology
HP 200 Applied Kinesiology
HP 201 Physiology of Exercise
HP 210 Principles of Coaching
HP 344 Sports Nutrition
HPEX 332 Exercise Testing and Programming or HPEX 335 Advanced Strength and Conditioning
HPPE 360 Teaching Physical Education
HPPE 361 Adapted P.E. & Sport
HPPE 362 Physical Activity Programming
IIHP 310 Psychosocial Aspects of Sport
HPPE 374 CYPAS Practicum 1 ¹
HPPE 474 CYPAS Practicum 2 (6 credits) ¹

Skills and Techniques
The following courses, which must be taken in sequence as follows:
First Year:
- HPPE 260 Total Fitness - Fall (2 credits)
- HPPE 277 Invasion Games - Fall (2 credit)
- HPPE 278 Net/Wall Games - Spring (2 credits)

Sophomore – Senior Year:
- HPPE 255 Developmental Movement - Fall (2 credits)
- HPPE 281 Fielding/Striking/Target Games - Fall (2 credits)
- HPPE 283 Educational Gymnastics - Spring (1 credit)
- HPPE 261 Fitness Curriculum for K-12 Learners - Fall (2 credits)
- HPPE 256 Rhythms - Spring (1 credit)
- HPPE 268 Outdoor and Leisure Activities - Spring (2 credits)

Additional Expectations and Responsibilities for Program and Fees

Students are responsible for the purchase of PE shirts. Travel is required for practicum experiences. Students are responsible for their own transportation.

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

Degree Requirements
120 credits
40 credits at the upper-level

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Physics
Bachelor of Arts
School of Sciences, Sustainability, and Health

Physics is the most basic and fundamental science and is crucial to understanding our world. Physicists are problem solvers with the analytical skills that make them versatile and adaptable to many interesting jobs, such as astronauts, consultants, stock analysts and any career where analytical thinking is important. The Bachelor of Arts in Physics provides an introduction to the discipline and an opportunity to integrate the study of Physics with another field. In contrast to the B.S. program, the B.A. requires fewer credits in physics, permitting a student to complete a second major, a minor or take additional courses in another discipline such as Chemistry, Secondary Education, Journalism, Art, Management, SPDI, Environmental Studies or Computer Science. An interested Physics B.A. major should confer with a Physics advisor to plan a program to meet the student’s specific needs and interests.

Integrative Studies Requirements
40 credits

Major Requirements
56 credits
INPHYS 201 Phenomenal Science
INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 275 University Physics III

Select two from the following:
- PHYS 330 Thermodynamics
- PHYS 339 Classical Mechanics
- PHYS 410 Quantum Mechanics
- PHYS 440 Electricity & Magnetism
Related Fields

20 credits

MATH 141 Introductory Statistics
MATH 151 Calculus I
MATH 152 Calculus II
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Choose one:

- INBIO 110 Molecules and Cells
- INBIO 111 Evolution and Ecology

Choose one:

- IIENST 150 Global Environmental Change
- INGEOL 110 Earth Systems Science

Choose one:

- INASTR 101 Intro. to Planetary Astronomy
- INASTR 102 Intro. to Stellar Astronomy

Teacher Certification

Dual Major in Education

- Secondary Education

Electives

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

Degree Requirements

120 credits

40 credits at the upper-level

Physics

Bachelor of Science
School of Sciences, Sustainability, and Health

Physics is the most basic and fundamental science and is crucial to understanding our world. Physicists are problem solvers with the analytical skills that make them versatile and adaptable to many interesting jobs, such as astronauts, consultants, stock analysts and any career where analytical thinking is important. A degree in Physics can lead to work or graduate study in many areas, including engineering, medicine, astronomy, astrophysics, applied mathematics, biophysics, chemical physics, geophysics, meteorology and oceanography. A Physics major considering graduate or professional school should confer with a Physics advisor to plan a program to meet the student’s specific needs and assure entrance into such a school.

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

Integrative Studies Requirements

40 credits

Major Requirements

64 credits
Core Courses

36 credits

INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 260 Electronics
PHYS 275 University Physics III
PHYS 330 Thermodynamics
PHYS 339 Classical Mechanics
PHYS 410 Quantum Mechanics
PHYS 440 Electricity & Magnetism

Choose one:

- IIPHYS 342 Data Analysis for Scientists
- ISCS 210 Python Programming

Related Fields

28 credits

MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Vector Calculus
MATH 231 Linear Algebra
MATH 361 Differential Equations
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Electives

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

Degree Requirements

120 credits
40 credits at the upper-level

Politics

Bachelor of Arts
School of Sciences, Sustainability, and Health

The Politics major 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 the major in Politics should receive a grade C or higher in each course that counts toward the major.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

Core Courses

20 credits

Choose three courses:

- ISPOSC 210 United States Politics
• ISPOSC 220 International Relations
• ISPOSC 230 Political Philosophy through 1688
• ISPOSC 240 Introduction to Comparative Politics

Foundational Writing
POSC 250 Political Writing and Research

Advanced Writing:
Choose one course:

• POSC 312 Public Policy Analysis
• ISPOSC 317 The U.S. Presidency
• POSC 321 U.S. Foreign Policy
• POSC 340 European Politics

In addition to 20 credits in core courses, students must take another 20 credits in courses that the department offers as POSC or ISPOSC or IIPOSC options at the 200-level or higher, with at least 12 credits at the 300-400 level.

Certification as a Social Studies Teacher
Political Science is an approved major for students seeking Secondary Social Studies Certification. Students will need to take the following additional certification requirements:

Dual Major in Education

• Secondary Education

Requirements for Certification
IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
ISGEOG 101 World Regional Geography
ISPSYC 101 General Psychology
Select one of the following:

• 100- to 200-level course in Sociology
• ISANTH 110 Cultural Anthropology

Electives
Select courses to reach a total of 120 credits including 40 credits at the upper-level for the degree.

Degree Requirements
120 credits
40 credits at the upper-level

Psychology
Bachelor of Arts
School of Sciences, Sustainability, and Health
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 scientific applications in psychology
2. individual differences
3. the biological basis of behavior
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

40 credits minimum

Major Requirements

48 credits

To receive a degree in Psychology, a student must earn a grade C or better in the following courses: ISPSYC 101, PSYC 251, PSYC 252, PSYC 253, and PSYC 495. Courses may be retaken as needed to meet this requirement.

Core Courses

16 credits

ISPSYC 101 General Psychology
PSYC 251 Psychological Statistics
PSYC 252 Research Methods in Psychology
PSYC 253 Brain and Behavior

Foundations of the Discipline

12 credits

Choose three courses from the following:

- PSYC 211 Child and Adolescent Psychology
- PSYC 221 Social Psychology
- PSYC 242 Personality
- PSYC 257 Cognitive Processes

Advanced Discipline Courses

12 credits

Choose three courses from the following:

- PSYC 314 Adulthood and Aging
- PSYC 321 Culture and Psychology
- PSYC 345 Abnormal Psychology
- PSYC 355 Psychology of Learning
- PSYC 382 History of Psychology
- PSYC 385 Work and Organizational Psychology
- PSYC 425 Psychology of Women
- PSYC 444 Counseling
- PSYC 447 Clinical Psychology
- PSYC 453 Sensation and Perception
- PSYC 457 Cognitive Neuroscience
- PSYC 467 Human Behavior and the Legal System
Advanced Research Methods or Practical Experience

4 credits

Choose one of the following:

- PSYC 340 Psychological Testing
- PSYC 470 Practicum
- PSYC 475 Human Psychophysiology
- PSYC 480 Advanced Psychological Methods

Capstone Seminar

4 credits

PSYC 495 Seminar

Electives

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

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 1 credit of PSYC 396 Junior Honors Seminar, 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 the Fall Semester of the Junior year 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 completion of PSYC 396.
3. Completion of at least five psychology courses, including PSYC 251 Psychological Statistics and PSYC 252 Research Methods in Psychology at the time of enrollment in PSYC 396.
4. Enrollment in or completion of an appropriate Advanced Methods course (PSYC 340, PSYC 475, PSYC 480) at the time of enrollment in PSYC 396.
5. The Department will review each student’s project proposal at the completion of PSYC 396; if they approve it the student is accepted 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 their Honors Committee.
2. Presents the results of their 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.

Degree Requirements

120 credits
40 credits at the upper-level

Public Health

Bachelor of Science
School of Sciences, Sustainability, and Health

Public Health is an interdisciplinary program grounded in the liberal arts. The major is comprised of courses in Health Promotion, Nutrition, Addictions, Physical Activity, Biology, Chemistry, and Psychology. Students learn environmental, socioeconomic, and personal factors that influence the health of individuals and populations while creating targeted
interventions. To complete the Public Health major, students select one of three options: Population Health, Nutrition, or Addiction and Pre-Professional Mental Health. All Public Health majors complete the Public Health core along with courses in their option. This major prepares students for a wide variety of health related careers and pre-professional health programs. Prospective students should meet with a faculty advisor during their first semester to review the application process for each of the options within Public Health. Specific requirements and standards are listed for each of the options.

Integrative Studies Requirements

40 credits minimum

Major Requirements

80-100 credits

Core Courses

36 credits

- PH 101 Health and Wellness
- INPH 175 Essentials of Nutrition Science
- PH 245 Introduction to Research Methods
- ISPH 285 Health in Society
- PH 360 Physical Activity and Health
- PH 380 Addiction: Theory, Practice, and Research
- PH 385 Behavior Change
- PH 485 Health Promotion Practice

Select one of the following:

- PH 494 Public Health Capstone
- PH 495 Seminar: Public Health Research

Population Health Option

44 credits

The Population Health option offers two specializations: Community Health and Pre-Professional Health. Students select one of the specializations and complete option and specialization requirements. Population Health graduates work to change policies, environments, attitudes, and behaviors that affect health. The Community Health specialization prepares students for professional careers in community health education, global health, or for graduate programs in public health or health education. The Pre-Professional Health specialization is a flexible track for students intending to pursue advanced study and careers in nursing, physician’s assistant, chiropractic, occupational therapy, medical school or other health-related professions.

Students interested in the Population Health option should meet with a Public Health faculty advisor to declare and apply to the major. The review of applications and notification of the results will be made the following semester. If a student is not accepted, they should schedule a consultation with their Public Health faculty advisor. During the conference, the student will be notified of any areas of deficiency and guidance to address them.

Admission Criteria

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

Population Health Option Course Requirements

Allied Discipline Requirements

16 credits

- BIO 230 Human Anatomy and Physiology I
- BIO 332 Human Anatomy and Physiology II
- INCHEM 103 Fundamentals of Chemistry
- IHCOMM 171 Public Speaking

Allied discipline courses are prerequisites for courses in the major. The BIO sequence should be started in the second semester of the first year.
Community Health Specialization

28 credits

IIENST 150 Global Environmental Change  
PH 305 Epidemiology  
PH 325 Public Health  
PH 330 Resiliency for Well-Being

Select one:

- PH 318 Nutrition throughout the Lifespan  
- ISPSYC 312 Lifespan Psychology

Select one:

- MATH 141 Introductory Statistics  
- MATH 242 Applied Statistics

Select one:

- COMM 372 Intercultural Communication  
- ENST 311 Environmental Health  
- IHPHIL 220 Ethics  
- IIPH 350 Women and Health  
- IIPH 445 Human Sexuality  
- PH 308 International Health  
- PH 474 Practicum: Population Health

Pre-Professional Health Specialization

28 credits

MATH 141 Introductory Statistics  
PH 240 Microbiology for Health Professionals  
PH 305 Epidemiology  
ISPSYC 312 Lifespan Psychology  
PH 325 Public Health  
PH 330 Resiliency for Well-Being

Select one:

- COMM 372 Intercultural Communication  
- ENST 311 Environmental Health  
- IHPHIL 220 Ethics  
- IIPH 350 Women and Health  
- IIPH 445 Human Sexuality  
- PH 308 International Health  
- PH 474 Practicum: Population Health

Nutrition Option

64 credits

The Nutrition option is currently granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, 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 ACEND-approved curriculum, an ACEND-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 PH 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, they should schedule a consultation with one or more members of the Public Health 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 their major through a faculty advisor.

**Admission Criteria**

Students must have an overall GPA of 2.8. Application for permanent admission to the option is typically completed at the end of the student’s first year. After completion of the following courses with an average of B or higher (3.0), students interested in pursuing the Nutrition option must submit an application for permanent admission to the Public Health Nutrition option:

- PH 101 Health and Wellness
- INPH 175 Essentials of Nutrition Science
- INCHEM 103 Fundamentals of Chemistry

For transfer students, equivalent transferred courses may be considered if approved by the Admissions Committee.

**Application Process**

The application process for admission to the Nutrition option occurs just after grades are finalized in the spring semester. The following steps should be followed by all students interested in applying to the Nutrition option:

- Arrange an appointment with an advisor in the Nutrition option and complete a Declaration of Major form that is then submitted to the Registrar’s office.
- Complete the following introductory courses required before the “official” application for permanent admission to the Nutrition option will be considered: PH 101 Health and Wellness, INPH 175 Essentials of Nutrition Science, INCHEM 103 Fundamentals of Chemistry. An overall GPA of 2.8 and an average grade of B or better in those courses previously listed are required for application submission.

If the above criteria are met, applications can be officially submitted for permanent admission to the option. Applications should be submitted to the Nutrition option program director immediately upon completion of the spring semester. Applications need to be postmarked by one week following the last day of final exams in the spring semester. Enrollment in additional Health Science/Nutrition option major courses will not be allowed if application has not been made.

The review of applications and notification of the results of this review will be made in writing before the start of the fall semester. Students who have met the application criteria will be considered admitted to the option. The overall GPA of these students will then be monitored by their Nutrition option advisor to assure that it remains at the 2.8 or higher level.

Students who are not admitted into the Nutrition option or do not submit application materials to the option by due dates will be deregistered from PH 215 and/or PH 216. These students will be able to adjust their schedule using the online registration process at least 1 week prior to the start of classes. If a student is not permanently accepted into the Nutrition option they should complete the following steps:

- If the student desires to continue to pursue the option, schedule a consultation with their Nutrition option advisor. During this conference, the student will be notified of any areas of deficiency, which need to be addressed.
- If the student does not desire to continue to pursue the Nutrition option, complete a new “Declaration of Major” form removing them from the Nutrition option. If the student does not complete this step, their advisor will notify the Registrar’s office to change their major to “undeclared.”
- If interested and if deficiencies are addressed, the student can reapply one time at the conclusion of the following fall semester.

**Nutrition Option Requirements**

40 credits

PH 215 Nutrition Science and Application
PH 216 Food Culture and Community Nutrition
PH 225 The Nutrition Profession (2 credits)
PH 240 Microbiology for Health Professionals
PH 310 Food Science
PH 313 Food Service Management
PH 318 Nutrition throughout the Lifespan
PH 414 Medical Nutrition Therapy I (2 credits)
PH 415 Nutritional Biochemistry
PH 416 Medical Nutrition Therapy II
PH 473 Practicum: Nutrition

The following courses are required for ACEND:

**Allied Discipline Requirements**

**24 credits**

BIO 230 Human Anatomy and Physiology I
BIO 332 Human Anatomy and Physiology II
INCHEM 103 Fundamentals of Chemistry
CHEM 220 Fundamental Organic Chemistry
IHCOMM 171 Public Speaking
MATH 141 Introductory Statistics

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**

**120 credits**

**Addiction and Pre-Professional Mental Health Option**

**62 credits**

The Addiction and Pre-Professional Mental Health option at Keene State College is an academic program that provides a foundation for further studies in the fields of addiction or mental health or entry-level employment in addiction. Students will take courses such as brain and behavior, personality, abnormal psychology, alcohol and other drug fundamentals, counseling skills, addiction theory, co-occurring disorders, and complete an internship. This area of study helps prepare students to work in community behavioral health settings limited to pre-professional roles such as mental health workers, entry-level addiction counselors, residential counselors, mental health technicians, research assistants, and other related jobs. In some states, students can prepare for their bachelor’s level licensure in addiction counseling.

Students will learn what is necessary to obtain licensure and certification in mental health and substance use disorders for the state of New Hampshire or where to find this information for other states. At a minimum a Master’s level counseling license in mental health is required to practice outside the limited scope of addiction counseling; in many states it is necessary to obtain a Master’s degree for addiction counseling. In some states, this option may be applied toward becoming a Bachelor’s licensed or certified alcohol and drug abuse counselor. However, this process is pursued separately through the student’s State Bureau of Substance Use Disorder Prevention, and Treatment Services.

The application process for admission to the Addiction and Pre-Professional Mental Health option should be initiated during the first semester for students intending to major in Public Health and typically completed by the end of the second semester. Each student should meet with a Public Health Addiction and Pre-Professional Mental Health option faculty advisor and take PH 101 Health and Wellness. The review of applications and notification of the results of this review will be made following the second semester. If a student is not accepted, they should schedule a consultation with their faculty advisor. 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 their major through a faculty advisor.

**Admission Criteria**

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

**Addiction and Pre-Professional Mental Health Option Requirements**

**22 credits**

- PH 185 Introduction to Addiction and Pre-Professional Mental Health (2 credits)
- PH 200 Alcohol and Other Drugs: The Fundamentals
- PH 382 Introduction to Counseling Skills
- PH 491 Addiction and Pre-Professional Mental Health Treatment: Critical Issues
- PH 492 Internship in Addiction and Pre-Professional Mental Health
PH 493 Co-Occurring Disorders: Continuum of Care

**Allied Discipline Requirements**

40 credits

- BIO 230 Human Anatomy and Physiology I
- BIO 332 Human Anatomy and Physiology II
- INCHEM 103 Fundamentals of Chemistry
- MATH 141 Introductory Statistics
- IHCCH 171 Public Speaking
- ISPSYC 101 General Psychology
- PSYC 242 Personality
- PSYC 253 Brain and Behavior
- ISPSYC 312 Lifespan Psychology
- PSYC 345 Abnormal Psychology

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

**Electives**

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

**Degree Requirements**

120 credits

40 credits at the upper-level

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### Safety and Occupational Health Applied Sciences

**Bachelor of Science**

**School of Sciences, Sustainability, and Health**

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**

40 credits minimum

**Major Requirements**

68 credits

SOHAS majors must achieve a grade of “C” or higher in all Core Courses and the Capstone Course.

**Allied Discipline Course**

4 credits

MATH 120 Applied Algebra and Trigonometry

**Core Courses**

56 credits

- ISSAFE 101 Safety Awareness
- INSAFE 213 Safety Chemistry
- SAFE 202 Occupational Safety
- SAFE 214 Safety and Health Standards
- SAFE 215 Human Factors in Safety
- SAFE 302 Law and Ethics in Safety
SAFE 304 Environmental Law and Regulation
SAFE 305 Health Hazard Identification
SAFE 306 System and Behavioral Sciences
SAFE 307 Safety Management Systems
SAFE 319 Fire and HAZMAT Response
SAFE 329 Safety Training Methods
SAFE 401 Industrial Hygiene
SAFE 411 Physical Health Hazards

**Safety Elective**

4 credits

Select one of the following:

- SAFE 206 Construction Safety Standards
- SAFE 290 Special Topics in Safety
- SAFE 301 Risk Management
- SAFE 402 Critical Incident Response
- SAFE 490 Special Topics in Safety
- SAFE 495 Safety Seminar

**Safety Capstone**

4 credits

SAFE 497 Innovative Safety Leadership

**Honors Program**

8 credits

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 Advanced 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 120.

**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.

**Admission to the Safety and 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 and Occupational Health Applied Sciences 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 or seats in Graduate classes. 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.

Qualified candidates may complete the Safety Honors Program via two separate tracks.
1. Honors Research Track (This track is dependent on availability of research positions.)

Complete eight 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 Safety Elective credits used to fulfill the requirements for the Safety major.

At the end of the senior year, to graduate with the distinction of Honors in Safety, each participant in the Honors Research Track:

1. Submits a final written report (or publication-ready document) on the Honors work for approval by their Honors Committee.
2. Presents the results of their work and responds to questions about the project and its relationship to the safety profession.
3. Immediately following the project presentation, 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.

Degree Requirements

120 credits
40 credits at upper level

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Sociology

Bachelor of Arts
School of Sciences, Sustainability, and Health

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

40 credits minimum

Major Requirements

40 credits

To receive a degree in Sociology, a student must earn a grade C or better in the following core courses: ISSOC 125, ISANTH 110 or ISANTH 111, SOC 301, SOC 303, and SOC 305. Courses may be retaken once to meet this requirement. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student’s academic faculty advisor to discuss implications. If a student needs to take a course more than twice to progress in their major, the student must receive written permission from the department responsible for the major.

ISSOC 125 Introduction to Sociology

Select one of the following courses:

- ISANTH 110 Cultural Anthropology
- ISANTH 111 Archeology and Physical Anthropology

SOC 301 Sociological Research Methods
SOC 303 Sociological Quantitative Analysis
SOC 305 Sociological Theory
Select one of the following:

- ANTH 430 Ethnographic Research Methods
- ANTH 478/CJS 478 Order, Chaos, Violence
- CJS 461 White-Collar Crime
- CJS 469 The Sociology of Punishment
- CJS 471 Women and Crime
- CJS 473 Race and Crime in the Media
- CJS 490 Advanced Special Topics in Criminal Justice Studies
- HGS 427/SOC 427 Rwandan Society and Genocide
- SOC 433 Social Movements
- SOC 455 The Body and Sexuality in Society
- SOC 470 State Crimes
- SOC 475 Social Stratification
- SOC 480 Political Sociology
- SOC 485 Science and Society
- SOC 490 Advanced Special Topics in Sociology

Major Electives

16 credits

Twelve (12) major credits (SOC/ISSOC/ANTH/ISANTH/CJS) must be taken at the 300 level or higher. Eight (8) credits from ANTH/ISANTH or CJS may be used toward major electives. ISSOC 125 does not apply.

Students may not combine a Sociology major with Anthropology/Sociology as a second major/dual major. Sociology majors who wish to do more advanced study in Anthropology should add an Anthropology minor, or complete only the Anthropology/Sociology major.

Social Services Specialization

20 credits

Sociology majors may choose this specialization by completing their 16 credit elective credits plus one additional course (4 credits) in the following manner.

Core Courses

8 credits

SOC 234 Introduction to Social Work
ISSOC 310 Social Problems

Electives

12 credits

Choose any three of the following courses:

- SOC 320 Women, Gender, and Society
- SOC 328 Social Policy
- SOC 335 Practicum in Sociology
- SOC 345 Sociology of Families
- ISSOC 357 Global Ethnic Relations
- SOC 370 Homeless in NH & US
- SOC 372 Law and Justice in Society
- SOC 475 Social Stratification

Courses for the specialization that also fulfill requirements for the sociology major are not counted twice for overall college credit.

Certification as a Social Studies Teacher

Sociology is an approved major for students seeking Secondary Social Studies Certification. Students will need to take the following additional certification requirements:
Major in Education

- Secondary Education

Requirements for Certification

IHHIST 161 American Encounters to 1877
IHHIST 162 American Encounters from 1877
IHHIST 111 The Ancient and Medieval World
IHHIST 112 The Modern World
ISECON 104 Introduction to Macroeconomics
ISGEOG 101 World Regional Geography
ISPSYC 101 General Psychology

Select one of the following:

- ISPOSC 210 United States Politics
- ISPOSC 220 International Relations

Electives

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

Honors Program

Motivated sociology students may participate in an advanced program of research culminating in graduation with Honors in Sociology. Students electing to participate in this program complete all requirements for the Sociology major plus 8 credits of SOC 499 Senior Honors Thesis during the two semesters of the senior year.

Admission to the Honors Program is based on:

1. Self-nomination after completion of 80 credits with an overall and major GPA of 3.50 or above.
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 Sociology. The Honors Committee will interview the student prior to enrollment in SOC 499 and notify successful applicants of their admission prior to enrollment.
3. Completion of, or enrollment in, at least five sociology courses, including SOC 301, SOC 303, and SOC 305. Final admission requires successful completion of those Sociology 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 the student’s Honors Committee.
2. Presents the results of their work and responds to questions about the project and its relationship to the larger body of sociological 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 overall and major GPA of 3.50 or above will graduate with Honors in Sociology.

Degree Requirements

120 credits
40 credits at the upper-level

Spanish

Bachelor of Arts
School of Arts, Education, and Humanities

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, 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 Global Education Office and Spanish faculty before departure to arrange for program approval and transfer of credit and detailed study away
requirements. Students must meet with Modern Language faculty for pre approval and additional proficiency requirements. Students seeking teacher certification in French or Spanish must also take the Oral Proficiency Interview and attain a score of "Intermediate High" or higher and pass the Praxis II to receive teacher certification.

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 103. Students must consult Spanish faculty to find the most appropriate level.

Integrative Studies Requirements

40 credits minimum

Major Requirements

40 credits

SP 201 Spanish and Social Change
SP 315 Cultures of Spain
SP 316 Latin American Cultures
SP 325 Introduction to Spanish Literature
SP 350 Study in Spain or Latin America
SP 405 Contemporary Spanish Usage
SP 410 Advanced Spanish Grammar
SP 495 Seminar

Teacher Certification in Spanish

Dual Major in Education

- Secondary Education
- Students pursuing a dual major in Education will refer to the appropriate Education option. Also, students seeking teacher certification in French or Spanish are required to take and pass the Praxis II Content Knowledge Test as well as the Official ACTFL Oral Proficiency Interview (OPI). The (OPI) must be completed no later than 30 days following the student’s return from study abroad.

Electives

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

Degree Requirements

120 credits

40 credits at the upper-level

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STEM for Educators

Bachelor of Science
School of Sciences, Sustainability, and Health

The Bachelor of Science in STEM for Educators prepares future educators to integrate, apply, and foster scientific inquiry, technological and engineering design, and mathematical analysis as pedagogical approaches to STEM instruction. Students learn the principles and knowledge needed to educate learners in the disciplines of science, technology, engineering, and mathematics in a transdisciplinary and applied approach. STEM majors learn inquiry-based instruction and how to integrate this instruction into a cohesive learning paradigm based on real-world problems. By providing a foundational knowledge of content this degree positions students to work in various educational settings including elementary and middle schools, museums, libraries, government agencies, and community-based organizations.

Integrative Studies Requirements

40 credits minimum

Major Requirements

36-56 credits

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

16-20 credits

INSTEM 142 Discovering STEM
STEM 342 STEM Explorations I
STEM 442 STEM Explorations II
INPHYS 201 Phenomenal Science
MATH 120 or pass math competency exam

STEM for Pre-K - 6th Grade Educators

20 credits

MATH 275 Geometry for K-8 Teachers
MATH 375 Algebraic Concepts for K-8 Teachers

Select three of the following SCIENCE courses:

- INBIO 110 Molecules & Cells, or INBIO 111 Evolution & Ecology, or INBIO 302 Evolution and Human Behavior, or INBIO 303 Barely Tolerating Yourself
- INCHEM 100 Introduction to Chemistry, or INCHEM 103 Fundamentals of Chemistry
- INASTR 101 Introduction to Planetary Astronomy
- ENST 312 Energy Resource Science *Note: Prerequisite Present
- INMET 225 Meteorology
- ISGEOG 205 Environmental Geography
- INPHYS 131 Engineering Fundamentals
- INGEOS 201 The Physical Earth or INGEOS 300 Geoscience Issues and Society

Teacher Certification

Students selecting this major must meet the requirements for the education major – early childhood development option or elementary education option. Refer to the Educator Preparation section of this catalog for information on these requirements, including courses that are to be included as part of the Integrative Studies Program requirements.

STEM for Middle School Science Educators

36 credits

INBIO 110 Molecules and Cells
INBIO 111 Evolution and Ecology
INASTR 101 Introduction to Planetary Astronomy
INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II
INMET 225 Meteorology
INPHYS 131 Engineering Fundamentals
MATH 141 Introductory Statistics

Choose one:

- INGEOL 151 Physical Geology
- INGEOS 300 Geoscience Issues and Society

Teacher Certification

Students selecting this major must meet the requirements for the education major – secondary option. Refer to the Educator Preparation section of this catalog for information on these requirements, including courses that are to be included as part of the Integrative Studies Program requirements.

STEM for Informal Educators

30-32 credits

STEM 400 Informal STEM Internship (8 credits)

Select one of the following:

- EDUC 111 Issues in Early Childhood Education
• EDUC 121 Issues in Elementary Education
• EDUC 131 Issues in Secondary Education (2 credits)

Select one of the following:
• ISCS 140 Programming Foundations
• ISCS 150 Website Design and Construction
• INCS 160 Microcomputer Systems
• SPDI 121 Design Visualization
• INPHYS 131 Engineering Fundamentals
• IISPDI 151 Product Design Principles

Select one of the following:
• EDSP 202 Development, Exceptionality, and Learning
• ISPSYC 312 Lifespan Psychology

Select three of the following SCIENCE courses:
• INBIO 110 Molecules & Cells, or INBIO 111 Evolution & Ecology, or INBIO 302 Evolution and Human Behavior, or INBIO 303 Barely Tolerating Yourself
• INCHEM 100 Introduction to Chemistry, or INCHEM 103 Fundamentals of Chemistry
• INASTR 101 Introduction to Planetary Astronomy
• ENST 312 Energy Resource Science *Note: Prerequisite Present
• INMET 225 Meteorology
• ISGEOG 205 Environmental Geography
• INPHYS 131 Engineering Fundamentals
• INGEOS 201 The Physical Earth or INGEOS 300 Geoscience Issues and Society

Degree Requirements

120 credits
40 credits at the upper-level

Sustainability Studies

Bachelor of Science
School of Sciences, Sustainability, and Health

Integrative Studies Requirements

40 credits minimum

Major Requirements

48 credits

Choose one of the following:
• ISGEOG 100 Introduction to Geography
• IIENST 110 Food, Health, and the Environment
• IIENST 150 Global Environmental Change
• IIENST 151 Environment of Central New England

ENST 250 Principles of Sustainability
INGEOS 201 The Physical Earth or ENST 252 Ecology of a Changing Planet
ISGEOG 203 Globalization, Culture and Place or ENST 253 Environmental Governance
ISECON 372 Ecological Economics or ENST 393 Sustainability for Organizations
Choose at least one of the following:

- ENST 301 Environmental Research Methods
- ARCH 260 Sustainable Design and Building Science
- GEOG 324 GIS Analysis
- GEOG 325 GIS Mapping and Visualization
- MGT 215 Accounting for Sustainable Business
- SPDI 304 Materials: A Life-Cycle View
- IIPHYS 342 Data Analysis for Scientists
- ISMGT 383 Applied Data Analysis and Visualization

Choose one group:

- ENST 395 and ENST 495 or
- GEOG 395 and GEOG 495

Take one of the following (not already used to meet another requirement):

- ARCH 260 Sustainable Design and Building Science
- IIJRN 268 Environmental Issues and the Media
- INGEOS 300 Geoscience Issues and Society
- IIGEOG 302 Apocalypse Science and Society
- SPDI 304 Materials: A Life-Cycle View
- INGEOS 320 Earth’s Climate: Past and Future
- IISPDI 360 Sustainable by Design
- ARCH 360 Solar Design and Building Science II
- HIST 360 Natives and Newcomers in North America
- ISECON 372 Ecological Economics
- INENST 381 Farming With Nature in Mind
- INENST 382 Environmental Advocacy
- INENST 383 Rethinking Energy
- SOC 380 Environmental Sociology

Take three classes (12 credits) at the 300 level or above in ENST and GEOG, excluding ISP courses.

Only six courses that are being used to meet a student’s major requirements for Sustainability Studies can be used toward completion of a Geography major.

Degree Requirements

120 credits
40 credits at the upper-level

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**Sustainable Product Design and Innovation**

**Bachelor of Science**

**School of Sciences, Sustainability, and Health**

The Sustainable Product Design and Innovation major at Keene State College is a pre-professional four-year program offering a cross-disciplinary curriculum to give the student a solid foundation in the artistic, scientific, and technical aspects of product design and the social and scientific aspects of sustainability concerns. Product Design involves the synthesis of consumer needs and production capabilities in the creation of new products and their affiliated services. The integrated sustainability issues link the multitude of human factors, environmental, and resource depletion concerns to the decision-making process. The curriculum draws from five disciplines: art, management, mathematics, safety, and industrial/product design to build the student's capacity in design theory and practice, material sciences, production processes, digital technology, and the quantitative and qualitative issues of sustainability and business practices. All SPDI Majors complete the SPDI major requirements totaling 66 credits. By choosing additional courses noted below, students may elect to further focus their studies by adding an option in General Engineering: Physics or in Manufacturing Engineering. These options are not required to complete the SPDI major. The Sustainable Product Design and Innovation major is designed to provide students with a hands-on project-based learning curriculum focusing on real-world applications grounded in a liberal arts foundation. The emphasis
on innovation complemented with business management encourages creative problem-solving and entrepreneurship, providing students with the tools to adapt and evolve their career paths to meet the needs of a rapidly changing world. Integrated sustainability values prepare students for engagement in the product realization arena in the “lean” and “green” global production economy. Graduates are prepared to pursue graduate study or transition directly into careers in product design/engineering, technology/evaluation, planning, supply, production, quality control, technical services, marketing, sales, or other related professions.

Integrative Studies Requirements

40 credits minimum

Major Requirements

64 credits

SPDI Core Courses

26 credits

SPDI 110 Electricity and Electronics Fundamentals or PHYS 260 Electronics
II SPDI 151 Product Design Principles
SPDI 180 Metal Processes and Prototyping
SPDI 221 Three-Dimensional CAD
SPDI 302 Properties of Materials
SPDI 304 Materials: A Life-Cycle View
SPDI 351 Product Design II

Management Core Courses

16 credits

MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making
MGT 215 Accounting for Sustainable Business

Choose one of the following courses:

- MGT 331 Principles of Marketing
- SPDI 446/MGT 446 Competitive Manufacturing Management

SPDI/Management/Physics Electives

Select 4 credits from the following courses

- SPDI 121 Design Visualization in Product Design and Engineering
- INPHYS 131 Engineering Fundamentals
- SPDI 170 Introduction to Woodworking Technology
- SPDI 270 Woodworking Processes
- SPDI 290 Special Topics
- SPDI 298 Independent Study
- SPDI 321 Advanced 3D CAD
- SPDI 330 Metrology and CMM
- SPDI 380 CAD/CAM Using MasterCAM
- SPDI 410 Mechatronics and Automation
- SPDI 430 Advanced CMM and Metrology Concepts
- SPDI 450 Product Design for Manufacturing and Assembly
- MGT 451 Business and Society
- SPDI 456 Portfolio Design
- SPDI 490 Advanced Special Topics
- SPDI 495 Seminar
- SPDI 498 Independent Study
Required Allied Discipline Courses

12 credits

IAART 103 Three-Dimensional Design
SAFE 215 Human Factors in Safety

Select at least one of the following MATH courses:

- MATH 120 Applied Algebra and Trigonometry
- MATH 130 Precalculus
- MATH 151 Calculus I

SPDI Capstone Courses

8 credits

SPDI 352 Product Design III
SPDI 400 Manufacturing Enterprise

Internships and/or Cooperative Education Experiences are recommended:

- SPDI 294 Cooperative Education (counts toward elective credit)
- SPDI 494 Advanced Cooperative Education (counts toward elective credit)

Options

While not required for the SPDI major, each student may choose one of the following options. These options are Manufacturing Engineering and General Engineering: Physics. Courses for the option that also fulfill requirements for the SPDI major are not counted twice for overall college credit. Please note that some courses within the options may require prerequisite courses.

Manufacturing Option

40-52 credits

This option prepares students for career growth and flexibility in many aspects of 21st century manufacturing. Students electing the Manufacturing Engineering option will build on their SPDI major’s knowledge and skills in design thinking, product design and development processes, materials and manufacturing methods, business management, and sustainability, with additional cross-disciplinary courses in math, physics, chemistry, computer programming, and statistics. Students also have the opportunity to gain further knowledge and skills that create key competitive advantages in today’s advanced manufacturing companies including LEAN manufacturing, advanced CAD, CAM, CNC programming, metrology, design for manufacturing and assembly, and mechatronics and automation. To fulfill the manufacturing engineering option students must take the following courses while fulfilling the requirements for the SPDI major. Failure to do so may impact time to graduation:

INPHYS 131 Engineering Fundamentals
SPDI 446/MGT 446 Competitive Manufacturing Management

Select at least one of the following MATH courses:

- MATH 130 Precalculus
- MATH 151 Calculus I

In addition to the SPDI major, choose the following SPDI courses:

20 credits

SPDI 321 Advanced 3D CAD
SPDI 330 Metrology and CMM
SPDI 380 CAD/CAM/CNC Using MasterCam
SPDI 410 Mechatronics and Automation
SPDI 450 Product Design for Manufacturing and Assembly
SPDI 456 Portfolio Design
In addition to the SPDI major, take the following Allied Discipline Courses:

20 credits

INPHYS 141 or INPHYS 241 College or University Physics I
PHYS 142 or PHYS 242 College or University Physics II
ISCS 140 Programming Foundations I
INSAFE 213 Safety Chemistry

Select at least one of the following courses:

- MATH 242 Applied Statistics
- IIPHYS 342 Data Analysis for Scientists and Engineers
- ISMGT 383 Applied Data Analysis & Vis.

General Engineering: Physics Option

40-52 credits

This option can help prepare the student for career growth and flexibility related to new product design and development, engineering and manufacturing and for further academic study upon graduation in Engineering and Physics. Students electing the General Engineering: Physics Option will build on their SPDI major’s knowledge and skills in design thinking, product design and development processes, materials and manufacturing methods, business management, and sustainability, with a strong cross-disciplinary foundation in Math and Physics and in other engineering related disciplines of chemistry, computer programming, and statistics. Students interested in an educational pathway leading toward professional engineering licensure should consider the Engineering transfer program. To fulfill the Physics option students must take the following courses while fulfilling the requirements for the SPDI major. Failure to do so may impact time to graduation:

MATH 151 Calculus I
INPHYS 131 Engineering Fundamentals

In addition to the SPDI major, choose the following Allied Discipline Courses:

40 credits

Mathematics

MATH 152 Calculus II
MATH 251 Vector Calculus
MATH 231 Linear Algebra
MATH 361 Differential Equations

Physics

INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 275 University Physics III
PHYS 330 Thermodynamics or PHYS 339 Classical Mechanics

Other Allied Disciplines

ISCS 140 Programming Foundations I

Choose one:

- INSAFE 213 Safety Chemistry
- INCHEM 103 Fundamentals of Chemistry

Electives

Select additional courses of your choice to bring total number of credits earned to 120. Students are encouraged to complete a minor or an organized cluster of courses related to their career interests.

Degree Requirements

120 credits
40 credits at the upper-level
Theatre and Dance

Bachelor of Arts
School of Arts, Education, and Humanities

The Department of Theatre and Dance provides a comprehensive course of study that integrates theory and training within a liberal arts framework. Our core requirements immediately involve students in the practice of collaboration, critical thinking, and creative projects.

Students can specialize in Acting, Arts Management, Directing, Design and Technical Theatre, Dance Education or Choreography and Performance. Each specialization provides numerous opportunities for interconnection between dance and theatre. The dynamic curriculum ensures student development as an artist/scholar and cultivates an environment that fosters open inquiry, student engagement, and artistic excellence.

Our graduates are working professionals, artists, administrators, and educators who believe in the power of performance to change our world. We value inclusiveness and do not require auditions for students interested in performance specializations. Sophomore performance majors are required to participate in a Mid-level Review.

Mid-Level Review

Admission to the program does not require an audition, but all Theatre and Dance performance majors must complete a Mid-Level Review before entering their junior year. The Review usually takes place in the fourth semester or the completion of 24 credits of major requirements. The Mid-Level Review includes enrollment in TAD 292, the presentation of a portfolio of work to illustrate student growth and progression towards the realization of program learning objectives and outcomes. Students present portfolio materials for their faculty committee followed by an interview. Each student portfolio includes specific specialization-based artifacts, as well as a resume, transcripts, and a personal statement.

The purpose of the Mid-Level Review is to assess students’ academic and artistic progress. Also, students identify personal goals and the faculty provides guidance and support to aid student success. The arts management specialization does not require a Mid-Level Review.

Integrative Studies Requirements

40 credits minimum

Optional Integrative Studies Opportunities for Theatre and Dance majors:

- IATAD 100 Theatre: The Art of Imagination
- IATAD 102 Acting: Identity and the Creative Process
- IATAD 113 Dance as a Way of Knowing
- IATAD 370 Playwriting
- IATAD 372 Arts Management: Organizations and Entrepreneurship
- IATAD 374 Arts Management: Marketing, Development, and Communication

Theatre and Dance (TAD) Requirements

A major in Theatre and Dance must fulfill all core requirements and one specialization within the Theatre Arts Option or the Dance Option. The Theatre and Education specialization is designed specifically for Elementary Education or Early Childhood Development Education majors.

Major Requirements

47-55 credits minimum

TAD Core Courses

19 credits

- TAD 105 Foundations
- TAD 121 Introduction to Technical Theatre
- TAD 123 Theatre Scene Shop Laboratory (1 credit)
- TAD 124 Theatre Costume Laboratory (1 credit)
- TAD 140 Voice and Movement
- TAD 397 Production Process (1 credit)
Select one of the following:

- TAD 112 Modern Dance/Composition I
- IATAD 113 Dance as a Way of Knowing

Theatre Arts Option

Acting Specialization

28 credits

- TAD 231 Theatre History and Literature I
- TAD 232 Theatre History and Literature II
- TAD 250 Beginning Acting (3 credits)
- TAD 255 Ensemble, Voice, and Movement I (1 credit)
- TAD 292 Mid-Level Review (0 credits)
- TAD 350 Intermediate Acting (3 credits)
- TAD 355 Ensemble, Voice, and Movement II (1 credit)
- TAD 398 Performance Process
- TAD 450 Advanced Acting (3 credits)
- TAD 455 Ensemble, Voice, and Movement III (1 credit)
- TAD 492 Capstone

Arts Management Specialization

28 credits

Complete the following courses:

24 credits

- ISECON 104 Introduction to Macroeconomics
- MGT 140 Quantitative Decision-Making
- MGT 215 Accounting for Sustainable Business
- IATAD 372 Arts Management: Organizations and Entrepreneurship
- IATAD 374 Arts Management: Marketing, Development, and Communication
- IATAD 375 Arts Management: The Regional Creative Economy

Select one of the following:

4 credits

- TAD 393 Theatre Internship
- TAD 492 Capstone

¹ A grade of C or higher is required in MGT 140. May be used to fulfill IQ Integrative Studies requirement.
² May potentially fulfill an Integrative Studies requirement.

Directing Specialization

33 credits

- TAD 231 Theatre History and Literature I
- TAD 232 Theatre History and Literature II
- TAD 250 Beginning Acting (3 credits)
- TAD 255 Ensemble, Voice, and Movement I (1 credit)
- TAD 292 Mid-Level Review (0 credits)
- TAD 350 Intermediate Acting (3 credits)
- TAD 355 Ensemble, Voice, and Movement II (1 credit)
- TAD 398 Performance Process (1 credit)
- TAD 460 Directing 1 (3 credits)
- TAD 465 Ensemble, Voice, and Movement IV (1 credit)
- TAD 470 Directing 2 (3 credits)
- TAD 475 Ensemble, Voice, and Movement V (1 credit)
- TAD 492 Capstone
Select one of the following design courses and labs (4 credits):

- TAD 361 Scenic Design and TAD 371 Scenic Design Laboratory
- TAD 362 Lighting Design and TAD 372 Lighting Design Laboratory
- TAD 363 Costume Design and TAD 373 Costume Design Laboratory

Design and Technical Theatre Specialization

33 credits

TAD 223 Theatre Technology Workshop
TAD 224 Theatrical Design Studio
TAD 231 Theatre History and Literature I
TAD 232 Theatre History and Literature II
TAD 292 Mid-Level Review
TAD 361 Scenic Design (3 credits)
TAD 362 Lighting Design (3 credits)
TAD 363 Costume Design (3 credits)
TAD 371 Scenic Design Laboratory (1 credit)
TAD 372 Lighting Design Laboratory (1 credit)
TAD 373 Costume Design Laboratory (1 credit)
TAD 398 Performance Process (1 credit)
TAD 492 Capstone

Theatre and Education Specialization

24 credits

Note: For Elementary Education or Early Childhood Development Majors only.

TAD 231 Theatre History and Literature I
TAD 232 Theatre History and Literature II
TAD 250 Beginning Acting (3 credits)
TAD 255 Ensemble, Voice, and Movement 1 (1 credit)
TAD 292 Mid-Level Review
TAD 350 Intermediate Acting (3 credits)
TAD 355 Ensemble, Voice, and Movement 2 (1 credit)
TAD 460 Directing 1 (3 credits)
TAD 465 Ensemble, Voice, and Movement 4 (1 credit)

Select one of the following design courses and labs (4 credits)

- TAD 361 Scenic Design and TAD 371 Scenic Design Laboratory
- TAD 362 Lighting Design and TAD 372 Lighting Design Laboratory
- TAD 363 Costume Design and TAD 373 Costume Design Laboratory

Dance Option

The requirements and number of credits needed for each of the three specializations within this option are listed separately.

Choreography and Performance Specialization

34 credits

TAD 235 Dance History
TAD 292 Mid-Level Review (0 credits)
TAD 318 Research in Choreography
TAD 398 Performance Process (2 credits)
TAD 495 Modern Dance Seminar

Select 20 credits from the following:

- TAD 212 Modern Dance/Composition II
- TAD 217 Ballet/Experiential Anatomy
- TAD 311 Modern Dance/Composition III
Dance Education Specialization

34 credits
This TAD major specialization is appropriate as a second major for students completing the Elementary Education or Early Childhood Development options in the Education major. However, an Education major is not required.

TAD 212 Modern Dance/Composition II
TAD 216 Jazz Dance
TAD 217 Ballet/Experiential Anatomy
TAD 235 Dance History
TAD 292 Mid-Level Review (0 credits)
TAD 312 Modern Dance/Composition IV
TAD 318 Research in Choreography
TAD 398 Performance Process (2 credits)
TAD 412 Modern Dance/Composition VI

Four credits from the following:

- TAD 496 Dance Education Practicum I (2 credits)
- TAD 497 Dance Education Practicum II (2 credits)

Students in TAD 496 and TAD 497 Practicum must complete both Primary level and Intermediate level.

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

Degree Requirements
(for a B.A.)
120 credits
(for a B.S., in combination with an education major)
139 credits

Dance Education Specialization/Dual Degree

36 credits
This specialization, in conjunction with Elementary Education or Early Childhood Development, leads to two degrees, a B.A. in TAD and a B.S. in Education, totaling 144 credits. In addition to certification in Elementary Education or Early Childhood Development, it also leads to certification in K-12 Dance Education, but requires three internships and may require an additional term.

TAD 212 Modern Dance/Composition II
TAD 216 Jazz Dance
TAD 217 Ballet/Experiential Anatomy
TAD 235 Dance History
TAD 292 Mid-Level Review (0 credits)
TAD 312 Modern Dance/Composition IV
TAD 318 Research in Choreography
TAD 398 Performance Process (2 credits)
TAD 412 Modern Dance/Composition VI

Six credits from:

- TAD 496 Dance Education Practicum I (2 credits)
- TAD 497 Dance Education Practicum II (2 credits)
Students in TAD 496 and TAD 497 Practicum must complete all three levels, Primary level, Intermediate level, and also complete Middle School level.

**Electives**
Select courses to reach a total of 144 credits for the degree.

**Degree Requirements for the dual degree option:**

144 credits
40 credits at the upper-level

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

**Degree Requirements**

120 credits
40 credits at the upper-level

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**Women’s and Gender Studies**

**Bachelor of Arts**

School of Arts, Education, and Humanities

Women’s and Gender Studies is an interdisciplinary field that examines feminist and queer theoretical perspectives on the intersections of race/ethnicity, class, gender, sexuality, nationality, religion, and other identities. This major 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 analyze the systems of oppression that contribute to continuing economic, political, and cultural inequalities. Women’s and Gender Studies majors will be encouraged to apply theoretical knowledge and work toward social justice by engaging in a number of experiential educational opportunities. The Women’s and Gender Studies Department offers students an interdisciplinary liberal arts education that prepares them for a variety of careers, including, but not limited to, education, health, media, public relations and human resources, social and governmental service, policy work, and political advocacy. A student with a bachelor’s degree in Women’s and Gender Studies will be prepared for graduate studies as well as other post-graduate work, such as law or social work. Working closely with an advisor who is a core faculty member in Women’s and Gender Studies, students design their course of study around two core courses, an individualized set of interdisciplinary topics and theory courses, and a set of disciplinary courses. The Women’s and Gender Studies major allows students to engage with theoretical and experiential knowledge that ranges between and across the academic disciplines.

**Integrative Studies Requirements**

40 credits minimum

**Major Requirements**

36 credits

**Core Courses**

8 credits

IWGS 101 Introduction to Women’s and Gender Studies
WGS 495 Capstone in Women’s and Gender Studies

**WGS Interdisciplinary Theory**

8 credits

Select two of the following:

- WGS 301 Feminist Theories
- WGS 302 Queer Theory
- WGS 303 Latina Feminist Theories
- WGS 304 Feminist Media Theory
- WGS 490 Advanced Topics in Women’s and Gender Studies
• WGS 498 Advanced Independent Study

**WGS Interdisciplinary Topics**

*12 credits*

Select **three** of the following:

- IIWGS 145 Masculinities
- IIWGS 210 Reproductive Justice
- IIWGS 220 Starved or Stuffed
- IIWGS 235 Approaches to Latinidades
- IIWGS 240 Race, Gender, Sexuality and Pop Culture
- IIWGS 290 Special Topics
- IIWGS 290 Topics in Women's and Gender Studies
- IIWGS 300 Critical Ethic Studies
- IIWGS 330/IISOC 330 Person and Society
- WGS 291 Topics in Women's and Gender Studies
- WGS 298 Independent Study
- WGS 497 Internship

**Other Disciplinary Electives**

*8 credits*

Select **two** of the following (Note: Some disciplinary electives have discipline-specific prerequisites.):

- CJS 471 Women and Crime
- ENG 381 Women Writers
- FILM 495 Feminist Film Theories (specified in title)
- IAMU 115 Women in Music
- IIFILM 310 Women and Cinema
- IIHGS 254 Women in the Holocaust
- IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
- IHHIST 331 Sex and Sanctity in Medieval Europe
- IHHIST 338 A History of Sexuality
- IIHGS 254 Women in the Holocaust
- IIPH 350 Women and Health
- ISANTH 315 Gender and Culture
- PSYC 425 Psychology of Women
- SOC 320 Women, Gender, and Society
- SOC 345 Sociology of Families
- SOC 455 The Body and Sexuality in Society

**Electives**

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

**Degree Requirements**

*120 credits*

*40 credits at the upper-level*

**Minors**

A minor is a coherent set of courses (normally 20-24 credits) in a discipline or related disciplines other than the major. Courses used to complete major requirements may also be used to complete requirements for the minor, as determined by each program.

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

Minor
School of Sciences, Sustainability, and Health

The Addiction Minor offers coursework that helps prepare for employment, preparation for licensure or certification as an addiction counselor in some states, and further studies at the continuing education and graduate level. The program provides students with a theoretical and evidence-based understanding of substance use and related addictive disorders, and an introduction to counseling, assessment, and treatment approaches. The curriculum emphasizes research, theory, and practice to address the continuum of care in Addiction.

Minor Requirements
20 credits
- PH 200 Alcohol and Other Drugs: The Fundamentals
- PH 380 Addiction: Theory, Practice and Research
- PH 382 Introduction to Counseling Skills
- PH 491 Addiction and Pre-Professional Mental Health Treatment: Critical Issues
- PH 493 Co-Occurring Disorders: Continuum of Care

American Studies

Minor
School of Arts, Education, and Humanities

24 credits

Minor Requirements

IIAMST 250 Interpreting American Cultures
AMST 390 Critical Approaches

Select one of the following:
- AMST 350 Perspectives on American Culture
- AMST 490 Advanced Special Topics
- AMST 495 Seminar

Area Courses (three courses)
Student selects two courses from one of the following areas and one course from another of the following areas:
- American History
- American Literature
- American Arts and Humanities/Social Sciences

Refer to list of Area Courses in the American Studies major.

Anthropology

Minor
School of Sciences, Sustainability, and Health

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.

Minor Requirements
ISANTH 110 Cultural Anthropology
ISANTH 111 Archeology and Physical Anthropology
Select three 300-level or above ANTH/ISANTH electives.

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### Art, Art History

Minor
School of Arts, Education, and Humanities

24 credits

Minor Requirements
IAART 110 Introduction to Art History
Select four of the following:
- ART 211 Topics in Ancient Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History¹
- ART 312 Topics in Medieval Art
- ART 315 Contemporary Art
- IAART 391 Global Perspectives¹

Select one of the following:
- ART 125 Drawing I or IAART 120 Drawing I
- ART 208 Ceramics I or IAART 207 Ceramics and Culture
- ART 224 Photography I
- ART 244 Sculpture I

¹ ART 290 and/or IAART 391 may be repeated for credit for a maximum of 8 credits as topics change.

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### Art, Studio Art

Minor
School of Arts, Education, and Humanities

24 credits

Minor Requirements
IAART 110 Introduction to Art History
Select one of the following:
- ART 101 Foundation Experience
- IAART 100 Foundations of Design

Select one of the following:
- ART 125 Drawing I
- IAART 120 Drawing I
Select two of the following:

- ART 208 Ceramics I
- ART 224 Photography I
- ART 225 Drawing II
- ART 226 Painting I
- ART 244 Sculpture I
- ART 333 Printmaking I

Select one of the following:

- ART 211 Topics in Ancient Art
- ART 213 Italian Renaissance Art
- ART 214 Modern Art
- ART 290 Topics in Art History
- ART 312 Topics in Medieval Art
- ART 315 Contemporary Art
- IAART 391 Global Perspectives

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**Astronomy**

**Minor**  
School of Sciences, Sustainability, and Health

This minor introduces the student to Astronomy, the branch of science that deals with celestial objects, space, and the physical universe as a whole. An inherently interdisciplinary field of study, Astronomy employs the fundamentals of Physics, Geology, Biology and Chemistry to understand and explore the universe around us. Astronomers use their understanding of the natural sciences to study objects such as stars, galaxies, planets, moons, asteroids, and comets and to understand processes such as supernovae, cosmic microwave background radiation, and generally any phenomena that occur outside of our planet. It provides critical reasoning and quantitative literacy skills that are of great importance in today’s technology-driven society.

**Minor Requirements**  
20 credits

INASTR 101 Introduction to Planetary Astronomy
INASTR 102 Introduction to Stellar & Galactic Astronomy
INASTR 315 Visions of the Universe
INPHYS 241 University Physics I or INPHYS 141 College Physics I
Any four additional credits in PHYS or ASTR, excluding IIPHYS 305

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**Biology**

**Minor**  
School of Sciences, Sustainability, and Health

Designed to permit students majoring in another field to pursue a program of study in biology, this minor includes the fundamentals of biology as well as electives allowing students to focus on an area of interest or career relevance.

**Minor Requirements**  
20 credits

**Core Courses**

INBIO 110 Molecules and Cells
INBIO 111 Evolution and Ecology
Select any one course from:

- BIO 311 Genetics
- BIO 312 Cell Biology

Take two BIO or INBIO electives at the 200+ level. ENST 353, ENST 461 and PH 240 also count toward this requirement.

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**Business Management**

Minor
School of Sciences, Sustainability, and Health

24 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 of C or higher is required in MGT 101 and MGT 140.

Minor Requirements

ISECON 104 Introduction to Macroeconomics
MGT 101 Introduction to Management
MGT 140 Quantitative Decision-Making
MGT 215 Accounting for Sustainable Business

Students must select two other Management courses at the 300 or 400 level, excluding MGT 451, MGT 491, MGT 493, MGT 494, and MGT 498.

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**Campaigns and Elections**

Minor
School of Sciences, Sustainability, and Health

This minor provides background to prepare students for possible volunteer or career-track work in consulting or campaigns. The minor would be a complement to a Political Science, Management, Economics, Communication, Journalism or other major. Also a complement to majors with advocacy as common career track (Environmental Studies, Holocaust and Genocide Studies, or Women’s and Gender Studies, for example).

The minor consists of one required course and four other courses (totaling 20 credits). Students must choose courses from at least three disciplines and an array of Group 1 and Group 2 choices. Group 1 choices are considered most central to the desired outcomes above and may have prerequisites. Group 2 choices are related lower-level courses with important content. Group 2 choices are offered more frequently and can be used when Group 1 courses are unavailable or to facilitate a student's progress toward timely completion of the minor. Students are advised to pursue a related outside internship or other experiential learning opportunity. Department internship credit awarded for such an experience may be applied to the completion of the minor.

The minor is coordinated by a tenured faculty member responsible for teaching a course from one of the contributing departments. The coordinator will review and approve any related internship credit applied toward the minor and sign off on needed substitutions or other exceptions to stated requirements. The coordinator will also approve and seek out opportunities for special topics courses related to the minor.

Minor Requirements

20 credits

Foundation Course

4 credits

POSC 310 Political Participation
Group One Courses

8 credits

Choose two courses from the following:

- MGT 331 Principles of Marketing
- MGT 333 Advertising and Promotion
- JRN 386 Public Relations Principles
- JRN 486 Public Relations Practice
- PSYC 221 Social Psychology
- COMM 378 Persuasion
- GEOG 324 GIS I
- IIMATH 315 Voting, Power, and Apportionment

Group 2 Courses

8 credits

Choose two courses from the following:

- ISPOSC 210 US Politics
- MGT 140 Quantitative Decision Making
- MGT 215 Accounting for Sustainable Business
- MGT 301 Organizational Theory and Behavior
- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- IHCOMM 171 Public Speaking
- COMM 278 Group Interaction
- GEOG 303 Politics of Place
- MATH 141 Introductory Statistics
- MATH 242 Applied Statistics
- PHIL 340 Politics of Multiculturalism

Students may also be granted credit for Special Topic or Internship coursework with approval of Coordinator.

Chemistry

Minor
School of Sciences, Sustainability, and Health

24-28 credit

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.

Minor Requirements

INCHEM 111 General Chemistry I
CHEM 112 General Chemistry II

Select one from the following:

- CHEM 220 Fundamental Organic Chemistry
  - or -
  CHEM 221 Organic Chemistry I and CHEM 222 Organic Chemistry II

CHEM 251 Quantitative Analysis
CHEM Electives (8 credits at 300 level or above)

Prerequisites may apply to many of these Electives courses. Please see individual course descriptions.

Appropriate 300-level or above courses from other departments may be substituted to meet one course of the CHEM Electives requirement with the approval of the Chemistry department chair.
Communication

Minor
School of Arts, Education, and Humanities

20 credits

Minor Requirements

IHCOMM 171 Public Speaking

Select four of the following. At least two must be at the upper level (300-400).

- COMM 220 Ethics in Communication or IHPHIL 220 Ethics
- COMM 240 Visual Communication
- COMM 275 Interpersonal Communication
- COMM 278 Group Interaction
- COMM 290 Special Topics
- COMM 360 Strategic Digital Communication
- COMM 372 Intercultural Communication
- COMM 378 Persuasion
- COMM 385 Digital Communication Law and Ethics
- COMM 472 Quantitative and Qualitative Methods
- COMM 473 Rhetorical Criticism
- COMM 490 Advanced Special Topics

Computer Science

Minor
School of Sciences, Sustainability, and Health

24 credits

This minor allows non-computer science majors to gain skills important in a modern world abounding in CS-related technologies.

Minor Requirements

24 credits

MATH 135 Discrete Mathematics for CS or MATH 151 Calculus I
ISCS 140 Programming Foundations I
CS 185 Programming Foundations II
CS 265 Computer Architecture

One of the following skills courses:

- ISCS 150 Website Design & Construction
- INCS 160 Microcomputer Systems

One of the following programming courses:

- CS 205 Visual Programming
- CS 225 C++ Programming
- CS 230 Programming for Industry
- CS 280 Data Structures and Algorithms
- CS 310 Systems Programming: C & Assembler

Appropriate CS 199 and CS 290 topics courses will be allowed with department approval.
Construction Management

Minor
School of Sciences, Sustainability, and Health

Minor Requirements

24 credits

Choose one:

• ARCH 220 CAD II Architectural Representation
• MGT 215 Accounting for Sustainable Business

Choose one:

• ARCH 270 Commercial Construction
• SAFE 205 Construction Methods

CMGT 300 Construction Management I
CMGT 330 Prevention Through Design
CMGT 400 Construction Management II
MGT 101 Introduction to Management

A minimum grade of C is required for MGT 101.

Construction Safety Sciences

Minor
School of Sciences, Sustainability, and Health

24 credits

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

Minor Requirements

ISSAFE 101 Safety Awareness
SAFE 202 Occupational Safety
SAFE 206 Construction Safety Standards
SAFE 307 Safety Management Systems
SAFE 308 Construction Safety Practices

Select a minimum of one course (4 credits) from the following:

• SAFE 208 Construction Boot Camp 1 or
• SAFE 209 Construction Boot Camp 2

Creative Writing

Minor
School of Arts, Education, and Humanities

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.
Minor Requirements

Select one of the following:

- IAENG 202 Creative Nonfiction Writing
- IAENG 204 Creative Writing
- ENG 208 Topics in Writing

Select three of the following (including at least two courses at the 300 level or above):

- ENG 201 Writing with Style
- IAENG 202 Creative Nonfiction Writing (if not previously completed)
- IAENG 204 Creative Writing (if not previously completed)
- ENG 208 Topics in Writing (if not previously completed)
- ENG 301 Fiction Workshop
- ENG 302 Poetry Workshop
- ENG 303 Nonfiction Workshop
- IAENG 304 Advanced Creative Writing
- ENG 306 Autobiography Workshop
- ENG 307 Professional Writing Workshop
- ENG 308 Advanced Topics in Writing
- ENG 402 Theory and Practice
- ENG 497 Writing/Publishing Internship

Required of all students

ENG 405 Writing Portfolio

Criminal Justice Studies

Minor
School of Sciences, Sustainability, and Health

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.

Minor Requirements

24 credits

Required Courses

12 credits

CJS 101 Introduction to Criminal Justice Studies
CJS 240 Criminology
CJS 342 Advanced Criminology

Elective Courses

12 credits minimum

Students must select three additional courses (or courses totaling 12 credits) from the CJS Elective Courses list. Two of these courses must be at the 300 level or higher. 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.

Topics in Criminal Justice Studies

- CJS 201 Corrections
- CJS 250 Homeland Security
- CJS 290 Topics in Criminal Justice
• CJS 310 Perspectives on U.S. Policing
• CJS 320 Case Studies in Violence
• CJS 352/SOC 352 Sociology of Deviance
• CJS 365 Juvenile Delinquency
• CJS 372 Criminal Justice Administration
• CJS 390 Studies in Criminal Justice
• CJS 465 Terrorism
• SOC 470 State Crimes
• IHPHIL 220 Ethics

Courts, Law, and Politics
• CJS 340/WGS 340 Gender and the Law
• HGS 313/PHIL 313 Philosophy and the Holocaust
• ISPOSC 211 State and Local Politics
• PHIL 360 Philosophy of Law
• POSC 319 National Security Law
• SAFE 304/ENST 304 Environmental Law and Regulation
• SOC 372 Law and Justice in Society

Topics in Sociology and Anthropology
• ISANTH 323 Anthropology of Conflict and Violence
• ANTH 478 Order, Chaos, and Violence
• ISSOC 310 Social Problems
• SOC 328 Social Policy
• ISSOC 357 Global Ethnic Relations
• SOC 433 Social Movements
• SOC 475 Social Stratification
• SOC 480 Political Sociology

Topics in Psychology and the Human Services
• PH 200 Alcohol and Other Drugs: The Fundamentals
• IIPSYC 350 When Harm is Done
• PSYC 221 Social Psychology
• SOC 234 Introduction to Social Work

Topics in Forensics
• ANTH 332/CJS 332 Forensic Anthropology
• INCHEM 201 Forensic Science

Dance

Minor
School of Arts, Education, and Humanities

20 credits

Minor Requirements

TAD 235 Dance History

Select one of the following:

• TAD 318 Research in Choreography
• TAD 495 Modern Dance Seminar
Select 12 credits from the following:

- TAD 112 Modern Dance/Composition I
- TAD 212 Modern Dance/Composition II¹
- TAD 311 Modern Dance/Composition III¹
- TAD 312 Modern Dance/Composition IV¹
- TAD 411 Modern Dance/Composition V¹
- TAD 412 Modern Dance/Composition VI¹

¹ These courses may be repeated once for credit

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**Data Analytics**

**Minor**  
**School of Sciences, Sustainability, and Health**

This interdisciplinary minor prepares students to use data analysis within their careers. Students will develop their skills to evaluate and interpret data in order to make better-informed decisions. In addition, students will develop their visualization and communication skills. The minor’s selective elective courses provide an opportunity to apply the data analytic skills in a specific area of related interest.

**Minor Requirements**

**Foundational Statistics Course**

Choose one:

- MATH 141 Introductory Statistics
- MATH 175 Data Analysis for Teachers
- MGT 140 Quantitative Decision-Making
- PSYC 251 Psychological Statistics

A grade of C or higher is required for the Foundational Statistics Course.

**Data Analytics Core Courses**

The following courses provide a foundational set of tools, analysis techniques, visualization, practice problem solving.

- IIIPHYS 342 Data Analysis for Scientists
- ISMG 383 Applied Data Analysis & Vis.

**Cluster courses**

Choose one course from each cluster.

**Methods and Tools Cluster:**

These courses develop a deeper understanding of techniques and methodologies used in various disciplines for computational background, data acquisition and preliminary analysis.

- BIO 313 Population & Community Ecology
- COMM 472 Quantitative and Qualitative Methods
- ECON 370 Financial Economics
- ENST 301 Environmental Research Methods
- GEOG 324 GIS Analysis
- ISCS 210 Python Programming
- ISPH 285 Health in Society
- PH 305 Epidemiology
- PSYC 252 Research Methods in Psychology
- SOC 301 Sociological Research Methods
**Active Experimentation Cluster:**

These courses use data analysis techniques to focus on problem solving, interpretation, and implementation of scientific decision making.

- BIO 468 Genomic Bioinformatics
- CHEM 251 Quantitative Analysis
- CS 480 Machine Learning
- ECON 420 Econometrics
- HP 460 Research Methods in Human Movement
- ISCS 380 Digital Image Processing
- GEOG 424 Advanced GIS
- MATH 242 Applied Statistics
- MATH 362 Math Modeling and Computing
- MGT 434 Marketing Research
- SOC 303 Sociological Quantitative Analysis
- SPDI 410 Mechatronics and Automation course

**Portfolio & Career Course**

*2 credits*

MGT 384 Data Analytics Portfolio Plus

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**Early Childhood Development**

**Minor**

**School of Arts, Education, and Humanities**

The Early Childhood Development Minor provides students with a multidisciplinary understanding of early childhood development and special education and prepares them for beginning level employment in early care and education (Birth to Age 5) or other early career positions where they engage with and support children and families. The program includes theory and a choice of field placement with children (from infancy through preschool) OR additional coursework that supports the students' interests through a choice of electives that focus on topics, content, and/or skill development in different disciplines that can be applied to the students' work with children and families.

**Minor Requirements**

*20 credits*

**Group 1**

EDUC 111 Issues in Early Childhood
EDSP 202 Development, Exceptionality, and Learning
EDUC 211 Infants, Toddlers, & Families

**Group 2**

EDUC 314 Early Childhood Practicum 1: Curriculum (8 credits)

**OR**

Choose two courses from the list below (other courses may be considered with approval by the Early Childhood Program)¹:

- INPHYS 201 Phenomenal Science
- IAMU 407 Teaching Music to Children
- PSYC 211 Child and Adolescent Psychology or ISPSYC 312 Lifespan Psychology
- SOC 234 Introduction to Social Work

¹ The electives in Group 2 do NOT replace or otherwise serve as substitution for the requirement of completion of EDUC 314 Practicum I if a student decides to pursue the Early Childhood Major. EDUC 314 Practicum I must be completed for a student to pursue the major. A student may pursue the Early Childhood Development minor OR Early Childhood Development major,
but not both. Students must meet eligibility requirements for courses as indicated by course descriptions, or program
guidelines (e.g., Decision Points). Some of the elective courses listed may have prerequisites.

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**Economics**

Minor  
School of Sciences, Sustainability, and Health  
20 credits

**Minor Requirements**

All minors will complete a three-course sequence that consists of ISECON 104, ECON 103, and ECON 204. The student will
also complete two additional upper-level economics courses that can be at the 300 or 400 level.

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

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**Entrepreneurship**

Minor  
School of Sciences, Sustainability, and Health  
24-28 credits

This minor is available to help prepare non-Business Management majors for developing their own business.

A grade of C or higher is required for MGT 101.

**Minor Requirements**

**Core Courses**

- MGT 101 Introduction to Management
- MGT 140 Quantitative Decision-Making
- MGT 215 Accounting for Sustainable Business or (MGT 213 Financial Accounting and MGT 214 Managerial Accounting)
- MGT 308 Small Business Entrepreneurship

Choose two courses from the following:

- IAART 120 Drawing I or ART 125 Drawing I or IAART 105 Graphic Design Process
- JRN 130 Writing for the Media
- IIENST 150 Global Environmental Change
- MGT 301 Organizational Theory & Behavior or MGT 324 Human Resource Management
- MGT 331 Principles of Marketing
- MGT 333 Advertising and Promotion
- MGT 355 Business Negotiations
- MGT 434 Marketing Research
- MGT 446 Competitive Manufacturing
- MGT 451 Business & Society

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**Environmental Studies**

Minor  
School of Sciences, Sustainability, and Health  
24 credits

A minor in Environmental Studies provides a complement to a wide range of majors such as Biology, Economics, Chemistry, Geography, and Sociology.
Minor Requirements

Select one of these two courses:

- IENST 150 Global Environmental Change
- IENST 151 The Environment of Central New England

Select one of these two courses:

- INGEOS 201 The Physical Earth
- ENST 252 Ecology of a Changing Planet

ENST 250 Principles of Sustainability
ENST 253 Environmental Governance

Select two additional Environmental Studies courses at the 300 level or above.

Appropriate courses from other departments may be substituted to meet one course of this requirement with the approval of the Environmental Studies department chair.

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**Film Studies**

Minor
School of Arts, Education, and Humanities

24 credits

Minor Requirements

- FILM 250 Video Production
- FILM 270 Introduction to Film Analysis
- FILM 271 Introduction to Film History
- FILM 352 Topics in Film Studies
- FILM 355 Film Theory
- FILM 495 Seminar

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**Financial Economics**

Minor
School of Sciences, Sustainability, and Health

24 credits

The Financial Economics minor provides students with a foundation in the economics of financial markets and institutions, and introduces them to various types of financial assets and models associated with the allocation of financial resources. With the Financial Economics minor, students gain an understanding of specialized terminology used in finance and the fundamental concepts of a market economy. The minor is open to all students, except those majoring in economics, who should, instead, consider the financial economics track within their major.

Minor Requirements

- ISECON 104 Introduction to Macroeconomics
- ECON 103 Introduction to Microeconomics
- ECON 204 Intermediate Macroeconomics
- MGT 213 Financial Accounting
- ECON 370 Financial Economics or MGT 410 Principles of Investment
- ECON 410 Money & Banking or ECON 420 Econometrics¹

¹ ECON 420 requires a research project related to financial/monetary economics
French

Minor
School of Arts, Education, and Humanities

Effective 9/6/2019 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.

Geography

Minor
School of Sciences, Sustainability, and Health

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.

Minor Requirements

ISGEOG 203 Globalization Culture & Place
INGEOG 204 Earth’s Changing Landscapes
GEOG 324 GIS I

Select one of the following regional courses:

- GEOG 340 Topics in Regional Geography
- GEOG 371 Geography Field Studies

Select one of the following systematic fields of geography:

- GEOG 303 The Politics of Place
- GEOG 304 Population Matters
- GEOG 307 Urban Geography
- GEOG 308 Planning for Sustainability
- GEOG 330 Natural Resource Management
- GEOG 332 Global Water Resources
- GEOG 334 Outdoor Recreation
- GEOG 335 Sustainable Tourism

Geology

Minor
School of Sciences, Sustainability, and Health

Effective Fall 2016 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.

Geoscience

Minor
School of Sciences, Sustainability, and Health

24 credits
Minor Requirements

INGEOS 201 The Physical Earth
INGEOS 202 Earth: 4.5B Years Ago to Now

Take at least one of the following:

- INMET 225 Meteorology
- INGEOS 320 Earth’s Climate: Past and Future
- GEOG 332 Global Water Resources
- ENST 460 Groundwater in the Environment
- ENST 461 Freshwater Science and Management
- INGEOS 391 Special Topics-Fluid Envelopes

Take at least one of the following:

- INGEOS 300 Geoscience Issues and Society
- ENST 312 Energy Resource Science
- INGEOS 392 Special Topics-Solid Earth

Take at least one of the following:

- ENST 315 Environmental Geology
- GEOG 324 GIS Analysis
- GEOG 325 GIS Mapping and Visualization
- INGEOS 390 Special Topics
- ENST 412 Environmental Geochemistry

Take one additional course from any of the lists above.

German Studies

Minor

School of Arts, Education, and Humanities

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 and Genocide 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 Global Education Office 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 IHGER 101. Students with one or two years of successful high school study or one college semester should register for IHGER 102. Students with three or more high school years or two college semesters should register for IHGER 201. Consult German faculty to find the most appropriate level.

Minor Requirements

20 credits

Requirements: 12 credits must be in German, and 8 from among the electives listed below

Select three courses from the following, according to the student’s level of German knowledge:

- IHGER 101: Elementary German 1
- IHGER 102: Elementary German 2
- IHGER 201: Intermediate German 1
- IHGER 202: Intermediate German 2

Electives: Select a minimum of 8 credits from the following list of electives from at least two different subjects. At least one course must be at the 300-level or higher.
German

- IHGER 202: Intermediate German
- GER 290 Intermediate Special Topics
- GER 298 Independent Study
- GER 315 Conversation and Composition
- GER 350 Study in Germany or Austria

English

- IHENG 251 Literature of the Holocaust (cross-listed with IHHGS 251)

Film

- IHFILM 260: Introduction to Film Analysis
- IHFILM 261: Introduction to Film History
- IHFILM 342: Topics and Genres can be substituted if it contains substantial German cultural or historical material (as determined by the chair of Modern Languages and Cultures)

History

- IHHIST 253 Second World War
- IHHIST 293 Weimar and the Rise of Hitler
- HIST 342 Europe 1918-1945
- HIST 343 The Postwar World 1945-1975
- HIST 351 Imperial Germany
- HIST 352: World War I
- HIST 353 (cross-listed as HGS 353)

Holocaust and Genocide Studies

- IHHGS 251 Literature of the Holocaust (cross-listed with IHENG 251)
- IHHGS 252 The Holocaust
- HGS 340 Film and the Holocaust
- HGS 353 Nazi Germany and the Holocaust (cross-listed as HIST 353)

Students placing higher than Elementary German 1 or 2 will substitute these courses with other IHGER or GER courses in the list of electives.

Students may have 1 course from their major count for one of the electives, if appropriately related to German Studies. The chair of Modern Languages and Cultures will make this determination.

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History

Minor

School of Arts, Education, and Humanities

20 credits

The History minor consists of 20 credits.

Minor Requirements

At least 12 credits must be at the 300-level or above.

Students may count one approved relevant course (of any level) from outside the History Department offerings toward the History minor. Such courses must be approved by the chair of the History Department.
Holocaust and Genocide Studies

Minor
School of Arts, Education, and Humanities

20 credits

The minor in Holocaust and Genocide Studies combines historical background with an interdisciplinary exploration of both the Holocaust and genocide through film, literature, philosophy, psychology, sociology, religious studies, and other 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.

Minor Requirements

12 credits

IIHGS 155 Introduction to Holocaust and Genocide Studies
IHHGS 252/IHHIST 252 The Holocaust
HGS 374 Comparative Genocide

Electives

8 credits

Of the remaining two courses (8 credits), one must be a Holocaust elective (4 credits) and one must be a genocide elective (4 credits), as specified by course title. Both courses must be at the 300 level or higher. Course designations for Special Topics Holocaust electives will end in 90. Course designations for Special Topics Genocide electives will end in 70.

Holocaust-Specific Electives

4 credits minimum

- HGS 313/PHIL 313 Philosophy and the Holocaust
- ISHGS 326/ISSOC 326 Sociology of the Holocaust
- HGS 340 Film and the Holocaust
- HGS 353/HIST 353 Nazi Germany and the Holocaust
- IHHGS 356 The Holocaust and the Christian World
- HGS 490 Holocaust Special Topics¹
- HGS 494 Senior Honors¹
- HGS 497 Internship¹
- HGS 498 Independent Study¹

Genocide-Specific Electives

4 credits minimum

- IHHGS 381 Human Trafficking Across the Globe
- HGS 382 Transitional Justice
- HGS 370 Genocide Special Topics²
- HGS 427/SOC 427 Rwandan Society and Genocide
- HGS 470 Genocide Special Topics²
- HGS 494 Senior Honors²
- HGS 497 Internship²
- HGS 498 Independent Study²

¹ Holocaust must be specified by course title/description.
² Genocide must be specified by course title/description.
Human Resource Management

Minor
School of Sciences, Sustainability, and Health

24 credits

This minor is available to help prepare non-Management majors for careers in the field of human resource management. A grade of C or higher is required in MGT 101.

Minor Requirements

MGT 101 Introduction to Management

Choose one:
- MGT 215 Accounting for Sustainable Business
- MGT 213 Financial Accounting AND MGT 214 Managerial Accounting

Take both of the following:
- MGT 301 Organizational Theory and Behavior
- MGT 324 Human Resource Management

Select two courses from the following:
- ISPSYC 101 General Psychology
- PSYC 221 Social Psychology OR ISSOC 330 Person and Society
- SAFE 202 Occupational Safety
- IIMGT 305 Organizational Diversity
- MGT 355 Business Negotiations
- SOC 320 Women, Gender, and Society
- ISSOC 357 Global Ethnic Relations
- COMM 372 Intercultural Communication

Information Studies

Minor
Mason Library

The minor in Information Studies focuses on understanding the complex information environment and the qualities of interactions between people, information, and information technology. Information Studies courses prepare students to understand how information is produced, shared, and preserved. Students are able to navigate the information environment, participate as producers of information, and utilize information technology while recognizing the ethical and legal impact that access to information has on their person and society. Information Studies students develop advanced research skills and information literacy, which are in demand in all sectors of the job market as well as graduate and advanced professional programs. The minor complements any major field of study and provides a solid foundation for continuing to graduate, law, and medical school programs.

Minor Requirements

20 credits

Take the following three courses:

12 credits
- IIINFO 110 Information Environment
- IIINFO 310 Information Policy
- INFO 490 Advanced Special Topics in Information Studies
Take two courses from the following:

8 credits

- IIINFO 210 History of Recorded Information
- IIINFO 320 Participatory Cultures
- COMM 240 Visual Communication
- COMM 360 Strategic Digital Communication (if approved)
- COMM 385 Digital Communication Law & Ethics (if approved)
- IIWGS 240 Gender, Race, and Sexuality in Pop Culture
- MGT 335 Strategic Digital Marketing
- MGT 381 Management Information Systems
- IHJRN 101 Media and Society
- IHJRN 267 Issues in the Media
- ISCS 150 Website Design & Construction
- ART 264 Web Design
- IITDS 140 Media Literacy: Seeing and Selling

International Studies

Minor
School of Sciences, Sustainability, and Health

24 credits

The International Studies minor is an interdisciplinary program that combines core courses in political science (emphasizing global and comparative politics) with courses offered in other social science and humanities disciplines (anthropology, economics, geography, sociology, history, and holocaust and genocide studies). Its purpose is to develop a coherent understanding of power relationships in their spatial, social, and historical contexts throughout the world, and to encourage students to seek instruction in programs that complement their major courses of study. All students who minor in International Studies must complete courses in the three content areas enumerated below and demonstrate to the International Studies coordinator (in the Department of Political Science) that they have had a meaningful experience in a language other than English. The minor is most valuable when students select closely related courses from each content area, and when they undertake study abroad and/or an internship that applies the content of the minor.

Students 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.

Minor Requirements

International and Comparative Politics

8 credits

These courses provide a broad conceptual exposure to international systems, international political economy, and governance in foreign countries.

Select two of the following:

- ISPOSC 220 Global Politics
- POSC 322 Global Political Economy
- POSC 323 Advanced Comparative Government

Socio-Cultural Studies

8 credits

These courses will provide spatial and cultural awareness of area studies. It is the intent that academic advisors will strongly recommend that, wherever possible, students select socio-cultural courses and history courses that focus on the same regions.

Select two of the following:

- ISANTH 110 Cultural Anthropology
• ANTH 315 Gender and Culture
• ANTH 316 Cultures of Southeast Asia
• IIECON 320 Gender & Economic Development in a Globalizing World
• IIECON 380 Modern Middle East
• ECON 460 Development Economics
• ECON 470 International Trade and Finance
• GEOG 303 The Politics of Place
• GEOG 305 The Global Economy
• GEOG 332 Global Water Resources
• GEOG 340 Topics in Regional Geography
• GEOG 371 Geography Field Studies [abroad]
• SOC 320 Women, Gender, and Society
• SOC 325 Ethnic Relations
• SOC 326 Sociology of the Holocaust
• SOC 327 Sociology of Genocide
• SOC 350 Sociology of Globalization
• IISOC 360 Nicaragua in Change
• SOC 380 Environmental Sociology
• SOC 427 Sociological Topics in Genocide
• SOC 480 Political Sociology

Historical Studies

8 credits

These courses provide important contextual background to the exercise of power in global relations during the current era, since they treat the late 19th and 20th century antecedents of our time.

Select two of the following:

• HIST 122 Modern East Asia
• HIST 290 with appropriate regional foci (such as the Mideast or Africa)
• HIST 322 The Chinese Revolution
• HIST 324 Modern Japan
• HIST 342 Europe 1918-1945
• HIST 343 Europe Since 1945
• IIHGS 255 Genocide
• HGS 374 Comparative Genocide

Experience in a Language Other than English

Students must provide evidence to the International Studies program coordinator that they have successful experience living, or studying, or working in an environment that requires the use of a language other than English. (The coordinator will verify in writing to the Registrar that this experience has been satisfied and documented.) This requirement may be met in a variety of ways. A student may:

• offer evidence of proficiency in a language other than English (such as a language that was spoken at home), where satisfactory evidence includes a score of 50-or-better on the CLEP examination, or a score of 3 or better on an AP examination, or a comparable score on another assessment offered by a recognized academic organization;
• successfully complete a two-course sequence of instruction in one language other than English (such as IHFR 101 and IHFR 102, or IHSP 101 and IHSP 102);
• successfully complete two semesters of a college-approved internship, in which the internship requires the continuous use of a language other than English; or
• successfully participate in a semester-long study away program in a host culture where either English is not the official language spoken (e.g., Poland, Chile, Japan, Italy, etc.) or other languages are spoken and instruction is offered (e.g., Ireland, South Africa, India, etc.) and either (a) successfully complete two academic courses in the language or (b) successfully complete one language course and one additional course or internship that demonstrates in-depth cross-cultural immersion that connects to the target language being studied. (For example, a student could study in Italy and take one class in Italian and a credit-bearing internship where Italian language is used in interactions.)
Procedure for Course Substitutions

Other college-level courses (both here and abroad) may meet the objectives of this program. Interested students are encouraged to apply to the International Studies program coordinator for course substitution approval. Three criteria govern substitution decisions: approved courses focus on (a) power relationships and human behavior during (b) a period that is relatively recent in world history in (c) a place that is not the United States.

Journalism – Broadcast Media

Minor
School of Arts, Education, and Humanities

22 credits

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

Minor Requirements

Core Courses
18 credits

- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- JRN 235 Broadcast Journalism
- JRN 281 Television Production (2 credits) or JRN 283 Sports Broadcast Journalism (2 credits)
- JRN 223 Journalism Law and Ethics

Select one of the following:
4 credits

- JRN 335 Television Journalism
- JRN 435 Community Television News

Journalism – Multimedia

Minor
School of Arts, Education, and Humanities

This minor provides an opportunity for students majoring in fields other than journalism to develop production skills in print, broadcast, photography, and web platforms. The program emphasizes that, as we move in the direction of web publication, we ensure the preservation of the ethics and integrity essential to this type of media production as it is infused in our economic and social cultures.

Minor Requirements

24 credits

- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- JRN 223 Journalism Law and Ethics
- JRN 230 Print Journalism or JRN 235 Broadcast Journalism
- JRN 355 Multimedia Journalism
- JRN 365 Photojournalism

Journalism - Print Media

Minor
School of Arts, Education, and Humanities
22 credits
This minor serves the needs of students seeking an introduction to journalism in the print media.

Minor Requirements

- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- JRN 223 Journalism Law and Ethics
- JRN 230 Print Journalism
- JRN 280 Media Production (2 credits)

Select one of the following:

- IAENG 202 Creative Nonfiction Writing
- JRN 330 Public Affairs Reporting
- JRN 430 Feature Writing

Journalism – Public Relations

Minor
School of Arts, Education, and Humanities

The Public Relations minor provides an opportunity for students from various disciplines to develop skills and knowledge regarding the role and practice of public relations in a diverse global marketplace through learning the application of PR in varied venues like corporations, non-profits, PR agencies, campaigns, and issues-based groups. The minor integrates technique with a multimedia-based approach and emphasizes ethics, research, and analysis skills necessary to produce credible PR.

Minor Requirements

24 credits

- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- JRN 230 Print Journalism or JRN 235 Broadcast Journalism
- JRN 386 Public Relations Principles
- JRN 486 Public Relations Practice

Choose one of the following:

- MGT 101 Principles of Management
- MGT 331 Principles of Marketing

Literature

Minor
School of Arts, Education, and Humanities

Literature minors read a range of literary texts from various cultures, traditions, and historical periods. They consider how historical, social, and cultural contexts shape literary works and they examine current debates and issues in the field of English studies.

Minor Requirements

20 credits

This minor consists of five courses in English.

- ENG 215 Literary Analysis
- ENG 315 Literary Form and History
- Two literature courses (one must be at the 300 level)
Marketing

Minor
School of Sciences, Sustainability, and Health

24 credits

This minor is available to help prepare non-Management majors for careers in the field of marketing.

A grade of C or higher is required for MGT 101.

Minor Requirements

MGT 101 Introduction to Management

Choose one:

- MGT 215 Accounting for Sustainable Business
- MGT 213 Financial Accounting and MGT 214 Managerial Accounting

Take both of the following:

- MGT 331 Principles of Marketing
- MGT 343 Consumer Behavior

Select two courses from the following:

- COMM 240 Visual Communication
- COMM 378 Persuasion
- JRN 130 Writing for the Media
- JRN 386 Public Relations Principles
- MGT 333 Advertising and Promotion
- MGT 335 Strategic Digital Marketing
- MGT 355 Business Negotiations
- MGT 434 Marketing Research
- IIWGS 240 Race, Gender, Sexuality, and Pop Culture

Mathematics

Minor
School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

Select one of the following:

- MATH 141 Introductory Statistics
- MATH 241 Probability and Statistics I

MATH 151 Calculus I
MATH 152 Calculus II

Select one of the following:

- MATH 220 Mathematical Reasoning and Proof
- MATH 231 Linear Algebra
MATH elective at the 200 level or above excluding MATH 275, MATH 375, and MATH 475

¹ This requirement can be fulfilled by completing PSYC 251.

Medieval and Early Modern Studies

Minor
School of Arts, Education, and Humanities

20 credits

The program in Medieval and Early Modern Studies focuses on the cultural and social interactions of various peoples of those eras. The program is international in scope and range, giving students a better understanding of the kinds of exchanges that take place when different cultures come into contact, and providing them with the tools and knowledge to understand the history and dynamics of a globalized world.

Minor Requirements

HIST 336 The Medieval World: 400-1500

Electives

16 credits

Of the remaining four courses (16 credits), one must be a Medieval elective (4 credits) and one must be an Early Modern elective (4 credits). Two electives (8 credits) must be at the 300 level or higher.

Medieval Electives

4 credits minimum

Select one from the following:

- ART 312 Topics in Medieval Art
- IHENG 220 Readings in British Literature (Medieval topic)
- ENG 323 Medieval Literature
- ENG 324 Chaucer
- ENG 490 Advanced Studies (Medieval topic)

Early Modern Electives

4 credits minimum

Select one from the following:

- ART 213 Italian Renaissance Art
- IHENG 220 Readings in British Literature (Early Modern topic)
- ENG 326 English Renaissance Literature
- ENG 327 Shakespeare: Poetry and Plays
- ENG 490 Advanced Studies (Early Modern topic)
- HIST 337 Europe 1400-1600

Music

Minor
School of Arts, Education, and Humanities

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.
Minor Requirements

MUA 101, MUA 102, MUA 201, MUA 202, MUA 301, and MUA 302 Applied Music (1-2 credits, total 6 credits)¹
MU 118 Functional Piano I (1 credit)
MU 151 Music Theory I (2 credits)²
MU 152 Music Theory II (2 credits)
MU 161 Aural Skills I (1 credit)
MU 162 Aural Skills II (1 credit)
MU 171 Chamber Ensemble (1 credit)
MU 172, MU 173, MU 174, MU 175, MU 177, or MU 178 Ensembles (1 credit each, total 4 credits)

Select at least 6 credits from the following:

- IAMU 112 Latin American Music Survey
- IAMU 114 Music Cultures of the World
- IAMU 115 Women in Music
- IAMU 216 History of Rock & Roll
- IAMU 218 History of Jazz
- IAMU 242 Listening to America
- IAMU 312 Latin American Music, Society and Culture
- IAMU 330 Music of Africa & the Diaspora
- IAMU 407 Teaching Music to Children
- IAMU 417 Avant Rock
- IIMU 241 Listening to Brazil
- IIMU 243 Film Music History and Technique
- MU 105 Voice Class (1 credit)
- MU 110 Guitar Class (1 credit)
- MU 171 Chamber Ensemble (1 credit)
- MU 211 Intro to Music Technology
- MU 222 Musical Improvisation (1 credit)
- 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 498 Independent Study (1-6 credits)

¹ 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.
² 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.

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**Nutrition**

**Minor**

School of Sciences, Sustainability, and Health

The Nutrition Minor provides course offerings that will enable students to learn about the discipline of nutrition and its relationship to the health and wellness of individuals and groups, and quality of life. The minor will provide students with the opportunity to broaden and deepen their skill sets to optimize career paths. The program provides a curriculum with a strong scientific foundation that emphasizes evidence-based practice, research, and cultural competency.

**Minor Requirements**

20 credits

**Core Courses**

- INPH 175 Essentials of Nutrition Science
- PH 215 Nutrition Science and Application
- PH 216 Food Culture and Community Nutrition
• PH 318 Nutrition Throughout the Lifespan

In addition, choose one elective from the following:

• HP 344 Sports Nutrition
• IIPH 350 Women and Health
• IIPH 445 Human Sexuality
• ISPH 285 Health in Society
• PH 310 Food Science
• PH 330 Resiliency for Well-Being
• PH 380 Addiction: Theory, Practice and Research

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**Philosophy**

Minor
School of Arts, Education, and Humanities

20 credits

Minor Requirements

**Core Courses**
IHPHIL 100 Logical Argumentation

**Electives**
Select four of the following courses with a minimum of two at the 300 or 400-level:

• IHPHIL 220 Ethics
• PHIL 250 Sex, Gender, Justice
• PHIL 280 Knowledge and Reality
• PHIL 290 Special Topics
• PHIL 313 Philosophy and the Holocaust
• PHIL 340 Politics of Multiculturalism
• PHIL 350 Aesthetics
• PHIL 360 Philosophy of Law
• PHIL 370 Philosophy of Language
• PHIL 380 Why Not Anarchy?
• PHIL 406 Existentialism and Film
• PHIL 490 Advanced Special Topics
• PHIL 498 Independent Study

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**Physics**

Minor
School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

INPHYS 241 University Physics I
PHYS 242 University Physics II
PHYS 275 University Physics III

Select two of the following:

• PHYS 260 Electronics
• PHYS 330 Thermodynamics
• PHYS 339 Classical Mechanics
Politics

Minor
School of Sciences, Sustainability, and Health

The Politics 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 Politics should receive a grade C or higher in each course that counts toward the minor.

Minor Requirements

20 credits

At least 20 credits that the Politics program offers as POSC or ISPOSC or IIPOSC options, with at least 8 credits at the 300-400 level.

The prerequisites and prior-course recommendations for 300-level courses help students develop a relatively deep understanding of the fields in which they take upper-level courses.

Professional Writing

Minor
School of Arts, Education, and Humanities

20 Credits

This minor is designed to help students to prepare for writing in workplace contexts and for civic purposes.

Minor Requirements

ENG 201 Writing with Style
ENG 307 Writing in the World
ENG 497 Writing and Publishing Internship

Two of the following:

- IAART 105: Graphic Design Process
- ART 160: Typographic Form and Function (Prereq: IAART 105)
- ART 264: Web Design (Prereq: IAART 105)
- ISCS 150: Website Design & Construction
- ISCS 210: Python Programming
- JRN 130 Writing for the Media
- JRN 155: Digital Journalism

Psychology

Minor
School of Sciences, Sustainability, and Health

20 credits
Minor Requirements

ISPSYC 101 General Psychology

Select one of the following course sequences (8 credits)

- PSYC 253 Brain and Behavior and PSYC 355 Psychology of Learning
- PSYC 242 Personality and PSYC 345 Abnormal Psychology
- PSYC 251 Psychological Statistics and PSYC 340 Psychological Testing
- PSYC 211 Child and Adolescent Psychology and PSYC 314 Adulthood and Aging

Select two electives at the 300 or 400 level.

Safety and Occupational Health Applied Sciences

Minor

School of Sciences, Sustainability, and Health

20 credits

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

Minor Requirements

ISSAFE 101 Safety Awareness
SAFE 202 Occupational Safety
SAFE 214 Safety and Health Standards

Select a minimum of two courses (8 credits) from the following:

- INSAFE 213 Safety Chemistry
- SAFE 206 Construction Safety Standards
- SAFE 215 Human Factors in Safety
- SAFE 301 Risk Management
- SAFE 302 Law and Ethics in Safety
- SAFE 304 Environmental Regulation
- SAFE 306 Systems and Behavioral Sciences
- SAFE 307 Safety Management Systems
- SAFE 319 Fire and HAZMAT Response
- SAFE 401 Industrial Hygiene
- SAFE 402 Critical Incident Response

Social Research Methods

Minor

School of Sciences, Sustainability, and Health

Students earn 20 credits by taking a combination of courses intended to develop both quantitative and qualitative skills. To satisfy the quantitative requirements of the minor, students choose the two-course statistics sequence in Economics, Psychology, or Sociology. To satisfy the qualitative requirements, students take POSC 335 and ANTH 430. Additionally, students take a 4-credit 400 level research course in a Social Science major.

Minor Requirements

20 credits
Select one of the following combinations of courses:

- MATH 141 Introductory Statistics or PSYC 251 Psychological Statistics and ECON 420 Econometrics
- or-
- PSYC 251 Psychological Statistics and PSYC 252 Research Methods in Psychology
- or-
- SOC 301 Sociological Research Methods and SOC 303 Sociological Quantitative Analysis

Select both of the following:

- POSC 335 Qualitative Research Methods
- ANTH 430 Ethnographic Research Methods

Four additional credits from the following list of capstone or senior research courses in a Social Science major:

- ANTH 498 Independent Study
- ANTH 499 Senior Honors Thesis
- ECON 498 Independent Study
- PSYC 496 Honors Seminar
- PSYC 498 Independent Study
- POSC 498 Independent Study
- SOC 498 Independent Study
- SOC 499 Senior Honor Thesis

¹ The senior research project must demonstrate advanced research skills. Specifically, students must employ empirical strategies (such as experimental design, regression analysis, or ethnological investigation) that comprise a major component of their project. Students need to earn a B or higher in the 400-level, capstone research course to successfully complete the minor.

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### Sociology

Minor
School of Sciences, Sustainability, and Health

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.

Minor Requirements

**Core Courses**

- ISSOC 125 Introduction to Sociology
- SOC 301 Sociological Research Methods
- SOC 305 Sociological Theory

**Sociology Electives**

Select two additional Sociology (SOC/ISSOC) electives (minimum total of 8 credits).

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### Spanish

Minor
School of Arts, Education, and Humanities
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 Education, English, Film Studies, History, Management, and Music. 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 103. Students must consult Spanish faculty to find the most appropriate level.

Minor Requirements
SP 201 Spanish and Social Change
SP 315 Cultures of Spain
SP 316 Latin American Cultures
SP 325 Introduction to Spanish Literature
SP 405 Contemporary Spanish Usage

Sport & Exercise Psychology
Minor
School of Sciences, Sustainability, and Health
Sport & Exercise Psychology (SEP) is an interdisciplinary field that examines the performance of sport and exercise behaviors from the cognitive, emotional, psychophysiological, and social perspectives. There is an emphasis on applying cognitive-behavioral theories to improve performance and examining the psychological health benefits from physical activity. Division 47, the Society for Sport, Exercise & Performance, was recognized by the American Psychological Association in 1986.

Minor Requirements
20 Credits

SEP Foundational
Select one of the following:
- ISPSYC 101 General Psychology
- ISPSYC 312 Lifespan Psychology

Select one of the following:
- HPEX 250 Intro to Exercise Science
- HPPE 260 Total Fitness

SEP Core
IIHP 310 Psychosocial Aspects of Sport
IIHP 352 Exercise Psychology
PSYC 475 Human Psychophysiology

Sport Management
Minor
School of Sciences, Sustainability, and Health
24-28 credits
This minor is available to help prepare non-Management majors for careers in the field of sport management. A grade of C or higher is required for MGT 101.
Minor Requirements

Core Courses
MGT 101 Introduction to Management
MGT 307 Sport Management
HP 444 Sport & Rec Administration

Choose one:
- MGT 215 Accounting for Sustainable Business
- MGT 213 Financial Accounting and MGT 214 Managerial Accounting

Select one of the following courses:
- HP 210 Principles of Coaching
- IHHIST 377 Sports and American History
- ISSOC 355 Sport in Society
- IIHP 310 Psycho-Social Aspects of Sport

Select one of the following courses:
- JRN 130 Writing for the Media
- JRN 155 Digital Journalism
- MGT 301 Organizational Theory and Behavior
- MGT 324 Human Resource Management
- MGT 331 Principles of Marketing
- MGT 343 Consumer Behavior

Statistics

Minor
School of Sciences, Sustainability, and Health

20 credits

Minor Requirements

Select one of the following:
- MATH 141 Introductory Statistics
- PSYC 251 Psychological Statistics

MATH 151 Calculus I
MATH 242 Applied Statistics

Select two of the following:
- MATH 241 Probability and Statistics I
- MATH 362 Math Modeling and Computing
- One course from outside the Mathematics Department incorporating substantial use of statistics. Must be approved by the Mathematics Department.
- An experiential or service-learning experience that has a substantial statistical component. Must be approved by the Mathematics Department.

STEM for Educators

Minor
School of Sciences, Sustainability, and Health

STEM is a transdisciplinary field that immerses the student in the application and integration of science, technology, engineering, and mathematics. This minor provides the opportunity to integrate and blend these four areas in meaningful
ways. This transdisciplinary approach encourages hands-on experiences and allows students to gain and apply knowledge to real world problems.

Minor Requirements

24 credits

INSTEM 142 Discovering STEM
STEM 342 STEM Explorations I
STEM 442 STEM Explorations II

Select one of the following MATHEMATICS courses:

- MATH 120 Applied Algebra and Trigonometry
- MATH 172 Applications of Number Systems
- MATH 151 Calculus
- MATH 242 Applied Statistics
- PSYC 251 Psychological Statistics

Select one of the following SCIENCE courses:

- INASTR 101 Introduction to Planetary Astronomy
- INBIO 110 Molecules & Cells, or INBIO 111 Evolution & Ecology, or INBIO 302 Evolution and Human Behavior, or INBIO 303 Barely Tolerating Yourself
- INCHEM 100 Introduction to Chemistry, or INCHEM 103 Fundamentals of Chemistry, or INCHEM 111 General Chemistry I
- INENST 383 Rethinking Energy
- INMET 225 Meteorology
- ISGEOG 205 Environmental Geography
- INGEOS 201 The Physical Earth or INGEOS 300 Geoscience Issues and Society
- INPHYS 201 Phenomenal Science
- PSYC 253 Brain & Behavior

Select one of the following TECHNOLOGY courses:

- ISCS 140 Programming Foundations
- ISCS 150 Website Design and Construction
- INCS 160 Microcomputer Systems
- MATH 118 Computer Tools for Problem Solving
- SPDI 121 Design Visualization
- IISPDI 151 Product Design Principles

Sustainability

Minor

School of Sciences, Sustainability, and Health

Students in this minor will explore innovative solutions to the local and worldwide degradation of nature and associated social injustices, and discover technological, social, and ethics-based approaches that can enable more harmonious and sustainable dynamics between humans and nature. Students address the essential question of sustainability: How can we best live without degrading our life-support systems, and create conditions that nurture the flourishing of other beings and future generations?

Minor Requirements

24 credits

Core Requirements

IIENST 150 Global Environmental Change
ENST 250 Principles of Sustainability

Interdisciplinary Electives
Select two of the following:

- IIENST 110 Food, Health, and the Environment
- IIJRN 268 Environmental Issues and the Media
- IITDS 160 Peak Oil and Sustainable Solutions
- INENST 381 Farming with Nature in Mind
- ISENST 382 Environmental Advocacy
- INENST 383 Rethinking Energy¹
- ISGEOG 205 Environmental Geography

Disciplinary electives

Select two of the following:

- ARCH 260 Sustainable Design and Building Science
- ARCH 360 Solar Design and Building Science II
- ARCH 370 Architectural Systems
- ENST 363 Writing in an Endangered World
- ENST 311 Environmental Health
- ENST 312 Energy Resource Science¹
- ENST 371 Environmental Ethics
- ENST 481 The Future of Energy
- ENST 393 Sustainability for Organizations
- GEOG 308 Planning for Sustainability
- GEOG 329 Applications in GIS
- GEOG 335 Sustainable Tourism
- HIST 360 Natives and Newcomers in North America
- MGT 215 Accounting for Sustainable Business
- SOC 380 Environmental Sociology
- SPDI 304 Materials: A Life Cycle View

¹ Students cannot take both INENST 383 and ENST 312.

Only two courses that are being used to meet a student’s major requirements can be used toward the minor.

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Sustainable Product Design and Innovation

Minor
School of Sciences, Sustainability, and Health

24 credits

A minor in Sustainable Product Design and Innovation will provide a technical and design thinking background for students majoring in other disciplines. The following course outline will provide complementary studies to majors in Safety and Occupational Health Applied Sciences, Architecture, Management, Computer Science, Environmental Studies, Math/Physics, and Art.

Minor Requirements

Core Courses

12 credits

SPDI 110 Electricity and Electronics Fundamentals
IISPDI 151 Product Design Principles
SPDI 304 Materials: A Life-Cycle View

Electives for the Minor

12 credits
Select at least one of the following:

- SPDI 170 Introduction to Woodworking Technology
- SPDI 180 Metal Processes and Prototyping

Select at least one of the following:

- SPDI 121 Design Visualization in Product Design and Engineering
- SPDI 221 Three-Dimensional CAD

Select at least one of the following SPDI or Management courses at 300 or 400 level:

- SPDI 400 Manufacturing Enterprise
- SPDI 446/MGT 446 Competitive Manufacturing Management
- MGT 331 Principles of Marketing

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**Theatre**

Minor
School of Arts, Education, and Humanities

20 credits

Minor Requirements
Courses for the minor may include up to two IATAD courses.
Theatre Arts courses taken must include a total of 8 credits at the 100 level and 12 credits from the 200, 300, or 400 level.

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**Women’s and Gender Studies**

Minor
School of Arts, Education, and Humanities

20 credits

Women’s and Gender 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 analyze the systems of oppression that contribute to continuing economic, political, and cultural inequalities. Women’s and Gender Studies minors will be encouraged to promote social justice throughout their course work.

Minor Requirements

12 credits

IIWGS 101 Introduction to Women’s and Gender Studies
WGS 495 Capstone in Women’s and Gender Studies

Select one of the following:

- WGS 301 Feminist Theories
- WGS 302 Queer Theory
- WGS 303 Latina Feminist Theories
- WGS 304 Feminist Media Theory

Women’s and Gender Studies Special Topics

4 credits

Select one from Women’s and Gender Studies above the 200 level.
Women's and Gender Studies Elective

4 credits

Select one course from Arts, Education, and Humanities OR Sciences, Sustainability, and Health lists below. Students are encouraged to consult with a faculty advisor for additional information, specific prerequisites or changes on this list.

Arts, Education, and Humanities

- FILM 352 Topics in Film Studies: Contemporary Women Directors (specified in title)
- IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
- IHHIST 331 Sex and Sanctity in Medieval Europe
- IHHIST 338 A History of Sexuality
- IAMU 115 Women in Music
- IIHGS 254 Women in the Holocaust

Sciences, Sustainability, and Health

- ISANTH 315 Gender and Culture
- IIEDUC 306 Women and Education
- IIPH 350 Women and Health
- PSYC 425 Psychology of Women
- SOC 320 Women, Gender, and Society
- IISOC 330/IWG 330 Person and Society
- SOC 345 Sociology of Families
- SOC 455 The Body and Sexuality in Society

Graduate Studies

General Information

Graduate Education

Graduate degrees offered by Keene State College are designed to meet the Standards of Accreditation for Academic Programs that are set forth by the New England Commission of Higher Education (NECHE). Scholarly work for a post-baccalaureate or advanced degree requires more independence and demonstrated advanced intellectual and creative capacity. The major goal of graduate study at Keene State College is to provide students with the opportunity to develop mastery within a selected field of study through the study of subject matter, advanced practice or, by engaging in research as applied in the discipline. In preparing our students for intellectual leadership through this graduate work, they are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research, in clinical practice and in the writing of papers, capstone projects and theses.

Keene State College’s graduate degree programs are administratively supported through the Office of Graduate Studies which reports through the Office of the Provost (Academic Affairs). Each specific graduate program is housed within an academic department, where the department chair, a graduate program director/coordinator, and graduate faculty teach, mentor, advise and engage with students. Upon admission to a graduate program, each student is assigned a faculty advisor. The faculty advisor is the prime program contact and source of information for students. Regular consultation between advisee and advisor is one of the most essential elements in the successful pursuit of graduate study.

The Office of Graduate Studies works in partnership with the Graduate Council to review and propose graduate policy and to improve processes related to student on-boarding, orientation and degree completion. The Office of Graduate Studies also monitors matriculated student progress toward the degree of choice. Once matriculated, graduate students will be assigned a KSC email account through which all Graduate Studies notifications and communications will be routed.

Master’s Degree Programs Offered

Master of Arts (M.A.)

- History and Archives
Master of Education (M.Ed.)
- Curriculum and Instruction
- Educational Leadership (Master’s and Post-Master’s)
- Special Education
- Post-Baccalaureate Teacher Certification (this is not a Master’s degree but may lead to the M.Ed. Curriculum and Instruction option)

Master of Sciences (M.S.)
- Safety and Occupational Health Applied Sciences
- Public Health Nutrition with Dietetic Internship (revised program for fall 2021)

Admission
Persons holding the baccalaureate degree who wish to take graduate courses at the College may do so through admission to Graduate Studies as degree-seeking students, or by enrolling as non-matriculating students through Continuing Education. Overall, graduate program admission review is rolling/continuous at Keene State College and applicants are encouraged to apply throughout the year (one exception is the Master’s of Public Health Nutrition with Dietetic Internship – see program details). International applicants are encouraged to build in additional lead time in advance of desired matriculation.

Candidates seeking admission to a Master’s degree, Post-Master’s Certification or Post-Baccalaureate Teacher Certification Program must submit the appropriate application, including materials required by that program, to the Office of Graduate Studies. The following general requirements must be met: submission of required transcripts for undergraduate and graduate course work, recommendations, required written materials, and where required, an application fee. A personal interview may also be required to complete the application process. Applications are available on the Graduate Studies website (https://www.keene.edu/academics/graduate/apply). Once accepted, students are required to submit a nonrefundable enrollment services fee to become fully matriculated. Keene State College reserves the right to close admissions for any graduate program at any point in time.

Academic Standards
Graduate students must have a cumulative GPA of 3.0 or higher in order to graduate while meeting all specified requirements of their selected program. No grade below a C is acceptable, and no more than two grades below a B may be applied to any graduate degree. Each individual program may set and announce standards for coursework, field work, examinations and/or research achievement that are more rigorous than the standards set by the Office of Graduate Studies.

Time Limitations
The statute of limitations (total time period in which to complete a graduate program) is six calendar years from the date of matriculation (following admission) for programs that require 30 credits or more to complete, or four calendar years for those programs that require 29 or fewer credits. Progress toward the degree will be carefully monitored by each student’s advisor, program director/coordinator and the Office of Graduate Studies to ensure that adequate advancement is made toward program completion and that any deficiencies noted at the time of admission are addressed.

Course Load
A matriculated graduate student is considered to be full-time when they register for 9 or more credits in a given term. Registration for 3.0 credits but fewer 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.

Leave of Absence
Each semester students must either register for a course or request a leave of absence. Failure to do either will lead to administrative withdrawal from the College. To request a leave of absence, contact the Dean of Students’ office or complete the online form. Students must specify an intended date of return. No readmission procedure will be required when the College has granted an official leave.

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. Graduate students may also be dismissed for violations of professional, ethical, breach of behavioral expectations, or for unsatisfactory academic progress (see time limitations). See institutional Academic Policies for specific information on academic honesty, grade appeals, student conduct, etc. and the appeals process.
Request for Reinstatement after Administrative or Elective Withdrawal

Students in good academic standing who have elected withdrawal or have been administratively withdrawn for non-registration may initiate consideration for reinstatement by submitting a letter of appeal to the program director/coordinator from which they have withdrawn. Students failing to maintain a 3.0 and/or those dismissed for violation of academic conduct standards will not be eligible for consideration for readmission or reinstatement.

Transfer of Credit

The residency requirement for graduate students must be fulfilled and is typically completed by taking at least 80 percent of credits through Keene State College courses.

Matriculated students may submit a Transfer of Credit Request form to the Office of Graduate Studies. Keene State College will accept only transfer credits that apply to a candidate’s graduate program and are approved by the student’s advisor, program director/coordinator, and/or department 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. Courses taken more than seven years before the date of matriculation may not be transferred into a graduate program.

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) and contact the Keene State Office of Student Financial Services for more information.

Graduate Courses

KSC graduate credit may be earned in courses numbered in the 600s.

KSC Credit Hour Policy

Keene State College is in compliance with the federal definition of credit hour. For each credit hour, the College requires at minimum, the equivalent of three hours of student academic work each week. Academic work includes, but is not limited to, direct faculty instruction, e-learning, recitation, laboratory work, studio work, field work, performance, internships, and practica. Additional academic activities include but are not limited to readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, theses, and electronic interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement.

Graduation

Graduate students will initiate the official degree audit and clearance by submitting an Application for Graduation form. Students will be notified once they are cleared for graduation. Although a formal (and optional) KSC commencement ceremony for all degree recipients only occurs once a year (May), the completion date that will appear on your graduate transcript may be May, or August, or December, depending on when you have actually completed degree requirements.

Master of Arts (M.A.), History and Archives

The M.A. in History and Archives provides professional training in the fields of archive administration and public history. Generally, students in the Master of Arts program will complete an internship with an archive (including, potentially, digital archives) and complete a professional project as part of their studies. Projects may include, but are not limited to, writing historically interpretative material for a public exhibit, digitally transcribing archival holdings, or developing a user guide to a manuscript collection. Students may also choose to complete an archive-based historical research project and thesis. The program offers a “4 plus 1” option for current undergraduate students who wish to complete their studies without interruption at the Master’s level in the field of History and Archives.

Professional Opportunities

- Graduates will be eligible to take the archival certification exam administered by the Academy of Certified Archivists.
- A career path for the professional archivist could lead in a number of diverse directions, including work in:
  - Museums
  - Public and Private Libraries
  - Historical Societies
  - Municipal and State Archives
  - Military Records
  - Corporate Archives
Keene State College offers post-baccalaureate, master’s and post-master’s programs allowing you to become a teacher, special educator, master teacher, or principal. These programs lead to certification or advanced degrees in Education. Tomorrow’s educational leaders emerge from Keene State College because we successfully guide enthusiastic, intelligent and reflective individuals as they become confident, competent educators actively improving public and private school environments. Our graduates are noted for an active leadership style that stimulates positive systemic change within demanding school environments.

Keene State College has a long history of preparing teachers at the undergraduate, post-baccalaureate, and graduate level. The KSC programs of Graduate Study in Education are designed for the individual 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.

Keene State College graduate programs are grounded in standards from national organizations and are accredited by one or more of the following agencies: the New England Commission of Higher Education (NECHE), the Council for the Accreditation of Educator Preparation (CAEP), or the New Hampshire State Board of Education. In addition, each program is framed by standards from specialty professional organizations, whose standards delineate 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.

In keeping with our mission and vision, the Keene State College Education faculty has generated four themes that speak to what we see as fundamental to the process of teaching and learning. These themes weave through our curriculum for beginning teachers and advanced-level professionals at both the undergraduate and the graduate levels.

KSC education programs strive to prepare education professionals who:

- Explore the dynamic nature of the teaching and learning process,
- Demonstrate professional and ethical behaviors that meet high expectations and standards,
- Understand the world from multiple perspectives,
- Contribute to a just and equitable world.

(See https://www.keene.edu/office/teachered/accreditation/conceptual-framework/)

We welcome students who are committed to excellence. The ideal candidate for admission into the Graduate Studies Program at Keene State College will demonstrate professional and personal dispositions, including:

- clear communication skills
- the ability to work collaboratively
- professional appearance and demeanor
- the commitment to lifelong learning and service to the community
- clear understanding of the ethical obligations of the profession
- a demonstrated commitment to honoring diverse perspectives
- respect, empathy, and caring for others
- the ability to accept responsibility for own actions
- the consistent ability to be present, punctual, and prepared
- a demonstration of integrity and honesty
- the willingness to work diligently to achieve success

Master of Education: Curriculum and Instruction

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 or recent Keene State College graduates. 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. There are three paths to a Master of Education in Curriculum & Instruction:
Professional Development – A two- to three-year program for working classroom teachers. Can be completed part-time, requires a total of 36 credits;

New Teacher as Leader – For recent graduates with teacher certification or other education credential. A one-year, full-time, intensive program that requires 36 credits;

Post-baccalaureate into Master’s degree – For certified teachers with up to 24 post-baccalaureate transfer credits from Granite State College. A one- to two-year program completed part-time, requires a total of 36 credits.

Master of Education and Post-Master’s of Education: Educational Leadership

(Meets New Hampshire Certification Competencies for Principal: Grades K-12)

The Educational Leadership Option provides candidates with the framework and expertise in the knowledge, skills, and dispositions for transformational school leadership for the 21st century. 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 lead the design of a school environment that promotes P-12 student learning and development. The Educational Leadership program is nationally recognized by the Educational Leadership Constituent Council (ELCC). The M.Ed. Educational Leadership option is 36 credits and the Post-Master’s Educational Leadership option is 27 credits. Students typically complete in 2 years part-time.

Master of Education: Special Education

The Special Education Option in the Master’s program is designed to support individuals to achieve special education certification at the initial level as well as enhance competence and extend learning beyond certification competencies in the area of special education. The option combines certification coursework with an applied research experience and culminates with the design and implementation of a school-based research project. The program begins in the summer and can be completed in one year (full-time) or two years (part-time). The certification aspects of this portfolio-based program blend special education content knowledge courses with a year-long internship experience. The certification component follows standards set forth by the National Council for Accreditation of Educator Preparation (NCATE), the Council for Exceptional Children (CEC), and the New Hampshire Department of Education. Faculty in the M.Ed. Special Education Option are dedicated to preparing special educators by partnering with local special education professionals in the larger KSC community. Guiding principles include assisting candidates to:

1. apply special education knowledge and skills in order to assist individuals with disabilities in developing academic, social, and transition skills to become meaningful and productive members of a community
2. design instruction, assessment, and individualized programs with the student and family at the center of the process
3. utilize expertise of special education stakeholders within and outside a school system in a collaborative framework
4. celebrate diversity in the context of supporting individuals with disabilities

Post-Baccalaureate Teacher Certification

The 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 who has no background or experience in education to individuals who have a wealth of experience and/or are employed as teacher aides, tutors, paraprofessionals, or special education classroom teachers.

This program follows the undergraduate Educator Preparation model and is composed of undergraduate courses. Through this program, students are able to meet New Hampshire competencies for certification in the following areas:

- Biology (grades 7-12)
- Chemistry (grades 7-12)
- Dance (grades K-12) only available in conjunction with Early Childhood or Elementary Education
- Early Childhood Development (nursery-3)
- Earth Science (grades 7-12)
- Elementary Education (grades K-6)
- English (grades 5-12)
- French (grades K-12)
• General Science (grades 5-8)
• Middle/Junior High Mathematics (grades 5-8)
• Music Education (grades K-12)
• Physical Education (grades K-12)
• Physics (grades 7-12)
• Secondary Mathematics (grades 7-12)
• Social Studies (grades 5-12)
• Spanish (grades K-12)

Post-baccalaureate into Master’s Degree Option

Individuals who have successfully completed a post-baccalaureate teacher certification program from Keene State College, or from an approved collaborating institution, and have been certified by a state Department of Education, or are in the process of earning teacher certification, may receive up to twenty-four (24) credits toward completion of the M.Ed. C&I, based on an evaluation by the Keene State College Education Department Chair, or that person’s designee.

Master of Science

Safety and Occupational Health Applied Sciences

The M.S. in Safety & Occupational Health Applied Sciences is designed for motivated safety professionals or graduates with a safety major or minor who are ready to engage in a personalized plan of study that shows they have the knowledge, skills and dispositions of seasoned professionals.

Students can work full-time while completing the program in one, two, or three years. The 36 credit M.S. is offered as a cohort model with blended learning environments (online and in-class instruction).

Students learn to:

• Apply knowledge of mathematics and science to identify contemporary issues and solve applied science problems
• Design and conduct experiments, as well as analyze and interpret data
• Formulate or design a system process or program to meet identified outcomes
• Communicate effectively and actively contribute toward the goals of multi-disciplinary teams
• Understand the effect of solutions – in society and across the globe
• Reflect on personal performance to address a broad range of professional and ethical responsibilities
• Acquire and apply techniques, skills, and technical-scientific tools.

Public Health Nutrition with Dietetic Internship

The Keene State College combined Master of Science in Public Health Nutrition with Dietetic Internship cultivates leaders as Public Health Dietitian Nutritionists to inform, educate and empower the public about health and nutrition issues. Through a policy, systems and environmental focus, graduates will form community, state and national partnerships and collaborate to identify and solve pressing health and nutrition concerns. The combined Master’s in Public Health Nutrition and Dietetic Internship will meet all requirements established by CDR. Accreditation Council for Education in Nutrition and Dietetics (ACEND) approval is pending for the master’s in nutrition.

The Master of Science in Public Health Nutrition with Dietetic Internship accepts 16 graduate students/interns annually. Applying to the program is a multi-step process completed through the Dietetic Internship Computerized Application Services (DICAS), D&D Digital, and the College. Participation in the DICAS application process and matching process through D&D Digital allows graduate students/interns to apply to more than one program. In addition to the DICAS standardized application, the Dietetic Internship requires supplemental documentation including a professional portfolio. Additional information is available on our website https://www.keene.edu/academics/programs/di/application/.
Master’s Degree Programs

History and Archives

Master of Arts
School of Arts, Education, and Humanities

The M.A. in History and Archives provides professional training in the fields of archive administration and public history. Generally, students in the Master of Arts program will complete an internship with an archive (including, potentially, digital archives) and complete a professional project as part of their studies. Projects may include, but are not limited to, writing historically interpretative material for a public exhibit, digitally transcribing archival holdings, or developing a user guide to a manuscript collection. Students may also choose to complete an archive-based historical research project and thesis. The program offers a “4 plus 1” option for current undergraduate students who wish to complete their studies without interruption at the Masters level in the field of History and Archives.

Admissions Criteria

Students with a baccalaureate degree in any field may apply for admission to this graduate program on a part-time or full-time basis. Admission will be based upon the evaluation of undergraduate transcripts, a writing sample, and a statement of interest and intended study in the program. All students must submit an application for Graduate Study in History and Archives, including required materials, to the Graduate Studies Office. For additional information refer to the Graduate Application. All students will select a graduate history faculty adviser upon matriculation to the program.

4 plus 1 Option Admission Criteria

Any student with 74 undergraduate credits may apply for admission to the M.A. program.

Major Requirements

35 credits

HIST 650 Graduate Topics in History and Archives (3 semesters for a total of 12 credits)
HIST 651 Introduction to History and Archive Studies
HIST 652 Archival Methods and Administration (5 credits)
HIST 660 Historical Archival Research/Internship (6 credits)
HIST 670 Graduate Thesis/Project (1-2 semesters for total of 8 credits)

4 plus 1 Option: Baccalaureate Degree and M.A. in History and Archives

(120 Baccalaureate credits, 35 graduate credit hours)

During their senior year, admitted students will take two HIST 650 graduate classes (eight total credits) that will count toward both their baccalaureate degree and M.A. degree in History and Archives. For current undergraduate history majors, the two HIST 650 courses will also fulfill the 400-level course requirements for the major.

Degree Requirements

Educators or other interested professionals may take HIST 650 (which may be repeated as topics vary), HIST 651, and HIST 652 for professional development purposes without enrolling in the M.A. in History and Archives Program. If they decide to enroll in the program, they may apply these courses toward the M.A.

Master of Education

Master of Education
School of Arts, Education, and Humanities

Major Requirements

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 program’s goal is to provide a customized experience leading to the development of teacher leaders committed to school improvement based on the National Board of Professional Teachers 5 Core Propositions and the student’s individual professional goals. The program combines core coursework with an individually designed specialization and culminates with the design and implementation of a school-based action research project that showcases the individual student’s area of expertise and leadership capacity.

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. At the end of the program, students present the results of their research and are encouraged to use their findings to support a leadership initiative, which may include leading workshops, seeking grant funding, publishing an article and/or presenting at a professional conference.

**Three Ways to a Master of Education in Curriculum & Instruction**

1. **Professional Development** - For working classroom teachers. Two to three years, part-time for a total of 36 credits.
2. **New Teacher as Leader** - For recent graduates with teacher certification or other education credential. One year full-time, intensive for a total of 36 credits.
3. **Post-baccalaureate into Master's degree** - For certified teachers with up to 24 post-baccalaureate transfer credits. One to two years, part-time, for a total of 36 credits.

Students in all programs are carefully matched with KSC faculty as they contribute to school-based projects related to curriculum, instruction, and leadership. Using research, assessment, diagnosis, and evaluation methodologies, these projects reflect school system interests and are tailored to meet the academic and professional goals of the master’s candidate.

**1. Curriculum and Instruction: Professional Development**

36 credits

The C&I Professional Development track is a part-time M.Ed. The C&I Professional Development program is designed for classroom teachers currently employed in an appropriate school setting.

The C&I Professional Development program 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.

**2. Curriculum and Instruction: New Teacher as Leader**

36 credits

The New Teacher as Leader program is a full-time one-year cohort model designed to support high-achieving new teachers to develop leadership skills while earning their Master’s degree in one-year of full-time study. Candidates in this program are expected to be available for problem-based school change projects in area schools. Sample projects will reflect school system interests as well as those of cohort members. Seminars and class sessions will be held during the day (once/week) as well as evenings or Saturdays, beginning in July and ending in June. Courses are offered through a ‘hybrid’ blended learning format, with campus classes and on-line instruction and demonstration of learning. The program will provide deep connections with faculty mentors and the cohort, as well as the opportunity to work with experienced educators.

**3. Curriculum and Instruction: Post-Baccalaureate into Master's degree**

36 credits, including approved post-baccalaureate credits

The Post-Baccalaureate into Master’s degree program provides the option for certified teachers who have earned their certification through a post-baccalaureate program from Keene State College, or from an approved collaborating institution, to build on their post-baccalaureate work and achieve their Master’s degree. The program can be completed in one to two years, part-time, depending on the number of post-baccalaureate credits accepted. Seminars and class sessions are typically held evenings or Saturdays and in the summer. Courses are offered through a ‘hybrid’ blended learning format, with campus classes and on-line instruction and demonstration of learning. Education Department Chair or designated program faculty will assist the candidate in determining the number of credits accepted and courses required for completion of the program.
C&I Option – Professional Development and New Teacher as Leader Requirements

36 credits

Foundations

15 credits
EDUC 611 Contemporary Issues and Effective Schools
EDUC 621 Curriculum Theory and Development
EDUC 631 Curriculum Management & Student Assessment
EDUC 641 School Law
EDUC 651 School Leadership

Focus: Curriculum & Instruction

12 credits
EDUCCI 625 Technology-Integrated Teaching
EDUCCI 620 Specialization I
EDUCCI 630 Specialization II
Elective(s) on the graduate level for a total of 3 credits

Applied Research

9 credits
EDUC 670 Educational Research Foundations
EDUC 675 Educational Research Design
EDUC 699 Capstone

Admission Criteria – Curriculum and Instruction

Candidates for admission to the Curriculum and Instruction: Professional Development program must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office. For additional information refer to the Graduate Application.

Requirements: Post-baccalaureate into Master’s degree

Individuals who have successfully completed a post-baccalaureate teacher certification program from Keene State College, or from an approved collaborating institution, and have been certified by a state Department of Education, or are in the process of earning teacher certification, may receive up to twenty-four (24) credits toward completion of the M.Ed. C&I, based on an evaluation by the Keene State College Education Department Chair, or that person’s designee. Granite State College has a specific MOU that articulates the process and expectations for their students; Keene State College students are evaluated by transcript review.

The evaluation process will consist of a review of an individual’s professional competency, including the relevance and recency of the individual’s post-baccalaureate program in relation to teaching experience. Only credits completed as a post-baccalaureate student from an accredited institution may be considered for the M.Ed. C&I degree. Therefore, credits used to complete a bachelor’s degree will not qualify.

Individual course grades must be a ‘B’ or above (minimum of 3.0 on a scale of 4.0) to qualify. A grade of ‘P’ for clinical experience(s) is accepted. Candidates who receive fewer than the maximum number of 24 credits must complete approved graduate level courses. Grades from post-baccalaureate courses do not count toward the 3.0 minimum grade point average required for completion of the M.Ed. C&I degree. The award of graduate credit is limited to individuals who become matriculated at KSC in the Master of Education: Curriculum & Instruction degree.

Post-Baccalaureate into Master’s students must complete the following:

- EDUC 641 School Law or EDUC 651 School Leadership (selection of course determined after consultation with program coordinator)
- EDUC 670 Educational Research Foundations
- EDUC 675 Educational Research Design
- EDUC 699 Capstone
- Additional approved electives as needed to earn a total of 36 credits.
School Counselor Option

Effective 10/24/2016 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.

Educational Leadership Option

36 credits

(Meets New Hampshire Certification Competencies for Principal: Grades K-12)

The Educational Leadership Option will provide the candidate with the framework and expertise in the knowledge, skills, and dispositions for transformational school leadership for the 21st century. Through the perspectives of the conceptual framework of the Keene State College education program, candidates for the Educational Leadership Program will:

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors that meet high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

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.

Admission Criteria – Educational Leadership Option

Candidates for admission to the Educational Leadership Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Educational Leadership Option Requirements

36 credits

Foundations

15 credits
EDUC 611 Contemporary Issues and Effective Schools
EDUC 621 Curriculum Theory and Development
EDUC 631 Curriculum Management & Student Assessment
EDUC 641 School Law
EDUC 651 School Leadership

Specialization: School Principal

12 credits
EDUCel 631 Staff Selection, Supervision, and Evaluation
EDUCel 652 Budget, Facilities, and Safe Schools
EDUCel 696 Internship I: School and Community Relations
EDUCel 697 Internship II: Connections

Applied Research

9 credits
EDUC 670 Educational Research Foundations
EDUC 675 Educational Research Design
EDUC 699 Capstone

Special Education Option

38 credits

This option is designed for individuals who seek certification by the New Hampshire Department of Education in General Special Education (K-12) and a Master of Education degree. The M.Ed. Special Education Option is designed to support individuals to achieve special education certification at the initial level as well as enhance competence and extend learning
beyond certification competencies in the area of special education. The option combines certification coursework with a professional leadership experience and culminates with the design and implementation of a school-based research project that showcases an individual student’s area of expertise and leadership capacity in special education. The program begins in the summer and can be completed in one year (full-time) or two years (part-time). The certification aspects of this portfolio-based program blend special education content knowledge courses with a yearlong internship experience. The internship may be conducted on the job (for students employed as a teacher in an appropriate special education setting) or in a field experience approved by the faculty coordinator(s) of this program. The certification component follows standards set forth by the National Council for Accreditation of Educator Preparation (NCATE), the Council for Exceptional Children (CEC), and the New Hampshire Department of Education. The KSC Conceptual Framework for Educator Preparation Programs provides students with a frame of reference as they work through the program.

Faculty in the M.Ed. Special Education Option are dedicated to preparing special educators by partnering with local special education professionals in the larger KSC community. Guiding principles include assisting candidates to:

1. apply special education knowledge and skills so that the individuals with disabilities who they teach can develop academic, social, and transition skills to become meaningful and productive members of a community
2. design instruction, assessment, and individualized programs with the student and family at the center of the process
3. utilize expertise of special education stakeholders within and outside a school system in a collaborative framework
4. celebrate diversity in the context of supporting individuals with disabilities
5. act as advocates for individuals with disabilities
6. develop belief and value systems that provide a focus for acting as a special educator
7. reflect on practice to increase special education knowledge, skills, and beliefs.

Applicants to the M.Ed. Special Education Option must demonstrate an appropriate foundation in “regular” education. Individuals who possess a recognized form of teacher certification have demonstrated this required competency. Candidates who do not have the required educational foundation must complete a Post-Baccalaureate Teacher Certification program in order to demonstrate competency in “regular” education.

Graduates from the Keene State College early childhood, elementary or secondary education programs who seek certification in General Special Education (K-12) are encouraged to apply to the M.Ed. Special Education Option during their senior year. Graduates of the KSC early childhood, elementary or secondary education programs who have completed coursework in special education foundations have already addressed fundamental certification competencies. If accepted into the M.Ed. Special Education Option, these individuals will be required to complete fewer credits (see below).

Granite State College students who receive initial or advanced special education certification may transfer these credits into the M.Ed. option (see Granite State College Partnership below).

Admission Criteria – Special Education Option

Candidates for admission to the Special Education Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Special Education Option Requirements

38 credits

Special Education Certification

29 credits

EDUCSP 601 Foundations in Special Education (3 credits)
EDUCSP 602 Curriculum and Instructional Design (3 credits)
EDUCSP 603 Positive Behavior Supports (3 credits)
EDUCSP 604 Assessment and Evaluation in Special Education (3 credits)
EDUCSP 605 Transition Planning and Programming (3 credits)
EDUCSP 660 Internship in Special Education I (8 credits)
EDUCSP 665 Internship in Special Education II (6 credits)

Demonstration of Professional Leadership

9 credits

EDUC 670 Educational Research Foundations (3 credits)
EDUC 675 Educational Research Design (3 credits)
EDUC 699 Capstone (3 credits)
Granite State College Partnership

Individuals who become certified by the New Hampshire Department of Education (NH DOE) after completion of an approved Post-Baccalaureate program at Granite State College (GSC) may qualify to transfer a block of credits via EDUC 612: Demonstrated Certification Competence into the Master of Education degree at KSC. The following GSC certification areas have been approved for transfer into the Certification component of the M.Ed. Special Education option at KSC:

- Early Childhood Special Education
- General Special Education
- Emotional and Behavioral Disabilities
- Specific Learning Disabilities
- Intellectual and Developmental Disabilities

The successful applicant from GSC will have earned at least 18 post-baccalaureate credits with a GPA of 3.0 or higher for each course. Individuals who earned fewer than 26 qualified credits from GSC will be required to complete additional graduate coursework at KSC.

Transfer students from GSC must complete the following:

- EDUC 651 School Leadership
- EDUC 670 Educational Research Foundations
- EDUC 675 Educational Research Design
- EDUC 699 Capstone

Additional electives if required

All KSC graduate courses must be completed with a cumulative GPA of 3.0 or higher before transfer credit for EDUC 612: Demonstrated Certification Competence will be awarded. Additional program requirements are outlined in the most recent Memorandum of Understanding between KSC and GSC.

Students who transfer from GSC are encouraged to participate in Institutes and offerings in other KSC graduate programs that serve to enhance their understanding of serving students with disabilities.

Public Health Nutrition

Master of Science
School of Sciences, Sustainability, and Health

The Keene State College Master in Public Health Nutrition cultivates leaders as Public Health Dietitian Nutritionists to inform, educate and empower the public about health and nutrition issues. Through a policy, systems and environmental focus, graduates will form community, state and national partnerships and collaborate to identify and solve pressing health and nutrition concerns.

A Master in Public Health Nutrition from Keene State College provides students the opportunity to design theory-based public health interventions, critically analyze the food security and nutrition status of populations and assess the nutrition related health problems both domestically and internationally. All graduate course offerings for the Master of Science in Public Health Nutrition are fully online.

The Master in Public Health Nutrition prepares graduates for work in local and state public health agencies as well as national agencies such as the USDA Cooperative Extension and Centers for Disease Control and Prevention. Career prospects include a wide variety of positions in non-profit health agencies, international non-governmental organizations and community service organizations.

The Master in Public Health will require applicants to apply to the College through Graduate Studies. Applicants must submit the following:
1. Official transcript of undergraduate course work.
2. A professional resume.
3. Three letters of recommendation utilizing the KSC applicant recommendation form by three different academic or professional references.
4. Statement of personal and career goals.
Major Requirements

34 credits

PH 601 Food Systems and Sustainability (2 credits)
PH 602 Food and Nutrition Policy (2 credits)
PH 603 Advanced Nutrition Counseling (3 credits)
PH 604 Learning Theory: Practical Applications throughout the Lifespan (3 credits)
PH 605 Nutritional Epidemiology (3 credits)
PH 608 International Health (3 credits)
PH 612 Public Health Nutrition I: Capstone (3 credits)
PH 614 Public Health Nutrition II: Capstone (3 credits)
PH 615 Nutritional Biochemistry (3 credits)
PH 616 Research Methods and Design (3 credits)
PH 618 Advanced Nutritional Biochemistry (3 credits)
PH 620 Advanced Medical Nutrition Therapy (3 credits)

Public Health Nutrition with Dietetic Internship

Master of Science
School of Sciences, Sustainability, and Health

Online program
Application deadline: 2/15/2021
Program start date: 7/1/2021

The Keene State College combined Master of Science in Public Health Nutrition with Dietetic Internship cultivates leaders as Public Health Dietitian Nutritionists to inform, educate, and empower the public about health and nutrition issues. Through a policy, systems, and environmental focus, graduates will form community, state and national partnerships and collaborate to identify and solve pressing health and nutrition concerns.

The Dietetic Internship was granted provisional accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in 1998 with the first full accreditation occurring in 2003. In 2010, the Dietetic Internship applied for and received approval for a second track for distance clinical. In the past 15 years the Dietetic Internship has earned a fully accredited status without recommendations through ACEND. In conjunction with the Commission on Dietetic Registration (CDR), ACEND is working towards the new education model for practice in nutrition and dietetics requiring a Master’s degree to qualify for the national registration exam to be credentialed as a Registered Dietitian Nutritionist. The combined Masters in Public Health Nutrition and Dietetic Internship will meet all requirements established by ACEND and CDR.

In the combined Master in Public Health Nutrition and Dietetic Internship, graduate students will complete a minimum of 1,200 hours of supervised practice in clinical, food service management, community, and specialty rotations (14 credits) in addition to 34 credit hours of online graduate coursework. The 1,200 hours of supervised practice will be completed in New Hampshire. Dietetic Interns will primarily practice within a county-based model where they will complete a majority of their rotations. Individualized specialty rotations may take dietetic interns outside of their assigned county.

The Master of Science in Public Health Nutrition with Dietetic Internship accepts 16 graduate students/interns annually. Applying to the program is a multi-step process completed through the Dietetic Internship Computerized Application Services (DICAS), D&D Digital, and the College. Participation in the DICAS application process and matching process through D&D Digital allows graduate students/interns to apply to more than one program. In addition to the DICAS standardized application, the Dietetic Internship requires supplemental documentation including a professional portfolio. Additional information is available on our website: www.keene.edu/academics/programs/di/application.

The Master of Science in Public Health Nutrition with Dietetic Internship requires applicants to also apply to the College through Graduate Studies. Applicants must submit the following:

1. Official transcript of undergraduate work from an ACEND accredited DPD program.
2. A professional resume.
3. Three letters of recommendation utilizing the KSC applicant recommendation form by three different academic or professional references.
4. Statement of personal and career goals.
Major Requirements

48 credits
PH 601 Food Systems and Sustainability (2 credits)
PH 602 Food and Nutrition Policy (2 credits)
PH 603 Advanced Nutrition Counseling (3 credits)
PH 604 Learning Theory: Practical Applications throughout the Lifespan (3 credits)
PH 605 Nutritional Epidemiology (3 credits)
PH 608 International Health (3 credits)
PH 612 Public Health Nutrition I: Capstone (3 credits)
PH 614 Public Health Nutrition II: Capstone (3 credits)
PH 615 Nutritional Biochemistry (3 credits)
PH 616 Research Methods and Design (3 credits)
PH 618 Advanced Nutritional Biochemistry (3 credits)
PH 620 Advanced Medical Nutrition Therapy (3 credits)
PH 630 Dietetic Internship (2 to 3 credits, minimum total of 14 credits)

Safety and Occupational Health Applied Sciences

Master of Science
School of Sciences, Sustainability, and Health
Keene State College's M.S. in Safety and Occupational Health Applied Science is designed for motivated students who are ready to engage in a personalized plan of study that is meaningful, relevant and demonstrates that they possess the knowledge, skills and dispositions of seasoned professionals.

Completion of this program will help individuals improve their ability to anticipate, evaluate, and control hazards within the workplace to protect the health and safety of employees. Safety and occupational health professionals will find this program to be very accessible and full of content that will help them successfully face the philosophical, technological and managerial challenges emerging in the world today. Candidates for this Master of Science degree will enjoy the guidance and mentorship of KSC faculty, engaging coursework, seminar discussions, field work, readings, professional conferences, and opportunities to engage in meaningful and useful research.

As a result of this program, students will demonstrate competence in critical and creative thinking, quantitative and technological literacy, advanced management, and writing skills. These abilities are the essential tools used by confident and competent leaders who initiate innovative technical solutions that are balanced with moral and ethical considerations in public and private sectors.

Admissions Criteria
Candidates for admission to the M.S. Safety and Occupational Health Applied Sciences must meet the requirements for graduate study at Keene State College and submit an Application for Graduate Study, including required materials to the Graduate Studies Office. For additional information, refer to the Graduate Application.

Major Requirements

36 credits
SAFE 601 Current Issues in Safety
SAFE 602 Best Practices in Safety
SAFE 603 Applied Occupational Health
SAFE 604 Leading Safety Change
SAFE 605 Safety Management Systems
SAFE 610 Risk and Safety
SAFE 620 Legal and Ethical Issues
SAFE 655 Advanced Safety Research

Capstone Experience

4 credits
Select one of the following:

- SAFE 695 Graduate Practicum
- SAFE 696 Applied Safety Research
- SAFE 699 Thesis

Degree Requirements

36 credits

Candidates who have graduated from the Safety Honors program by completing two SAFE 600 (totaling 8 credits) level courses with a minimum of B, as undergraduates, will not be required to repeat those courses in the Graduate program.

Certificate in American History and Archives

Graduate Certificate
School of Arts, Education, and Humanities

This certificate is intended for students who wish to develop advanced proficiency in American history and its application to archives and archival research. The Certificate can be earned as a stand-alone Certificate or lead to enrollment in the M.A. in History and Archives program.

Students who already hold an undergraduate degree in history or related field may earn a certificate in American History and Archives by completing four different sections of HIST 650: Graduate Topics in History and Archives devoted to topics in American history.

Students who have completed 74 undergraduate credits may apply for admission to the Graduate Certificate Program. During their senior year admitted students will take two different sections of HIST 650: Graduate Topics in History and Archives. These courses will count toward both their BA degree and the Graduate Certificate. The following year students will complete two more HIST 650 courses focusing on American history.

Certificate Requirements

Take four different American History sections (i.e., topics) of HIST 650: Graduate Topics in History and Archives (total of 16 credit hours).

Certificate in European History and Archives

Graduate Certificate
School of Arts, Education, and Humanities

This certificate is intended for students who wish to develop advanced proficiency in European history and its application to archives and archival research. The Certificate can be earned as a stand-alone Certificate or lead to enrollment in the Master of Arts in History and Archives program.

Students who already hold an undergraduate degree in history or related field may earn a certificate in European History and Archives by completing four different sections of HIST 650: Graduate Topics in History and Archives devoted to topics in European history.

Students who have completed 74 undergraduate credits may apply for admission to the Graduate Certificate Program. During their senior year admitted students will take two different sections of HIST 650: Graduate Topics in History and Archives. These courses will count toward both their BA degree and the Graduate Certificate. The following year students will complete two more HIST 650 courses focusing on European history. Study of a foreign language is not required for the Certificate in European History and Archives. However, in order to deepen examination of the field, those pursuing the Certificate are strongly encouraged to gain proficiency in a European language.

Certificate Requirements

Take four different European History sections (i.e., topics) of HIST 650: Graduate Topics in History and Archives (total of 16 credit hours).
Graduate Educator Certification

Graduate Educator Certification (Special Education)
School of Arts, Education, and Humanities

This program is designed for individuals who seek certification in General Special Education by the New Hampshire Department of Education in General Special Education (K-12).

Through this program, students may pursue initial teacher certification in General Special Education alone or in conjunction with a master’s degree. Those pursuing certification only (without a master’s degree) will not need to complete the “Demonstration of Professional Leadership” component of the Master of Education degree.

The program begins in the summer and can be completed in one year. This portfolio-based program blends special education content knowledge courses with a yearlong internship experience. The internship may be conducted on the job (for students employed as a teacher in an appropriate special education setting) or in a field experience approved by the faculty coordinator(s) of this program. This program follows standards set forth by the National Council for Accreditation of Educator Preparation (NCATE), the Council for Exceptional Children (CEC), and the New Hampshire Department of Education.

Major Requirements

Graduate Educator Certification

Graduate Special Education (grades K-12)

Required Courses

29 credits

EDUCSP 601 Foundations in Special Education (3 credits)
EDUCSP 602 Curriculum and Instructional Design (3 credits)
EDUCSP 603 Positive Behavior Supports (3 credits)
EDUCSP 604 Assessment and Evaluation in Special Education (3 credits)
EDUCSP 605 Transition Planning and Programming (3 credits)
EDUCSP 660 Internship in Special Education I (8 credits)
EDUCSP 665 Internship in Special Education II (6 credits)

Admission Criteria - Graduate Educator Certification

Candidates for admission to the Graduate Educator Certification Program must submit an Application for Graduate Study in Education, including required materials, to the KSC Graduate Studies Office.

The preferred candidate must demonstrate an appropriate foundation in education. Individuals who possess a recognized form of teacher certification have demonstrated this required competency. Those who were previously certified or successfully completed an approved educator preparation program may also qualify for admission.

Candidates who do not have the required educational foundation may be encouraged to complete a Post-Baccalaureate Teacher Certification program in order to demonstrate competency in education.

Graduates from the Keene State College early childhood, elementary, or secondary education programs who seek certification in General Special Education (K-12) are encouraged to apply to the M.Ed. Special Education Option during their senior year.

Post-Baccalaureate Teacher Certification

Post-Baccalaureate Teacher Certification
School of Arts, Education, and Humanities

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 aides, tutors, paraprofessionals, or special education classroom teachers.

This program closely follows the undergraduate Educator Preparation 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:

- 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 Educator Preparation 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 Educator Preparation 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 Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Preference will be given to candidates who submit passing scores for the Praxis II content tests (typically: content knowledge and essay) as specified by the New Hampshire Department of Education. Praxis II tests are currently required for the following secondary certification areas:

- Biology (7 to 12)
- Chemistry (7 to 12)
- Earth/Space Science (7 to 12)
- English (5 to 12)
- French (K to 12)
- General Science (5 to 9)
- Middle/Junior High Math (5 to 8)
- Physics (7 to 12)
- Secondary Math (7 to 12)
- Spanish (K to 12)
- Social Studies (5 to 12)
Post-Master’s Certification

Post-Master’s Certification
School of Arts, Education, and Humanities

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:

Major Requirements

Educational Leadership Post-Master’s Certification Option

27 credits

(Meets New Hampshire Certification Competencies for Principal: Grades K-12)

The Educational Leadership Post-Master’s Certification Option will provide the candidate with the framework and expertise in the knowledge, skills, and dispositions for transformational school leadership for the 21st century. Through the perspectives of the conceptual framework of the Keene State College education program, candidates for the Educational Leadership Program will:

- Explore the dynamic nature of the teaching and learning process.
- Demonstrate professional and ethical behaviors that meet high expectations and standards.
- Understand the world from multiple perspectives.
- Contribute to a just and equitable world.

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.

Admission Criteria

Candidates for admission to the Educational Leadership Certificate Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

Educational Leadership Certification Requirements

27 credits

Foundations

15 credits

EDUC 611 Contemporary Issues and Effective Schools
EDUC 621 Curriculum Theory and Development
EDUC 631 Curriculum Management and Student Assessment
EDUC 641 School Law
EDUC 651 School Leadership

Specialization: School Principal

12 credits

EDUCEL 631 Staff Selection, Supervision, and Evaluation
EDUCEL 652 Budget, Facilities, and Safe Schools
EDUCEL 696 Internship I: School and Community Relations
EDUCEL 697 Internship II: Connections

School Counselor Certification

30 credits

Effective 10/24/2016 this program is under administrative review. There will be no admission to the program for both current and prospective students while on administrative hold.

(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 Certificate Option must submit an Application for Graduate Study in Education, including required materials, to the Graduate Studies Office.

For additional information, refer to the Graduate Application.

**School Counselor Certification Requirements**

30 credits

- EDUCSC 622 School Counseling: Roles, Responsibilities, and Interventions
- EDUCSC 623 The Inclusive School Counselor: Multiculturalism and Diversity in Schools
- EDUC 630 Lifespan Development
- EDUCSC 631 Assessment and Evaluation for School Counselors
- EDUCSC 641 Career Development
- EDUC 641 School Law
- EDUCSC 652 Group Counseling in Schools
- EDUCSC 662 School Counseling: Theoretical Foundations
- EDUCSC 696 Internship: Elementary
- EDUCSC 697 Internship: Secondary

**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.

- 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.
- All courses ending in the two digits “90” will be rotating special topics courses (that may be repeated by students for credit as topics vary).
- All courses ending in the two digits “98” will be independent studies.
- All courses ending in the two digits “99” will be experimental courses. Experimental courses are numbered as 199 (introductory), 399 (advanced), and 599 (graduate). They may be offered as variable credit (1-4 credits) with permission of the program’s faculty and the appropriate school dean. Faculty may not offer the same experimental course more than twice. This includes offering an experimental course more than twice with an alteration to the course title or offering the same course topic at a different course level. If a topic is to be regularly offered, then it needs to proceed through the curriculum process and become a course listed in the catalog. Department Chairs and the relevant Dean’s Office shall enforce this policy. (Revised: 12/6/2017)
- No KSC experimental courses shall be offered (199, 399, etc.). In order to allow current necessary KSC courses to be offered until they may go through the curriculum process and enter the catalog, the policy of no KSC experimental course offerings shall go into effect in academic year 2019-2020.
American Studies

IHAMST 140 What Is American Studies?
Explores historical and contemporary issues from American culture(s). Topics may include nationhood, identity, and cultural production. Annually.

IHAMST 248 Cultures of Northern Plains Indians
An introduction to American Indian studies through the perspectives of Northern Plains Indians, focusing on Plains Indians’ literature, music, art, Indian law, history, and philosophy. Annually.

IHAMST 250 Interpreting American Cultures
An examination of a particular aspect of American cultures with an emphasis on developing a critical method appropriate to the interdisciplinary use of texts and other cultural artifacts. Prerequisite: ITW 101 or its equivalent. Annually.

IHAMST 291 Special Topics
Course examines topics through perspectives and approaches drawn from the field of American Studies. May be repeated as topics change. Fall, 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 of the instructor who will supervise the independent study.

AMST 350 Perspectives On American Culture
Interdisciplinary writing and research methods workshop, emphasizing revision and multiple drafts of student projects. Research explores American Studies theory and history, emphasizes role of ideology in forming national identity. Prepares students for the program’s 400 level seminar. Prerequisites: IIAMST 210 and IIAMST 250. Spring.

AMST 363 Writing in An Endangered World
This course traces environmentalism as a social movement in relation to the development of environmental writing. Students will consider the relationship between literature and social change, the development of literary strategies in environmental writing, and commentaries on the environmental movement by cultural critics and environmental historians in developing countries. Prerequisites: IIAMST 250 or ENST 250 or permission of instructor. Cross-listed with ENST 363. Fall, odd years.

IIAMST 370 American Biography
Interdisciplinary course examines selected biographies of Americans and American-identified figures from historical and literary perspectives. Readings contextualize developments in American culture and society (writ large) from 1492 to the present. Intended for nonmajors. Includes autobiographies. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 372 Readings in American Studies
Examines primary, theoretical, and critical materials related to American Studies. May engage historical, philosophical, artistic, and literary issues in American culture(s). Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IIAMST 375 American Cultural Studies
Interdisciplinary exploration of a specific aspect or area of American culture employing methods drawn from the field of American Studies. Course moves toward the question: “What is American?” Readings consider phenomena defining American culture(s) and social structure(s), engaging theoretical, historical, and aesthetic materials. Intended for nonmajors. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 380 The New England Experience
Interdisciplinary course examines selected readings and discussions of New England culture and society from 17th century to the present. Examination draws upon literary, historical, and theoretical materials. Questions of region, image, imagination, and identity are addressed. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.
AMST 390 Critical Approaches
Interdisciplinary exploration of selected topics or critical approaches relating to American experience. May be repeated as topics change. Annually.

IIAMST 391 Interdisciplinary Topics in American Studies
Course employs perspectives from the interdisciplinary field of American Studies to examine particular social, cultural, political, phenomena related to United States and/or American identity. Topical inquiries made using methods/approaches from academic disciplines such as history, ethnic studies, geography, musicology or literary studies. Prerequisite: 24 credits in ISP including ITW 101 and QL. Spring.

AMST 490 Advanced Special Topics
An interdisciplinary exploration of selected and advanced topics relating to American experience. May be repeated as topics change. Annually.

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 250, AMST 350. Fall.

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.

ISANTH 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 290 Topics in Anthropology
Selected topics in anthropology. May be repeated as topics change to a total of 8 credits. Prerequisite: ISANTH 110. Occasionally.

ANTH 313 Anthropological Theory
Anthropology, since its inception in the nineteenth century, has attempted to understand the diversity of human beings and their ways of life. This course surveys major anthropological schools of thought since that time in regard to how cultures have been studied and interpreted. Prerequisite: ISANTH 110 and one other ANTH course, or permission of instructor. Fall.
ISANTH 314 Archaeology of the Americas
In-depth examination of cultural change and culture process in prehistoric societies in the Americas. The course begins with the first appearance of humans in the Americas and ends with the arrival of the first European explorers and includes multiple theoretical perspectives on prehistoric behavior from the social sciences. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, odd years.

ISANTH 315 Gender and Culture
This course examines the ideology and social reality of sex, gender, and sexuality cross-culturally. The intersection of these identities with class, race and other social categories will be emphasized. The course covers various theoretical approaches and explores the ethnographic literature. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

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: ISANTH 110 or permission of instructor. Occasionally.

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: ISANTH 111. Spring, even years.

ISANTH 320 Magic, Witchcraft, and Religion
This course will provide a holistic and comparative approach to the study of religious beliefs and practices. Students will explore magical and religious behavior, ritual, myth, shamanism, curing, spirit possession, ancestor worship, witchcraft, and millennial and counter-cultural movements in a variety of tribal and state societies. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

ANTH 321 Lithic Technology
This course focuses on stone tool technology from both a cultural evolutionary perspective and as a technological process. Students will examine stone tool classification and analysis with emphasis on raw material types, artifact typologies, reduction sequences, refitting studies, use-wear analysis, and sourcing and dating methods. Prerequisite: ISANTH 111. Fall, even years.

ISANTH 323 Anthropology of Conflict and Violence
This course focuses on the nature of conflict in human societies around the world and examines the roles of violence from cross-cultural and interdisciplinary perspectives. Conflict and violence are studied in societies ranging from food-foragers to complex states to explore the consequences of what is labeled “violence.” Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

ANTH 332 Forensic Anthropology
This course is designed to provide an introduction to the discipline of forensic anthropology. It will cover the basic information and methods necessary to recognize, collect, identify, and process skeletonized human remains. Crosslisted with CJS 332. Prerequisite: ISANTH 111 or CJS 240. Spring.

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: ISANTH 110. Occasionally.
ANTH 430 Ethnographic Research Methods
Introduction to ethnographic field research methods and techniques in anthropology, including research design, ethics, participant-observation, interviewing, notetaking, ethnohistory, report writing, and visual documentation. Students complete assigned and independent ethnographic field research projects. Fieldwork required. Prerequisite: ANTH 313 or permission of instructor. Spring.

ANTH 478 Order, Chaos, and Violence
This course focuses on the role of violence in terms of the disruption and maintenance of order as socio-cultural adaptive strategies. Various forms of violence in human societies around the world are examined from cross-cultural and multi-ethnic perspectives with an emphasis on differing worldviews and the reasons for violence. This course is crosslisted with CJS 478. Prerequisites: ISANTH 110 or CJS 101 and SOC 301. Spring, even years.

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 spends 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.

ANTH 499 Senior Honors Thesis
Planning, executing and completing a senior thesis in Anthropology is goal of this sequence. With guidance from a faculty sponsor and a committee of readers, student will identify and pursue a topic of interest in the field. Written and oral presentation of the project is required for credit. Prerequisites: Senior standing; ANTH 330 and two additional 300-level ANTH electives; overall and major GPA of 3.50 or above; and application to and approval by the Department Faculty. Must be repeated (8 credits total) to qualify for Anthropology/Sociology honors. Fall, Spring.

Architecture

ARCH 120 ARCH Visualization/Communication
Development of fundamental skills in graphic visualization, representation, and communication as used in architecture and related design fields. Integrates sketching and digital media as a means to imagine, develop architectural concepts, and represent basic design ideas that shape the built environment. Fall, spring.

ARCH 180 Introduction to Architectural Design
Introduction to the principles of architectural design through lectures and short design exercises. Emphasis is placed on developing visual communication skills necessary and related to architectural presentation including drawing, drafting, and model making techniques. A final design project provides the framework for investigating and understanding the fundamental elements, design principles, and processes necessary to explore the creation of architectural spaces. Fall, Spring.

ARCH 220 Architectural Representation
Development of digital technology skills using 3d modeling software/applications for architectural design, representation, fundamentals of tectonic assemblies, construction details and documents. Building Information Modeling (BIM) software is applied as a tool for design investigations and the generation of digital representations of physical, functional, and performance characteristics of buildings. 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: ARCH 180 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. Fall only.

**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. Fall.

**ARCH 270 Commercial Construction**

Introduction of the processes of commercial building, including environmental and regulatory factors and analysis of foundation 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 260. Spring.

**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 project management. Prerequisite: ARCH 230 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 instructor. May be repeated for credit, normally 40 hours per credit. Graded Pass/Fail. Fall, Spring.

**ARCH 320 Adv Architectural Representation**

Advanced digital technology skills using applications for architectural design, representation, tectonic assemblies, construction details and documents. Building Information Modeling (BIM) and rendering software is applied for design investigations, parametric modeling, and the generation of documents, which represent the physical, functional, and performance of buildings. Prerequisites: ARCH 220. Spring

**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. Spring.
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 Gothic 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, exams, written reports and oral presentations serve as methods for learning about evolution of design in architectural history. Prerequisite: ARCH 350. 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. Fall.

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. Fall.

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 235. 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 40 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.

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**Art**

**IAART 100 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. Not open to students who have completed ART 101. Fall and Spring.

**ART 101 Foundation Experience**

Exploration of the concepts, media, and processes of making art. Students engage in a range of individual and collaborative creative projects focused on developing visual literacy, skills-building, and self-expression. Not open to students who have completed IAART 100. Fall.

**IAART 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. Fall and Spring.

**IAART 105 Graphic Design Process**

This course is an investigation of the role of graphic design in the visual environment. Students explore a variety of conceptual and production methodologies to create effective visual communication. Annually.

**ART 106 Graphic Design Foundation**

This course is an investigation of the role of graphic design in the visual environment. Students explore a variety of conceptual and production methodologies to create effective visual communication. For Art majors only. Fall.

**IAART 110 Introduction to Art History**

General survey of the history of art and architecture from the ancient to modern periods. The course will explore the roles of the artist, art patron, and viewer in society, and feature in-depth analysis and contextual interpretation of works from a select number of world cultures, regions, and stylistic traditions. Fall, Spring.

**IAART 120 Drawing I**

The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. Not open to students who have completed ART 125. May be repeated for credit with permission of instructor. 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 permission of instructor. For Art majors only. Fall, Spring.

**ART 160 Typographic Form & Function**

Students explore typography as a system of graphic forms that facilitates human communication. This course focuses on the historical context of letterforms and the functional strategies for using typography to convey ideas effectively. Prerequisite: IAART 105 or ART 106. Fall, Spring.
IAART 207 Ceramics and Culture
Through projects, demonstrations, and visual media (slides, videos, etc.), students will investigate differing methods of working with clay such as hand-building, wheel-throwing, and surface techniques. Students will research ceramic art in its global socio-historical contexts. For non-Art majors only. Annually.

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 permission of instructor. Fall, Spring.

ART 211 Topics in Ancient Art
The history of art and architecture in early civilizations offered as either a period/cultural survey (Egyptian, Roman, etc.) or thematic/medium-based focus (funerary, painting, etc.). Prerequisite: IAART 110. Fall. Even years.

ART 213 Italian Renaissance Art
The history of art and architecture in Italy from the late Middle Ages through the mid-16th century (1250-1550 CE). Prerequisite: IAART 110 or permission of instructor. Fall. Odd years.

ART 214 Modern Art
The history of modern art in Europe and North America from the mid-19th century through the postmodern turn and contemporary practices. An emphasis will be placed on formal innovations and artistic responses to changes taking place in the greater socio-historic context. Prerequisite: IAART 110. Fall even years.

ART 224 Photography I
A studio investigation of photography and the application of the medium to individual expression. Includes a working knowledge of camera controls, digital manipulation, and inkjet and analog printing. A digital camera with manual controls is required. May be repeated for credit with approval of instructor. Prerequisite: ART 125 or IAART 120 or approval of instructor. 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 permission of instructor. Prerequisite: ART 125 or IAART 120. Fall, Spring.

ART 226 Painting I
An introductory course in 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 or IAART 100 and ART 125 or IAART 120 or permission of instructor. Fall, Spring.

IAART 227 Painting Materials and Culture
Through projects, demonstrations, and visual media, students will investigate differing historical methods of working with paint such as encaustic, egg tempera, fresco and oil. This course will explore the pigments, binders and supports for these methods and how they have changed due to economic and technological advancements. Annually.

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 253 Digital Imaging
A studio investigation of critical theory and visual literacy as it relates to photography and new media in the twenty-first century. Topics include a working knowledge of Adobe Photoshop, image manipulation, and preparing digital images for print, web, and other digital media. A digital camera is required. Prerequisite: IAART 100, ART 101, IAART 105, or ART 106. Fall, Spring.
ART 260 Graphic Design Thinking
This course explores the relationships between idea and form in creating effective design and powerful graphic messages. Assignments reinforce concept development, typographic hierarchy, design composition, and production skills. Prerequisites: ART 160 and ART 253. Spring.

ART 262 Illustration I
This course focuses on the development of imagery for graphic design communication and explores methods for creating effective images that express an idea, convey a message, or tell a story. Students will learn concept development, visual problem solving, and a range of digital and hand-drawn image-making techniques. Prerequisites: IAART 120 or ART 125, and IAART 105 or ART 106. Spring.

ART 264 Web Design
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 web sites. Students will plan, design, and launch a complete website with creative interfaces, strong graphic images, functional site organization, and logical navigation. Prerequisite: IAART 105 or ART 106. Fall.

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: IAART 110 or permission of instructor. May be repeated for credit as topics change. Spring.

IAART 300 Color Design and Site-Specific Painting
Explores the language of color and two-dimensional design, and surveys the history of painted murals and other wall ornamentation. Students complete a site-specific mural on campus. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

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 312 Topics in Medieval Art
The history of art and architecture in the Middle Ages offered as either a period/cultural survey (Early Christian, Anglo-Saxon, etc.) or thematic/medium-based focus (church decoration, manuscripts, etc.). Prerequisite: IAART 110 or permission of instructor. Spring. Even years.

ART 315 Contemporary Art
This seminar examines both the prevalent, often contested, issues of contemporary art practice and the broader category of “the contemporary”. Emphasis will be placed on the examination of specific works, theoretical texts, and in-class discussion of concepts and contemporary debates. Prerequisites: IAART 110. Fall odd years.

ART 324 Photography II
An in-depth studio investigation of digital photography and contemporary practice. Emphasis will be placed on building a professional portfolio of 15 to 20 prints through the use of darkroom printing, negative scanning, digital manipulation, and inkjet printing. May be repeated for credit with permission of instructor. Prerequisite: ART 224. Fall, 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 or IAART 120 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.
IAART 332 Printmaking - Nature and Color
Through projects, demonstrations, and visual media, students will investigate the color linocut printmaking process. Emphasis will be placed on developing microscopic biological imagery in relation to natural design and color. Color theory will be explored through contemporary print practice and the history of printmaking, including 19th century Japanese prints. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

ART 333 Printmaking I
A survey of techniques and history of printmaking. Investigation of relief, lithography, and intaglio processes. Covers both black-and-white and color printing processes. Further brainstorming, drawing and design skills, and professional printmaking practice will be emphasized. Prerequisites: ART 125 or IAART 120 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. 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 360 Identity Design
Branding-based design class using advanced conceptual development, research and technical knowledge to produce upper-level design projects in print, digital, and/or web media. Students develop a company and brand from concept to market. Classes introduce design agency procedures such as production schedules, packaging, role, and designer responsibilities. Prerequisites: Acceptance into the BFA program in Graphic Design, ART 260, and ART 262. Fall.

ART 361 Graphic Design History
Survey of the cultural prevalence and social significance of graphic design throughout history. Students analyze and produce graphic design communication while contextualizing design within a social, economic, political, and cultural landscape. Prerequisite: ART 260. Fall, Spring.

ART 366 Motion Design I
An introduction to the concepts and the practices of motion graphic design. Students integrate typography, images, video, audio, and special effects to create logo animations, film-title sequences and animated information graphics. Emphasis on communicating an idea or telling a story through a sequence of images. Prerequisites: IAART 105 or ART 106. Fall, Spring.

IAART 391 Global Perspectives
Art history topics vary and could include the exploration of non-Western visual cultures, non-traditional artistic media, or critical themes (postcolonialism, gender, institutional critique, political theory, etc.) as they relate to globalization and the visual arts. May be repeated as topics change. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

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 424 Photography III
Advanced and individualized study in photography. Students must be sufficiently proficient in the understanding of art principles and photography techniques to carry their research project to a successful conclusion with the assistance of the instructor and invited critics. Prerequisite: ART 324. Spring.
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 434 Printmaking III
Advanced and individualized study in a specific printmaking media. Students must be proficient in the concepts and techniques of printmaking to carry their research project to a successful conclusion with the assistance of the instructor and invited critics. May be repeated for credit with the approval of instructor. Prerequisite: ART 334. Spring.

ART 444 Sculpture III
Advanced and independent study of sculptural materials, concepts, and techniques. Students must be sufficiently advanced in the understanding of conceptual development and sculptural techniques and processes to carry their own research projects to a successful conclusion with the assistance of the instructor and invited critics. Prerequisite: ART 344. Fall.

ART 460 Advertising Design
This course focuses on creating effective advertising messages. Students develop a market position for a product, company, or service appropriate to the client, the audience, and the message. Students acquire skills in creative direction, building ad campaigns, and developing marketing strategies. Prerequisite: ART 360. Fall.

ART 462 Illustration II
This course focuses on illustration and its applications in editorial, advertising, and children’s book illustrations. Content reinforces and enhances conceptual and critical visualization skills, image-making methods, and production techniques introduced in lower level classes. Students learn about business practices and are encouraged to explore their personal voice with communication goals. Prerequisite: ART 262. Fall.

ART 464 Design for Mobile Media
Explores conceptual and technical processes of designing visual information experiences for mobile devices. The course focuses on responsive web design techniques, interface design, and mobile application concepts. Prerequisite: ART 264. Spring.

ART 465 Graphic Design Topics
Graphic design topics rotate each semester and include the following: Information Design, Experience Design, 3D Animation, Publication Design, Exhibition Design, and Package Design. May be repeated for credit as topics change. Prerequisite: ART 360. Fall, Spring.

ART 466 Motion Design II
Advanced study of motion graphic design reinforcing concepts and techniques of kinetic typography, composition, dramatic timing, storyboarding, sound editing, and developing animated messages. Students explore specific categories of motion graphic design, such as commercial, broadcast, and main title using contemporary software applications. Prerequisite: ART 366. Spring.

ART 468 Design Center
Design Center is a working graphic design studio that offers design services to Keene State College and other organizations throughout the Monadnock region. Students in this course work collaboratively in small teams as they design, develop, and produce professional projects from concept to completion for campus and community clients. May be taken twice for credit. Prerequisite: ART 360 and permission of instructor. Fall, Spring.

ART 469 Graphic Design Portfolio
Required capstone course in the B.F.A. Graphic Design Option with a focus on producing a professional portfolio of design work. Course readings, discussions, critiques, and studio work prepare students to transition from college to the professional world and/or advanced design studies. Prerequisites: ART 360. BFA Graphic Design students only. 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 495 Senior Studio/Exhibit Practice
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 B.F.A. Senior Studio
Independent advanced studio work in preparation for the B.F.A. Senior Exhibition. Individuals will work directly with their B.F.A. advisors to develop a body of work consistent with their B.F.A. option. May be repeated to a total of 8 credits. Prerequisite: Senior B.F.A. 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 360 or ART 333.

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 and Design Department chair. Fall, Spring.

Astronomy

INASTR 101 Introduction to Planetary Astronomy
Quantitative and descriptive view of the origins, structure, contents, and evolution of our solar system. Class includes both lecture and hands on lab exercises and the basics of night sky observing. Topics include formation of the solar system, planets and other bodies, current research missions, exploration and potential colonization.

INASTR 102 Introduction to Stellar and Galactic Astronomy
Quantitative and descriptive view of the origins, structure, contents, and evolution of our universe. Class includes both lecture and hands-on lab exercises and the basics of night sky observing. Topics include light and telescopes, the origin, structure, and evolution of stars and the universe, and galactic classification and evolution.

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.

INASTR 315 Visions of the Universe
An in-depth study of the solar system, stellar evolution, exoplanets, binary and variable stars, black holes, and the effects of dark matter and dark energy on the evolution of the universe. Emphasis will be given to historical and cultural influences leading to present-day understanding. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.
Biology

INBIO 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 elective credit but not ISP credit as topics change. Fall, Spring.

INBIO 104 Lab Biology Topics
An integrated lecture-lab course for nonmajors that explores biological topics through hands-on investigative activities. Will focus on a theme, such as marine biology or ecology. Can be repeated for elective credit but not ISP credit as topics change. Will satisfy the lab science requirement for education majors. Fall, Spring.

INBIO 105 Tropical Marine Biology
Students will learn basics in tropical marine biology through class and lab activities involving live marine organisms. The course requires a week-long field trip to the Turks and Caicos Islands for SCUBA diving, snorkeling, kayaking and other excursions. Become SCUBA certified on the trip if you are not already. Prerequisite: Permission of instructor. Spring.

INBIO 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, spring.

INBIO 111 Evolution and Ecology
An integrated lecture-lab experience that introduces the basic principles of evolution and ecology. Students investigate the causes and consequences of organismal diversity, both within and among species. Lab and field projects teach the scientific method. Fall, spring.

INBIO 202 Conservation in the Sea
This integrated lecture-lab course explores the challenges and approaches currently used in marine conservation. This course emphasizes scientific literacy, interpretation of quantitative data, and critical thinking, and satisfies the lab science requirement for education majors. Occasionally.

INBIO 203 Biology of Plagues
There are a handful of disease-causing microbes on Earth that greatly affect human society. What makes these microbes deadly and how do we respond? This is an integrated lecture-lab course that addresses this topic. Satisfies the lab science requirement for education majors. Occasionally.

INBIO 204 Winter World
How do our resident animal species survive harsh New England winters? This integrated lecture-lab course will explore the physiological and behavioral strategies used by animals to endure the challenges of life in the cold. Satisfies the lab science requirement for education majors. Occasionally.

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, Fall.

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. 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.

INBIO 300 Advanced Topics in Biology
Topics in the biological sciences such as genetics, health, ecology, and others will be explored at an in-depth level. Socially relevant and ethical issues such as AIDS, genetic engineering, embryo research, environmental crises and other issues will be emphasized. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

INBIO 301 Stem Cells and Regeneration
Advances in biomedical research have raised the prospect of using stem cells to regenerate lost or damaged body parts. This course explores the biology of this field and associated ethical and political issues. A laboratory project introduces the scientific method and the amazing regenerative ability of planarian flatworms. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

INBIO 302 Evolution and Human Behavior
In this fully online course, students explore the fundamentals of evolution and its consequences for human behavior. We compare human behavior to the behavior of other animals as we examine alternative explanations for and controversies about the evolution of cooperation, conflict, mating, parenting and other human behaviors. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

INBIO 303 Barely Tolerating Yourself
Protecting oneself against a constant threat of pathogens depends on the body’s ability to determine friend from foe. This course will explore fundamental biological concepts in the context of the vertebrate immune system. Topics covered include innate and adaptive immunity, vaccinations, allergies, organ transplants, pregnancy, antibiotic resistance, and cancer. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasional.

BIO 311 Genetics
This course focuses on fundamental transmission and molecular genetics, including mitosis and meiosis, gene mapping, genic interactions, mutation and DNA repair, gene expression and regulation, basic bioinformatics, and genetics in society. Course methods emphasize critical thinking, problem solving and scientific communication. Prerequisites: BIO 110 and BIO 111. Spring, Fall.

BIO 312 Cell Biology
An integrated lecture-lab experience introducing fundamental concepts and techniques in cell biology. Topics include cell structure, the cell cycle, apoptosis, stem cells, cell signaling, and cancer. Techniques include light and fluorescence microscopy. Prerequisites: BIO 110 and BIO 111. Spring, Fall.

BIO 313 Population and Community Ecology
This integrated lecture-lab course explores the basic concepts and mechanisms that explain the abundance and distribution of organisms, with a focus on mechanisms structuring populations and communities. Field and lab exercises emphasize the basics of sampling and experimental design, hypothesis formation, spreadsheet use, statistics, data presentation, and scientific writing. Prerequisites: BIO 311 and BIO 312. Spring.
BIO 332 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. Spring, Fall.

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 110, CHEM 221, and CHEM 222 or permission of instructor. Course also listed as CHEM 375. 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 311 and BIO 312. 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 311 and BIO 312. Occasionally.

BIO 380 Endocrinology and Endocrine Disruption
An exploration of endocrine systems and the hormonal regulation of physiological function in vertebrates and invertebrates. This integrated lecture-lab course will also investigate the phenomenon of endocrine disruption or how man-made chemicals are interfering with hormone function in animals, including humans. Students will read, analyze, and present primary scientific literature. Prerequisites: BIO 311 and BIO 312. Occasionally.

BIO 382 Neurobiology
An upper-level introduction to the field of neurobiology. Includes an overview of comparative neuroanatomy and the cellular and molecular basis of sensory, motor, and higher brain functions. Prerequisites: BIO 110 and INCHM 111/CHEM 112, or permission of the instructor.

BIO 395 Biology Career Seminar
This course is designed to prepare students for professional careers or postgraduate opportunities via research in areas of interest, and career trends for scientists in the global community. Students will apply biology content knowledge, critical thinking and communication skills to the development of a professional portfolio and career preparation plan. Prerequisite: BIO 313, or permission of instructor. Graded pass/fail. Spring.

BIO 433 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 311 and BIO 312. Fall, even years.

BIO 434 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 311 and BIO 312. Fall, odd years.

BIO 443 Experimental Marine Ecology
An integrated lecture-lab course exploring the processes that structure nearshore marine ecosystems. Required field and lab projects are used to teach experimental design, data analysis and scientific communication, as well as the identification and natural history of local marine organisms. Prerequisite: BIO 311, BIO 312, and BIO 313. Fall, odd years.
BIO 445 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 311 and BIO 312. Fall, odd years.

BIO 463 Plant Biology
A lecture and laboratory 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 311 and BIO 312. Fall, even years.

BIO 467 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 311 and BIO 312. Fall.

BIO 468 Genomic Bioinformatics
An introduction to the core principles and methodologies for analyzing genomic data to answer biological questions. Topics include BASH, cloud computing, molecular biology, DNA sequencing, data structure, genomic databases, similarity searching, sequence alignment, gene prediction, phylogenetic trees, and comparative genomics. Project based learning. Prerequisite: BIO 311, or permission of instructor. Spring, even years.

BIO 477 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 311 and BIO 312. Spring, odd years.

BIO 478 Developmental Biology
An integrated lecture-lab course examining fundamental developmental phenomena, such as the differentiation and patterning of tissues and organs. Classic experiments in the field using a variety of model organisms will be discussed, and students will complete original laboratory research projects investigating the genetic basis of animal development. Prerequisites: BIO 311 and BIO 312. Spring, odd years.

BIO 481 Tropical Marine Biology
This course investigates tropical marine ecology, biodiversity, coral reef biology, conservation and environmental issues. Students will mentor non-biology majors in lab activities, class discussion, and field observations in the Turks and Caicos Islands. Prerequisites: BIO 210 and permission of instructor. Spring.

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: Permission of instructor. May be repeated for credit. Graded Pass/Fail.
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 scholarly project and to submit a written progress report. One-hour conference. Prerequisites: Two advanced courses in biology. May be repeated as desired.

Business 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 140 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: Any College MATH course, passing grade on the Math Assessment Exam, PSYC 251, SOC 303, or IQL 101. Fall, 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. Course is intended for Management majors. Prerequisites: Grade of C or higher in MGT 140 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: Management majors and minors only, grade C or higher in MGT 213, or permission of instructor. Fall, Spring.

MGT 215 Accounting for Sustainable Business
This course introduces the analysis and reporting of accounting information, primarily for internal use by managers for decision-making. Topics include financial statements, the accounting cycle, cost behavior, cost allocation, and financial planning and control. Sustainability concepts and emerging measurement systems are introduced. Course is not intended for Management majors. Prerequisites: Take MGT 101 and MGT 140 (or other course that meets the QL requirement) or permission of instructor. Fall, Spring.

MGT 260 Introduction to Sports Management
The course will include, but is not limited to, the following topics in sport management: organizational theory, facility management, current issues, human resource management, labor relations, legal and ethical issues, marketing, communications, and financing. 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. Fall, Spring.

IMGT 305 Organizational Diversity

Explores contemporary organizational diversity and multiculturalism from an interdisciplinary perspective, drawing from management, psychology, sociology, disability studies, feminist studies, and history. Specific topics will include understanding differences such as gender, race, ethnicity, age, religion, disability, appearance, and sexual orientation. Emphasis will be on addressing how organizations can become more inclusive. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

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 307 Sport Management

This course is designed to give the student a thorough understanding of the complexities of Sport Management. The scope of this class includes definitions, basic theories, organizational structure, leadership skills, sport marketing, facility and event management, sport law, sport ethics, sport finance. Prerequisites: MGT 101. Fall or Spring

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 student for working with small business clients in practicum course. Prerequisites: ECON 103, MGT 140, MGT 331, and junior standing, or permission of instructor. Spring.

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 140, 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: Complete Quantitative Literacy requirement. 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 335 Strategic Digital Marketing
Students will develop a strategic digital marketing campaign including customer journey mapping, objectives and goals, activities mix, developing content, and communications guidelines. With the completed strategy and guidelines, students will develop a tactical implementation and management plan including using web tracking tools to measure customer development and monitoring overall impact. Spring, even years.

MGT 343 Consumer Behavior
This course examines consumer decision-making and how consumer characteristics and consumption patterns impact marketing decisions and marketing programs. Internal influences (consumer motivation, personality, perception, learning, and attitude formation), external factors (social, cultural, and cross-cultural determinants of consumer decision-making), and roles of ethics and social responsibility are discussed. Prerequisites: MGT 331 and junior standing or permission of instructor.

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 140 and MGT 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 101 and MGT 301, or permission of instructor. Occasionally.

ISMGT 356 Professional Sales & Negotiations
This course examines the core components of selling strategies and business negotiations. Students explore fundamental principles of negotiation theory as well as the importance of negotiation preparation. Prerequisites: 24 credits in ISP including ITW & QL. Spring.

MGT 380 Project MGT Fundamentals
Key project management concepts and skills are investigated, with a focus on organizing, launching, and leading projects. Successful project managers manage their resources, schedules, risks, and scope to produce a desired outcome. Students will explore project management with a practical, hands-on approach through projects, case studies and class exercises. Prerequisite: MGT 101 and MGT 213 or MGT 215 or permission of the instructor.

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. MIS themes may include: managing environmental systems, managing supply chains, managing human resource information systems, and managing globally dispersed teams. Prerequisites: MGT 140 and MGT 213 or MGT 215, and junior standing, or permission of instructor. Fall, Spring.

ISMGT 383 Applied Data Analysis & Vis
A problem-based course that introduces spreadsheet-based data analysis & visualization to transform data into information to draw insights. Participants will conceptualize problems, investigate, collect & explore the data, and communicate the information with visualized data. Associated ethical challenges will also be explored. Prerequisites: 24 credits in ISP including ITW 101 and QL or permission of instructor. Spring
MGT 384 Data Analytics Portfolio Plus
2 credits
The seminar course focuses on building your data analytic identity by developing the skills to structure various data analytics coursework into a meaningful portfolio, visually communicate and present analytic projects, and the development of a transition plan for students’ future profession and/or graduate school experience. Prerequisites: IIPHYS 342, ISMGT 383, with at least 16 credits within the Data Analytics minor or permission of instructor. Fall.

MGT 408 Honors 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 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: Grade C or higher in MGT 140 or MATH 141. Fall.

MGT 446 Competitive Manufacturing Management
Processes utilized in today’s agile and lean manufacturing organizations that create tangible products optimizing value to the end consumer. Emphasis is focused in design, implementation, and control of manufacturing processes that are efficient, safe, and environmentally sustainable in the new era of fierce global competition and increasingly scarce natural resources. Prerequisites: MGT 101 and MGT 140. Spring.

MGT 451 Business and Society
Advanced study of management philosophy and practice with a focus on the intersection of business and society. The field of business management is explored with respect to its impact on rapidly changing cultural, legal and ecological phenomena. A particular focus is placed on business ethics and current events. Prerequisites: MGT 301 and senior standing, or permission of instructor. Fall, Spring.

MGT 466 Customer Relationship Management
This course provides students with a thorough understanding of customer relationship management (CRM) and its role in successful business. Topics include: the development of successful CRM systems, customer analytics, customer lifetime value, direct/database marketing, and CRM data warehouse. Prerequisites: Grade of C or higher in MGT 140 or any other college statistics course, or permission of instructor. Spring, odd years.

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 Capstone Seminar: Strategic Management
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 MGT 214, MGT 301, MGT 319, and MGT 331, a grade C or higher in MGT 301 and senior standing, or permission of instructor. Fall, Spring.

MGT 493 Management Internship
1-4 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 the direction of Management faculty. Subject matter depends on student interest. Prereq: Management Major only and Junior standing, or permission of instructor. Repeatable to a maximum of 4 credits.

**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.

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**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 molecular 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 chemical 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. Math assessment exam required. Includes 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.

**INCHEM 201 Forensic Science**

Forensic science is the interdisciplinary application of science to law. The course will explore the forensic aspects of famous trials, scientific advances, and media coverage. Using a case study approach, students will learn forensic techniques, which will ultimately be applied to the production or analysis of mystery fiction. Prerequisites: ITW 101 and one course that fulfills the QL requirement. Fall, 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 for whom one semester of organic chemistry is sufficient. Three-hour lecture and 1-hour team-based learning session. 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 support 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 support 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, titrations, electrochemistry, and spectroscopy. Three-hour lecture, three-hour laboratory. Prerequisite: Grade 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 or INPHYS 241, PHYS 142 or PHYS 242, 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 or INPHYS 241, PHYS 142 or PHYS 242, and 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: atomic structure and bonding; a description of transition metal complexes and their role as catalysts, and a survey of the reactivity of selected elements of the main group. Three-hour lecture, three-hour laboratory. Prerequisite: CHEM 222, or permission of instructor. Spring.

CHEM 365 Organometallics
This course introduces the organometallic chemistry of the transition metals and main group elements with emphasis on common structural features and basic reaction types. The role of organometallic complexes in catalysis is also explored. Prerequisite: CHEM 222 or permission of instructor. Spring, odd years.

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, four-hour laboratory. Prerequisites: CHEM 222 and CHEM 251, 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 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 as desired.

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 220 Ethics in Communication
Examines ethical values and arguments as they apply to interpersonal, small group, public, organizational, and intercultural contexts. Students develop methods of ethical analysis through discussion, lecture, experiential activities, observation, case studies, and research papers. Fall.

COMM 240 Visual Communication
This course explores the evolving theoretical concepts and analysis of visual communication along with their implications for society. Various forms of visual communication (e.g. art, graphic design, advertising, photography, television, film, digital media) and their interaction with each other will be studied. Occasionally.

COMM 275 Interpersonal Communication
The study and application of the principles of interpersonal communication: communication ethics, family relationships, problem-solving, nonverbal communication, and small-group communication. Occasionally.

COMM 278 Group Interaction
Group dynamics, interaction, problem solving, and leadership. Case study, analysis, and research are required. Occasionally.

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 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 360 Strategic Digital Communication
The course takes an in-depth look at the use of social networks and digital media platforms for communication campaigns. The course offers an overview of branding and looks at the underlying models and principles that drive successful brand identity management and strategic communication through digital media. 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. Fall, odd years.

COMM 378 Persuasion
Contemporary approaches to persuasion theory and an examination of past and current persuasive efforts. Research, writing, and speaking required. Fall, Spring.
COMM 379 Internship
Students apply their knowledge of communication theory and skills in a professional setting. The student may find the internship and seek the instructor's approval or the instructor may set it up with existing partners. Prerequisites: 12 credits in communication and permission of instructor. Fall, spring.

COMM 385 Digital Communication Law and Ethics
Digital technologies have become an integral part of personal, political, and professional communication. This course will provide students with the necessary background to investigate legal and ethical issues in digital technology. It will cover topics including, but not limited to, copyright, authorship, attribution, vernacular discourse, privacy, pornography, harassment, and advertising. Spring.

COMM 472 Quantitative and Qualitative Methods
This methods course is designed to increase students' awareness of interpersonal and cultural processes that govern development, maintenance, and deterioration of close relationships, and teach them methods ranging from ethnography, interviews and surveys to experimental research in investigating the role of communication in these processes. Prerequisite: Two courses in Communication, or permission of instructor. Fall, Spring.

COMM 473 Rhetorical Criticism
Traditional, dramatistic, fantasy theme, narrative, and cultural approaches to rhetorical criticism are examined. Research, writing, and speaking are required. Prerequisite: Two courses in Communication, or permission of instructor. Annually.

COMM 479 Senior Project
This course caps off study of communication and philosophy. It is themed topically and by at least one of the following high-impact educational practices: a writing-intensive course, undergraduate research, collaboration/team-based projects, and service-learning/community-based learning. Public speaking is required. Prerequisites: Take one from COMM 472, COMM 473, PHIL 313, PHIL 340, PHIL 370, PHIL 406, 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. Prerequisite: Take one course in Communication.

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

ISCS 140 Programming Foundations I
Introduces students to fundamental computer science (CS) principles that help prepare students for successful careers in their chosen disciplines. Topics include: hardware & software fundamentals; algorithm development fundamentals; introduction to Java programming; control structures; construction of classes and methods; array processing; introduction to inheritance; interfaces. Not open to students who have completed CS 140. Fall, Spring, Summer.

ISCS 150 Website Design and Construction
Introduces website construction as a pervasive means of problem solving and communication. Through the various methodologies covered, the course helps to prepare students for successful careers in their chosen disciplines. Topics include: fundamentals of website design; Hypertext Markup Language (HTML); introduction to Extensible Markup Language (XML); other supporting methodologies. Not open to students who have completed CS 150. Fall, Spring, Summer.

INCS 160 Microcomputer Systems
This introductory course in microcomputer systems includes discussion of the underlying physics of the computer system, hardware/software installation, configuration, trouble-shooting problems, networking essentials, and other related topics. The
course is designed to prepare students to develop an understanding of the internal workings of a microcomputer system. Not open to students who have completed CS 160. Fall, Spring.

**CS 185 Programming Foundations II**
This course extends the ISCS 140 concepts to include more advanced programming concepts and principles such as: Arrays of Objects; Inheritance, Polymorphism, and Amalgamation; Exception Handling; External File Processing; Basic GUI Programming; Creating User Interfaces; Introduction to Data Structures. Prerequisite: Grade of C or higher in ISCS 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, and mastery of at least one development tool and a visually based programming language. Prerequisite: Grade C or higher in CS 185. Spring.

**ISCS 210 Python Programming**
Introduces computational thinking using Python, with an emphasis on problem solving through computer science. The course focuses on data manipulation and analysis allowing students to work on real problems using actual data sets and is designed to engage both majors and non-majors in improving critical thinking skills through practice. Spring.

**CS 215 Operating System Administration**
Discusses fundamental system administration issues using the Unix operating system and/or any other operating system chosen by the instructor. It covers installation and configuration, file and directory management, message management, management of system security, multimedia management, basic network configuration, and command-language programming. Prerequisite: Grade of C or higher in CS 185. Spring.

**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. Fall.

**CS 230 Programming for Industry**
Students learn languages such as RPG, COBOL or C using an advanced POWER system server with IBM i operating system and DB2 database, which are widely utilized in insurance, hospitals, manufacturing, financial services and banking. Topics covered include logic flow, structures, modular programming, user interface and database manipulation. Prerequisite: Grade of C or higher in CS 185.

**CS 265 Computer Architecture**
Introduces the student to the computer as an electronic device. It includes digital logic as well as design of critical internal components of the computer system. May also include topics such as hardware compilation, microcode, content-addressable memories, and parallel architectures. Prerequisites: Grade C or higher in ISCS 140. MATH 135 as prerequisite or co-requisite. Fall, Spring.

**CS 280 Data Structures and Algorithms**
This course guides the student through a study of data structures and algorithms. It includes algorithm development and analysis, array-lists, linked lists, stacks, queues, trees, hashing, graphs, and sorting algorithms. Although Java will be the primary programming language, the material is covered in a manner that facilitates implementation in any language. Prerequisite: Grade C or higher in CS 185. MATH 135 as prerequisite or co-requisite. Fall, Spring.

**CS 290 Special Topics**

1-4 credits
Elementary topics as determined by changes taking place in the discipline. Repeatable 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. Prerequisites: 16 credits in CS and permission of instructor. Fall, Spring.

CS 297 Internship
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. Prerequisites: 8 credits in CS and permission of instructor. Graded Pass/Fail. Fall, Spring

CS 310 System Programming: C and Assembler
Introduction to fundamentals of assembly and C language programming concepts and techniques with an in-depth understanding of x86 architecture computers by programming at the machine level. Proper use of assembler, registers, instructions and stack, and developing well-structured programs in assembly and C language are emphasized. Prerequisites: CS 185. Fall.

CS 320 Operating Systems Design
Discusses the intricacies of operating systems design and implementation. Areas of concentration include OS services, file management, CPU scheduling, memory management, input/output management, resource allocation, security, and process management. 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, PHP, using content managers, reading, writing database files, and usability and design considerations using real world projects. Current web programming languages and content managers will be utilized. Prerequisites: ISCS 150 and CS 185. Spring.

CS 355 Computer Networks
Introduction to fundamental concepts in the design and implementation of computer networks, their protocols and applications, examining the application layer and working down toward the link layer. Emphasis on networking concepts and issues involved in creating network applications and application-level protocols using network programming. Prerequisite: CS 185. Spring.

CS 360 Database Systems
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: Grade C or higher in CS 280. Fall.

CS 375 Software Engineering
This course introduces the fundamental concepts and principles of software planning, construction, implementation and management. It covers the software development life cycle, the various activities that occur. It also covers methodologies for specifying, designing, developing, and managing top quality software systems. Prerequisite: CS 280. Fall.

ISCS 380 Digital Image Processing
Students delve into applications of digital imaging involving interpreting data to build mathematical models. Students will learn to use MATLAB and convert the images into analytical form to decipher the content to either enhance or extract information. These skills are important in forensics, Medical Image Analysis and many other fields. For the student who does not have a programming background, special tutoring will be offered to understand the MATLAB programming. Prerequisites: 24 credits in ISP, including ITW 101 and QL. ISCS 140 recommended. Spring.

CS 395 Mobile Computing
This is an introductory course in creating applications for mobile devices, including Android, iPhones, iPads, and the iPad Touch. It teaches how to conceive, design, construct, and deploy applications for these devices. It employs Xcode (Apple’s native IDE), the Objective-C programming language, and the Cocoa Touch framework. Prerequisite: CS 185. 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. Emphasizes continued development of problem-solving and programming skills. Prerequisites: CS 185. Fall.

CS 420 E-Commerce Development
Covers e-business development using both conceptual and hands-on orientations. Includes significant web-page construction using PHP, PHP frameworks, Model-View-Controller architecture, server and security implementation and customization, interface and connectivity with backend databases using MYSQL. Prerequisite: CS 280.

CS 430 Principles of Programming Languages
This course guides the student through a comparative study of programming languages, guided by a well-defined set of criteria. It includes an introduction to the fundamentals of programming language design, review of different types of programming languages, formal language theory, theory of computation, and principles/concepts of programming language construction. Prerequisite: CS 265 and CS 280. Spring.

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: 32 credits in CS preferably including CS 375. Spring.

CS 455 Cryptography & Network Security
Introduction to fundamental concepts and techniques underlying the science and art of cryptography and network security including: symmetric encryption, message digests, public key cryptography, authentication, security protocols on both application and network layers of the Internet, and network operational security techniques. Prerequisite: CS 355. Fall.

CS 460 Data Warehousing and Advanced SQL
SQL database programming for industry on IBM’s DB2 database, which is widely utilized in insurance, hospitals, manufacturing, financial services and banking to solve data challenges of management, security, manipulation and presentation. Topics include principles, techniques and approaches to building tables, views and procedures using complex databases and data warehousing tools. Prerequisite: CS 280.

CS 480 Machine Learning
Students will learn the fundamentals of machine learning, pattern recognition and predictive analytics. They will learn to use Python Machine Learning libraries to build algorithms on big data to make useful predictions. This knowledge is foundational to the Artificial Intelligent systems, such as autonomous car and automated medical diagnosis tools. Prerequisites: ISCS 210 and MATH 141. Fall.

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 32 credits in CS. Occasionally as needed.

CS 493 Advanced Supervised Field Experience
1-2 credits
Allows students to participate in field experience, combining theory with practice. Prerequisites: 16 credits in CS and permission of instructor. Fall, Spring, Summer.

CS 495 Artificial Intelligence & Robotics
Introduces the fundamental issues in artificial intelligence (AI). Includes fundamental concepts, problem-solving techniques (including breath-first search, depth-first search, heuristic search, greedy best-first search, hill-climbing search, A star search), and a project-oriented coverage of robotics that requires each student to design and program a robot. Prerequisite: CS 280. Spring.
CS 497 Internship
1-4 credits
Sequential work-learning experience for which compensation may be received. Placements are arranged, supervised, and evaluated by full-time faculty. May be repeated for a total of 4 credits. Prerequisites: 16 credits in CS, and permission of instructor. Graded Pass/Fail. Fall, spring.

CS 498 Independent Study
1-4 credits
Individual research into selected topics in computer studies under the direction of a faculty member. Prerequisites: 16 credits in CS and consent of the instructor who will supervise the independent study. May be repeated to a total of 4 credits. A maximum of 4 credits may be applied to the upper-level (300- and 400-level) CS elective requirement. Occasionally as needed.

Construction Management

CMGT 300 Construction Management I
Introductory course exploring Construction Management as a major or career. Focus on understanding the construction manager’s role and fundamentals of construction management responsibilities and processes from concept through completion. Topics include surveying, reading construction documents, cost estimating, project scheduling and OSHA standards as fundamental aspects of effective construction project management. Prerequisites: ARCH 270 or SAFE 205. Fall.

CMGT 330 Prevention Through Design
Prevention/control of occupational injuries, illnesses, and fatalities by designing out or minimizing hazards and risks through elimination or other methods as early as possible in the life cycle of buildings, work-related items/purchases or workplaces. Captures the foundational concepts in green building and LEED. Prerequisites: ARCH 270 or SAFE 205. Fall.

CMGT 400 Construction Management II
This course builds on the principles and practices of construction management covered in Construction Management I. Topics include sustainable construction practices, financial accounting, cost analysis and cost control for construction projects; construction law and legal issues; and professional ethics of construction managers. Prerequisite: CMGT 300 Construction Management Fundamentals. Spring.

CMGT 497 Construction Management Internship
This internship places students alongside established and most effective Construction Managers, during a construction project. Students will attend job site meetings and accompany construction managers throughout daily activities observing and discussing how the construction manager conducts their role. Students will experience daily challenges of meeting schedule requirements, while assuring construction quality and safety are maintained. Prerequisites: 24 credits in Construction Management, SAFE 205 Construction Methods and SAFE 206 Construction Safety Standards Graded Pass/Fail. Summer.

Criminal Justice Studies

CJS 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 201 Corrections
An overview of the correctional process with an emphasis on the social, political, and economic influences upon this process. Topics to be examined include the impact of race, class, and gender on the correctional system; the uses and effectiveness of institutional placements; and intermediate sanctions and community-based programming. Fall.
CJS 240 Criminology
An overview of the field of criminology. The areas considered range from the definitions, origins, and extent of crime and law, to causal theories of criminal behavior, to types of crimes and victims. Particularly stressed is an analysis of the relationship between law and society and social structure to crime. Prerequisite: Minimum grade of "B" in CJS 101, or permission of instructor. Fall, Spring.

CJS 250 Homeland Security
Principles and practices associated with the emerging discipline of homeland security. Policies, directives, national plans, and legislation that shape and define the ongoing evolution of homeland security. Key issues including civil liberties and diversity. Relationship to public safety, private security, and national security. Fall

CJS 290 Topics in Criminal Justice
1-4 credits
Selected topics in Criminal Justice Studies. May be repeated as topics change; however, only a maximum of 4 credits can be used to satisfy the depth requirements of the CJS minor. Prerequisites: Prerequisites vary as topics change. See course listings for details. Occasionally.

CJS 310 Perspectives on U.S. Policing
Introduces students to the evolution and state of police work as practiced in the U.S. It will include an examination and discussion of the role of the police in a changing society; police socialization, behavior and discretion; institutional organization, routine and specialized operations. Prerequisite: CJS 240. Fall/Spring.

CJS 320 Case Studies in Violence
This course focuses on the various types of violence in our society including family violence, sexual violence, workplace violence, and so called "random actor" violence. Through readings and discussion, participants will examine the causes, key identifiers, consequences, and costs of violence. Prerequisite: CJS 240. Fall.

CJS 330 Criminal Law and Procedure
This course is a study of the fundamentals of criminal law and criminal procedure. The principles that regulate the balance between the power of our government and the rights of individual citizens will be discussed. Prerequisite: CJS 240. Fall, Spring.

CJS 332 Forensic Anthropology
This course is designed to provide an introduction to the discipline of forensic anthropology. It will cover the basic information and methods necessary to recognize, collect, identify, and process skeletonized human remains. Crosslisted with ANTH 332. Prerequisite: ISANTH 111 or CJS 240. Spring.

CJS 340 Gender and the Law
Examines the myriad ways law and policy affects our lives, from hiring practices to the creation and dissolution of family, from crime to sports and education through the lenses of legal theories that promise the most fair creation and application of law. This course is crosslisted with WGS 340. Prerequisite: CJS 240. Spring.

CJS 342 Advanced Criminology
This course examines the intersection of criminological theory, public policies on crime, and political ideology. A number of important crime control policies are analyzed. Students will examine the political philosophy and theoretical ideas which underlie these policies, the research evidence on their effectiveness, and their political implications. Prerequisite: CJS 240. Fall, Spring.

CJS 352 Sociology of Deviance
This course examines the processes involved in labeling behaviors and people as "deviant" within society. We will explore theories of why individuals engage in deviance as well as those discussing societal reactions to deviance. We will also explore popular forms of deviance in American culture through a theoretical lens. Cross listed with SOC 352. Prerequisites: CJS 240 or ISSOC 125 -Introduction to Sociology, or permission of instructor. Fall.
CJS 365 Juvenile Delinquency
This seminar focuses on the 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: CJS 240 or permission of instructor. Spring.

CJS 372 Criminal Justice Administration
The purpose of this course is to provide an introduction to the principles of public administration and related management techniques as they are applied to the operation of the various subsets of the criminal justice system. Prerequisite: CJS 240 or permission of instructor. Spring.

CJS 390 Studies in Criminal Justice
Studies in Criminal Justice. See course listings for details. Prerequisite: CJS 240. Occasionally.

CJS 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. Prerequisite: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 465 Terrorism
Offers historical perspectives of the current terrorist threat and challenges with a review of major terrorist groups and their strategies, tactics and targets. Limits on military and civil authority, jurisdictional issues, federal law enforcement and intelligence, anti- and counter-terrorist operations and operational techniques, and future trends will be discussed. Prerequisite: CJS 342, or SOC 305 or permission of instructor. Occasionally.

CJS 467 Human Behavior and the Legal System
Human behavior is shaped and limited by the laws that human society develops. An understanding of the effects of individual behavior on the legal system and the consequence of the existence of a legal system for individual behavior is central to the understanding of human behavior. This course is crosslisted with PSYC 467. Prerequisite: CJS 342 or PSYC 221 or permission of instructor. Occasionally.

CJS 469 The Sociology of Punishment
This seminar discusses sociological perspectives on crime control and punishment. We will look at the historical development of the institutions and practices of punishment, as well as contemporary reforms and changes in the criminal justice system. Prerequisite: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 471 Women and Crime
Specifically concerns women and crime, a subfield within criminology. In addition to evaluating traditionally androcentric approaches to explaining criminality, we will also explore other intersections of women with criminal justice, including women as offenders, victims, and workers in criminal justice fields. Prerequisites: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 473 Race and Crime in the Media
This course examines the relationship between crime, race, and the media, with a focus on media representations of race in the criminal justice system. We will explore current issues, highly publicized cases, and depictions of victims, offenders, and police as they are presented in film, television, news media, and print. Prerequisites: CJS 342 or SOC 305 or permission of instructor. Occasionally.

CJS 478 Order, Chaos, and Violence
This course focuses on the role of violence in terms of the disruption and maintenance of order as socio-cultural adaptive strategies. Various forms of violence in human societies around the world are examined from cross-cultural and multi-ethnic perspectives with an emphasis on differing worldviews and the reasons for violence. This course is crosslisted with ANTH 478. Prerequisites: ISANTH 110 or CJS 101 and SOC 301. Spring, even years.
CJS 490 Advanced Topics in Criminal Justice Studies
Advanced studies in criminal justice. See course listings for details. Prerequisite: CJS 342 or permission of instructor. Occasionally.

CJS 494 Cooperative Education
Introductory work-learning experience related to career interests. Students must apply to the CJS program before placement can occur; see your advisor for details. This experience is supervised, approved, and evaluated by full-time faculty. Elective CJS credit only (normally 120 hours for 4 credits) to maximum of 4 credits per degree program. Prerequisite: Permission of instructor and junior/senior status. Graded Pass/Fail. Fall/Spring.

Economics

ECON 103 Introduction to Microeconomics
An introductory course on how individual consumers and firms make decisions in line with their economic objectives. We analyze the workings of supply and demand in the determination of price, resource allocation, income distribution, and economic efficiency. Fall, Spring.

ISECON 104 Introduction to Macroeconomics
An introduction to macroeconomic terminology, concepts, and theories using historical context, quantitative tools, graphical analysis, and macroeconomic models. Course concepts are examined in a social and/or political context as appropriate. Fall, Spring.

ECON 203 Intermediate Microeconomics
This course focuses on a rational choice model as the underlying framework for behavior of consumers and firms and their interactions in various market structures. Examination of models requires extensive use of mathematical and graphical analysis. The effects of government policies, market power, and externalities on market efficiency are among the topics. Prerequisites: ECON 103. Spring.

ECON 204 Intermediate Macroeconomics
Examines macroeconomic concepts and theories using historical context, quantitative tools, graphical analysis, and macroeconomic models. Critically explores competing schools of macroeconomic thought and their relative effectiveness at explaining macroeconomic phenomena. Culminates in construction and manipulation of the Mundell-Fleming open-economy model. Prerequisites: ISECON 104. 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.

IIECON 310 Game Theory
An introduction to game theory and strategic interactions with cases drawn from economics, business, politics, sociology, psychology, international studies, and sports. Topics include prisoner’s dilemma, Nash equilibrium, backward induction, signaling, mixed strategies, cooperative and noncooperative games, bargaining, conventions, “the tragedy of commons,” evolutionary game theory, and behavioral critiques of rationality. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.
IIECON 330 De/Reindustrialization: Keene in the Global Economy
How did Keene, NH, retain capital goods manufacturing from 1970 – 2015, a period known nationally for deindustrialization? This multidisciplinary course joins economic theory with American studies, industrial science, and corporate finance by immersing students into the local economy. Students conduct an interview, visit plant, and present to community. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

ECON 355 American Property Rights Traditions
Contrasts property rights of New England with those in the Spanish Borderlands and the pre-civil war South. Spanish corporate law probed to explain why Native American communities retained land in the Spanish Borderlands, while tending to lose land in New England. Prerequisites: ECON 103 or ISECON 104. Spring, odd years.

ECON 360 History of Economic Thought
A survey course examining the social and historical contexts in which competing visions of the organization of economic life emerged. We will explore the evolution of Classical, Neoclassical, Marxist, and Keynesian perspectives through primary source readings, secondary literature, lectures, and in-class discussion. Prerequisites: ECON 103 and ISECON 104, or permission of instructor. Spring.

ECON 370 Financial Economics
This course focuses on investment analysis and asset pricing, with the aim of conveying the practical applications of investment theory. Topics covered include: present value analysis and discounting, diversification, tradeoff between risk and return, efficiency market hypothesis, pricing of stocks and bonds, capital asset pricing model and arbitrage theory. Prerequisite: ECON 103, MATH 141, or permission of instructor

ISECON 372 Ecological Economics
This course introduces and applies concepts and tools from: economics, multiple discipline perspectives, and systems theory for thinking deeply about human impact on our fragile world. The course integrates College-Wide Learning Outcomes (critical thinking, sustainability, and civic engagement) to grapple with complex, interconnected social and ecological twenty-first century problems. Prerequisite: 24 credits of ISP, including ITW and QL. Fall.

ECON 397 Economics Internship
A supervised experience offering the opportunity to apply economic theory and quantitative methods in an on-the-job setting. May be repeated up to 8 credits; a maximum of 4 credits may be used towards required ECON major electives. Graded pass/fail. Prerequisites: Junior standing and permission of instructor. Fall, Spring.

ECON 410 Money and Banking
A survey of direct and indirect finance, the determination of interest rates, asymmetric information, financial crises, and monetary policy. The course integrates economic theory and historical context into an exploration of the economics of money and banking. Competing schools of thought are considered as appropriate. Prerequisites: ECON 203 or ECON 204. 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: ECON 203 or ECON 204, and MATH 175 or MGT 202 or MATH 141 or PSYC 251. Fall.

ECON 440 Industrial Organization
Addresses questions of imperfect competition, the effect of market structure on behavior of firms, concentration and monopoly power, cartel formation, anti-competitive practices, and anti-trust issues. The course utilizes ‘structure-conduct-performance’ method in combination with institutional and historical approaches, focusing on case studies from various industries. Prerequisite: ECON 203. Spring, odd years.

ECON 455 Topics in Economic History
An introduction to the subject matter and methodology of economic history. Topics may include the development of the U.S. economy, the British Industrial Revolution, or Latin American economic history. Prerequisites: ECON 103, ISECON 104, and either ECON 203 or ECON 204. Occasionally.
ECON 460 Development Economics
Addresses the complex nature of economic development, critically evaluates available theories of development and underdevelopment, and considers the scope and limits of economic policies to aid development. Development ethics, import substitution, export orientation, impact of trade liberalization, demographics and gender are among the topics covered. Prerequisites: ECON 203 or ECON 204. Occasionally.

ECON 461 Economics of Public Policy
Application of economic tools of analysis to public policy topics. Topics may include wage policy, health care, entitlement reform, fiscal policy, and other timely public policy issues. Students will each produce a scholarly product. Prerequisites: ECON 203 or ECON 204. Spring.

ECON 470 International Trade and Finance
Applies advanced economic theory to global trade and finance through theories of comparative advantage, balance of payments accounts, fixed and flexible exchange rates, and currency crises. Prerequisite: ECON 203 or ECON 204. Spring, even years.

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. Prerequisite: ECON 103, ISECON 104, and either ECON 203 or ECON 204.

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: ECON 203 and ECON 204. Fall.

ECON 498 Independent Study
1-8 credits
Individual research on selected topics in economics under direction of a faculty member. Prerequisite: ECON 103, ISECON 104 and either ECON 203 or ECON 204, and permission of instructor. May be repeated for a total of 8 credits.

Education

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 111 Issues in Early Childhood
Introduction to the field of early childhood education including analysis of professionalism, ethics, historical trends, and current models. Orientation to the early care and education profession through professional readings, classroom observation, introduction to state/national standards, personal reflection. Active class participation required. Fall.

EDUC 121 Issues in Elementary Education
Introduction to the history of education and the role of the teacher; exploration of multiple perspectives on learning and teaching. Preparation for the dispositional and academic expectations for future educators. Fall, Spring.

EDUC 131 Issues in Secondary Education
2 credits
What does it mean to be a middle or high school teacher? Students will answer that question and explore the qualities and skills needed to be successful in this profession. Historic milestones in the US Educational system will be examined. Students will also reflect on the development of the adolescent. Fall, Spring.
EDUC 200 Social Contexts of Education
Critical analysis of educational systems within cultural, social, political, and economic contexts. Major issues in education are addressed 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 school reform. Prerequisite: C or higher in EDUC 100, 2.5 overall GPA. Fall, Spring, Summer.

EDSP 202 Development, Exceptionality, and Learning
Exploration of typical and atypical development of the whole child (cognitive, language, physical, social, and emotional) through examination of developmental and learning theories; special education law and process; impact of disabilities on child, family, and learning; collaborative approaches to support the individual needs of each student. Prerequisite: C or higher in EDUC 111 or EDUC 121. 2.75 overall GPA. Fall, Spring.

EDUC 203 Introduction to Meditation
1 credit
Students will experience the basic forms of mindfulness meditation - awareness of breath, body, sounds, thoughts, and feelings - mindfulness while doing yoga, and loving-kindness meditation. Students will experience various informal practices: mindfulness while eating, walking, and conversing, and doing routine activities. A focus on reducing stress is interwoven into the course. Pass/Fail. Cross-listed as PH 203.

EDUC 204 The Psychology of Mindfulness Meditation
1 credit
Students will explore the psychological underpinnings of mindfulness meditation and research support for meditation. Each student will do a major project. Pass/No Pass. Prerequisite: EDUC 203 or PH 203. Cross listed as PH 204.

EDUC 205 Literacy in Diverse Classrooms
Introduction to teaching and learning strategies for literacy instruction: writing, speaking, listening, viewing, and reading (phonemic awareness, phonological awareness, vocabulary, fluency, and comprehension). Development of skills to differentiate and modify instruction and accommodate the developmental needs and challenges of diverse learners. Prerequisite: C or higher in EDUC 111 or EDUC 121. 2.75 overall GPA. Fall, Spring.

EDUC 211 Infants, Toddlers, Families
In-depth exploration of the development of infants and toddlers within the context of their families. Focus on developmentally appropriate practices using NAEYC initial licensure standards and DECs Recommended Practices. Emphasis on respectful and responsive care of each child. Field observations in early intervention and early care and education settings. Prerequisites: C or higher in EDUC 111 and EDSP 202, or permission of instructor. Overall GPA of 2.75. 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 theories of learning, differentiated instruction, and assessment strategies to meet the needs of diverse learners. Prerequisite: C or higher in EDUC 131, 2.75 overall grade point average. Fall, Spring.

EDSP 250 Context for Special Education
Historical perspectives, trends, impact of legislation, and school contexts on the evolving and changing field of special education; learning theory, styles, and differences - including language psychological processing; and underlying principles of curriculum accommodations and modifications. Prerequisite: EDSP 202 or EDUC 231.

EDSP 290 Topics in Special Education
1-4 credits
Study of a selected topic in special education. May be repeated as topics change. Prerequisite: Permission of instructor. Occasionally.

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.
EDSP 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.

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.

IIEDUC 306 Women and Education
An exploration of schooling and its relationship to culture and society, focusing on women's role in education as both students and educators. Uses a historical, sociological, and feminist lens in examination of women's struggle for equality in education, with parallels drawn to struggles of other subjects of marginalization. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IIEDUC 307 Adolescent Literature and Identity
Young adult novels often describe teenage characters as they explore their own changing identities. These novels also provide prospective teachers with insight into adolescents. In this interdisciplinary exploration of literature and education, students will analyze how these novels relate to adolescent development and can help teachers understand their future students. Prerequisites: 24 credits in ISP including ITW 101 and QL. Annually.

IIEDUC 310 Student Empowerment and Activism
This interdisciplinary course traces roots and growth of student activism on local and national levels. It examines youth empowerment within the United States since 1960 using the disciplines of History and Political Science. Emphasis given to addressing how student activism in previous decades compares to 21st-century American student activism. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

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 Educator Preparation, EDUC 200 and EDSP 202, and MATH 171, Junior standing. 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, and social studies; classroom design; child guidance; assessment; family involvement; health and 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, Junior standing. Fall, Spring.

EDUC 314 EC Practicum 1: Curriculum
8 credits
Developmentally appropriate practices using NAEYC initial licensure standards. Emergent curriculum, diversity, anti-bias approaches, environmental design, child guidance, observation, assessment, family-centered practice, health, safety, and development of professional role in inclusive early childhood settings. Field experience; infant, toddler, or preschool classrooms at KSC CDC or other early care and education centers. Prerequisite: Overall GPA 2.75; C or higher in EDUC 211; Admitted into the Early Childhood Development Program. Fall, Spring.
EDUC 315 EC Practicum 2: Observation, Assessment, & Intervention
8 credits
Focus on respectful and ethical observation, assessment, and intervention strategies to support young children in natural environments aligned with NAEYC Professional Preparation Standards and DEC’s Recommended Practices. Field experiences in inclusive early childhood settings. Prerequisite: Overall GPA 2.75; C or better in EDUC 314. Fall, Spring.

EDUC 321 Elementary Methods I: Integrating Literacy and Social Studies
8 credits
Integration of theoretical and practical approaches to literacy and social studies instruction in grades K-6. Application of curriculum development (lesson planning and cross-curricular integration), literacy instruction and assessment, children’s literature, pedagogical practices and arts integration through extended field experiences. Prerequisites: Admission to Educator Preparation; C or better in EDUC 205 and EDSP 202; 2.75 overall GPA. Fall, Spring.

EDUC 322 Elementary Methods II: Integrating Math, Science, and Literacy
8 credits
Practical approaches to developing scientific, engineering, and mathematical knowledge and practices for K-6 students. Application of lesson and unit planning through extended supervised field experience with emphasis on performance assessments and student learning outcomes. Classroom management skills and differentiated instruction are applied in the K-6 classroom. Prerequisite: C or better in both EDUC 321 and MATH 172, successful completion of Disposition Review. 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 or outcomes. Includes a minimum of 20 hours of fieldwork. Prerequisites: C or higher in all EDUC/EDSP courses, EDUC 231 and admission to Educator Preparation. Fall.

EDSP 333 Secondary Special Education and Management
Examine the roles and responsibilities of the secondary content teacher in the context of special education and positive classroom management. Focus is on inclusive teaching practices, tools for intervention, social and academic supports, strategies for collaboration, and current issues in education. Prerequisite: C or higher in all EDUC courses, EDUC 231, and admission to Educator Preparation. 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 Educator Preparation 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 Educator Preparation 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 412 Early Childhood Administration & Leadership
Seminar focuses on responsibilities and skills needed for leadership and administration of early childhood programs. Includes legal and financial issues, health and safety concerns, understanding of cultural and family diversity, licensing and accreditation standards. Components of healthy organizations and leadership qualities will be examined. Interaction with
program directors/administrators required. Hybrid course/partially on-line. Prerequisites: C or better in EDUC 315; Overall 2.75 GPA. Taken concurrently with EDUC 414 (Specialization 1) Fall or Spring; or EDUC 415/EDUC 416 (Specialization 2). Spring.

**EDUC 414 Early Childhood Classroom Teaching (B-5)**

*12 credits*

Full-time placement in educational setting appropriate to early childhood field. Supervision provided by college supervisor and field-based professional to support mastery of knowledge, skills, dispositions required for success in the field. Graded Pass/Fail. Taken concurrently with EDUC 412. Prerequisites: C or better in EDUC 315; Overall 2.75 GPA; Permission of instructor. Fall, Spring.

**EDUC 415 Early Childhood Practicum 3: Primary Grades (K-3)**

*6 credits*

Study of developmentally appropriate practices using NAEYC standards. Emphasizes curriculum development in math, science, language arts, and social studies; classroom design; child guidance; assessment; family involvement; health and safety; and the development of a professional role in the public school-primary grades classroom. Field experience in a public school, primary grades classroom. Taken concurrently with EDUC 412 and EDUC 416. Prerequisites: C or better in EDUC 315, MATH 171, EDUC 205; GPA 2.75 overall. Admission to and permission of Educator Preparation Office. Spring.

**EDUC 416 Early Childhood Student Teaching: Primary Grades (K-3)**

*6 credits*

Full-time placement in Primary Grades public school setting. Supervision provided by college supervisor and field-based professionals to meet national professional standards and support mastery of knowledge, skills, dispositions required for NH teacher certification in Early Childhood (Birth through age 8/grade 3). Graded Pass/Fail. Taken concurrent with EDUC 412 and EDUC 415. Prerequisites: C or better in EDUC 315, MATH 171, EDUC 205. GPA 2.75 overall. Admission to and permission of Educator Preparation Office. Spring.

**EDUC 420 Elementary Student Teaching Seminar**

*2 credits*

Seminar taken concurrently with student teaching, focuses on the development of teacher candidates' professional identities, as they meet all of the requirements of their field placements. Teacher candidates engage in collaborative problem solving and self-reflection while exploring topics including classroom management, school law, and pedagogical approaches. Prerequisites: EDUC 321 and EDUC 322; taken concurrently with EDUC 400. Fall, Spring.

**EDUC 431 Secondary Methods II**

Advanced secondary methods of instruction including standards-based unit plans, current issues, and reflective professional practice. Includes a minimum of 30 hours of fieldwork. Prerequisite: C or higher in all EDUC/EDSP courses, EDUC 331. Fall.

**EDUC 432 Educational Theories/Trends**

Capstone course for secondary education majors in which they will engage in a professional discourse community and develop critical thinking skills through analysis of historic and contemporary theories and trends in education. Prerequisite: C or higher in all EDUC/EDSP courses, EDUC 331. Fall, Spring.

**EDSP 490 Advanced Special Topics**

*1-4 credits*

Study of a selected topic in special education at an advanced level. May be repeated as topics change. Prerequisite: Permission of instructor. Occasionally.

**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.
EDSP 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.

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.

EDSP 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.

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.

English

IHENG 191 Readings in Literature
An introduction to topics in literary studies for non-majors. Fall.

IHENG 195 Introduction to College English
This course includes both critical reading and creative writing. The emphasis is on close-reading and literary analysis skills, with a focus on particular topics, themes, or literary genres. Students will respond to literary texts through critical analysis and through original creative writing by way of imitation, rewriting, and reinterpretation.

ENG 201 Writing with Style
Intensive practice in using grammar, punctuation, voice, and syntax for rhetorical and aesthetic effect. Students will learn how to identify and correct errors and to apply new techniques to their own writing. Prerequisite: ITW 101. Spring.

IAENG 202 Creative Nonfiction Writing
Introduction to the basic strategies and techniques of writing creative nonfiction. Extensive writing and reading of creative nonfiction will be discussed in class. Opportunity to develop creative and critical writing skills through assignments and independent work. Fall, Spring.

IAENG 204 Creative Writing
Introduction to the basic strategies and techniques of writing fiction and verse. Assigned exercises, accompanied by readings, are discussed in class. Opportunity to develop creative and critical skills through assignments and independent work. 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 215 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 or IHENG 195. All English majors must take ENG 215 before completing 9 credits in English. Fall, Spring.

IHENG 220 Readings in British Literature
Examines a particular period or literary movement, works of a particular author or group of authors from the British Isles, or a recurring theme in fiction or other literary forms. Prerequisite: ITW 101. Fall, Spring.

IHENG 240 Readings in American Literature
An introduction to significant writers of the United States and their work, which may include fiction, drama, poetry, and nonfiction prose. May explore a particular theme, period, genre, or group of writers. Prerequisite: ITW 101. Fall, Spring.

IHENG 245 Readings in African American Literature and Culture
An interdisciplinary introduction to African American literature and culture, which considers oral, written, and performed texts by African American cultural practitioners. Literary texts from 18th-, 19th-, and 20th-centuries. African American writers will be read in conversation with critical musical, political, and theoretical works. Prerequisite: ITW 101. Fall.

IHENG 250 Readings in Continental Literature
Examines 18th- to 21st-century European literature in historical and cultural contexts. Prerequisite: ITW 101. Annually.

IHENG 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHHGS 251. Spring.

IHENG 260 Readings in World Literature
Reading and discussion of selected literary texts from the ancient to the modern world. Course will investigate literary production and reception in relation to historical, social, religious, economic, biographical, or textual contexts. May be repeated once as topics change. Prerequisite: ITW 101.

IHENG 270 Literature and the Environment
This interdisciplinary course introduces students to the traditions of environmental literature. Students will learn to think across the humanities, arts, and sciences. May explore a particular group of writers, genre, historical period, or bioregion. May be repeated once as topics change. Prerequisite: ITW 101. Annually.

IHENG 286 Children’s Literature
Reading and discussion of representative texts and illustrations from the genres of children’s literature, such as folklore, fantasy, contemporary realistic fiction, historical fiction, biography, poetry, and information books. Prerequisite: ITW 101. Fall, Spring.

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 and permission of instructor.

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, Film, Communication, or Journalism 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, Film, Communication, or Journalism 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, Film, Communication, or Journalism course. Fall.

IAENG 304 Advanced Creative Writing
Study of the strategies and techniques of writing one of the following genres: fiction, creative-nonfiction or verse. Opportunity to develop creative and critical skills through assignments and independent work. Repeatable one time for a total of 8 credits. Prerequisites: 24 credits of ISP including ITW and QL. Fall.

ENG 306 Autobiography Workshop
Writing and revising several chapters of an autobiographical manuscript combined with extensive reading of published autobiographies. Prerequisites: ITW 101 and one 200-level English, Film, Communication, or Journalism course. Spring.

ENG 307 Professional Writing Workshop
Drawing on the field of professional writing, this course focuses on analyzing and generating writing in workplace and local community contexts. Through discussion, collaborative writing, and a service-learning project, students will explore the importance of communicating clearly and ethically and will design, develop, and present professional documents for specific audiences. Prerequisites: ITW 101 and one 200-level English, Film, Communication, or Journalism course. Fall, odd years.

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, Film, Communication, or Journalism course. Annually.

ENG 312 Descriptive Grammar
Examination of English grammar and theory, including traditional, transformational-generative, and case grammar. Collateral readings will focus on applied linguistics and American dialects. Students develop skills for teaching grammar through written/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 315 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 215. Fall, Spring.

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 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 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. Fall.

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 the original Middle English. Prerequisites: ITW 101 and one 200-level English course. Spring.

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 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 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 Studies in African American Literature  
Examines literary traditions of African American cultural practitioners, including relations between oral and literary works, performance and reading, tradition and innovation. Texts by Black writers from the 18th, 19th, and 20th centuries are read in conversation with those from the contemporary moment. Prerequisites: ITW 101 and one 200-level English course. Annually.

ENG 347 American Indian Writers and their Cultures  
An interdisciplinary examination of the major novels, essays, and poems of American Indian writers since 1969 in relation to their cultural backgrounds: history, politics, and American Indian film. Students will explore topics such as resistance to colonization, preservation of history in oral traditions, stereotyping, and cultural genocide. Prerequisites: ITW 101 and one 200-level English course. Spring.

ENG 350 Studies in Continental Literature  
Intensive study of 18th- to 21st-century European literature 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. Alternate years.

ENG 360 Studies in World Literature  
Examines texts from Europe, Asia, Africa, and the Pacific. May be repeated as topics change. Prerequisites: ITW 101 and one 200-level English course. Spring, odd years.

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 is on the images, forms, contexts that shape women's literary expression and that identify women's lives in cultural, social, 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.

IHENG 391 Studies in Literature  
A course in literary genre and theme for nonmajors. This course will explore the distinctive features of one or more literary genres and themes. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.
IHENG 392 The Writer and the World
An in-depth study of a particular author's work. Emphasis is placed on the importance of context (social, historical, economic, cultural). Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.

ENG 402 Theory and Practice
This course examines the critical and theoretical contexts of various genres. Readings will include both 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 Portfolio
Independent selection and intensive revision of writing completed for the writing option in the English major or the writing minor. Students will compile a portfolio under the direction of an English faculty member. May be taken concurrently with another writing option or writing minor course. Prerequisites: ITW 101, one 200-level and one 300-level English course, 12 credits completed toward the writing option or writing minor. Fall, Spring.

ENG 415 Literary Criticism and Theory
An examination of various schools of theory and critical practice. Approaches will include consideration of historical development and cultural contexts. Prerequisites: ITW 101, ENG 215, ENG 315, and ENG 490. Spring, Fall.

ENG 490 Advanced Studies
Advanced study of selected topics in literature, language, and culture. May be repeated as topics change. Prerequisites: ITW 101, ENG 215, ENG 315, and one additional 300-level English course. Fall, Spring.

ENG 497 Writing/Publishing Internship
This seminar and experiential learning opportunity allows students to gain practical writing/publishing experience in a professional site. Seminar meetings involve discussion of readings on writing/publishing theory/practice, investigations of graduate and professional writing opportunities, and sharing of internship experiences. Students will develop a portfolio showcasing work developed for the internship site. Prerequisites: ITW 101, one 200-level English course, one 300-level English course, and permission of instructor. Annually.

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. Repeatable for up to 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
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. Fall, Spring.

Environmental Studies

IIENST 110 Food, Health, and the Environment
This interdisciplinary course explores the connection between food choices and food production systems and their impact on public health and the environment. Considering social, political, economic, and ethical factors, students will compare different agricultural systems and assess the ecological footprint and sustainability of our daily decisions of what to eat. Fall, Spring.
IIENST 150 Global Environmental Change
Students will gain a basic scientific understanding of the Earth’s major physical and biological systems within the context of global environmental issues, and will also explore global environmental change and potential solutions from interdisciplinary economic, ethical, political, and social perspectives. Fall, Spring.

IIENST 151 The Environment of Central New England
Introduces the geology and ecology, the natural and human history, and the social systems and governance structures that shape our regional environment. Explores the concept of place using interdisciplinary approaches, including hands-on field work, to prepare students to become responsible environmental stewards of the places where they live. Fall.

ENST 250 Principles of Sustainability
Students evaluate worldviews and assumptions that brought us to the current crisis in worldwide environmental degradation and social injustice, and examine the more harmonious and sustainable relationship between humans and nature using systems-thinking, critical reflection, writing and contemplative practices. Prerequisites: ITW 101 and either IIENST 150 or IIENST 151. Spring. Fall.

ENST 251 Matter and Energy in the Environment
Introduces fundamental concepts governing the distribution of matter and energy in the Earth systems that determine our environment. Field and laboratory exercises emphasize the basics of sampling and experimental design, hypothesis formation, data analysis, and interpretation. Prerequisites: IIENST 150 or IIENST 151, and IQL 101 or MATH 141. Spring. Fall.

ENST 252 Ecology of a Changing Planet
This integrated lecture-lab course will provide an understanding of biological and ecological principles and relate them to different environmental issues, such as global climate change, conservation of habitats and biodiversity, land use change, and pollution. Field and lab exercises emphasize sampling and experimental design, hypothesis formation, data analysis, and interpretation. Prerequisites: IIENST 150 or IIENST 151 and IQL 101 or MATH 141. Fall.

ENST 253 Environmental Governance
Making environmental decisions is extremely challenging due to the complex interaction of science, politics, associated uncertainties, conflicting individual/social values, and decision urgency. This course provides an overview of the current and emerging processes by which communities, businesses, and governments make decisions relating to environmental governance. Prerequisites: IIENST 150 or IIENST 151 and ITW 101. Spring. Fall.

ENST 290 Special Topics
1-4 credits
Study of selected topics related to Environmental Studies. May be repeated as topics change. Occasionally.

ENST 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.

ENST 301 Environmental Research Methods
Students explore methods and skills fundamental to understanding environmental issues. Guided field and laboratory projects emphasize the basic tools of science including observation, questioning, data collection and interpretation. Students learn basic techniques to survey and describe landscapes, biota, soil, water and air. Prerequisites: IIENST 150 or IIENST 151, and INCHEM 103 or INPHYS 141. Fall.

ENST 304 Environmental Law and Regulation
Develops an understanding of the system of laws and regulations that protect the environment, human health, and natural resources. The role of science in the legal/regulatory process will be emphasized, as will federal/state regulatory processes and requirements. Cross-listed as SAFE 304. Prerequisite: ENST 253 or SAFE 302 or permission of instructor. Fall.
ENST 311 Environmental Health
This course will examine the impact of environmental factors on human health. Basic principles of toxicology will be reviewed. Conceptual understanding of chemical, biological, and physical hazards and their associated health effects will be emphasized. Contemporary challenges of environmental health policy-making will be discussed. Prerequisite: ENST 251 or INCHEM 103 or CHEM 112. Spring, alternate years.

ENST 312 Energy Resource Science
Many significant world problems can be attributed to our use of energy. To ensure a livable future, we need to understand energy and be able to effectively evaluate different options, including new energy technologies as well as changes in the way we live our lives. Prerequisites: ENST 250 and ENST 251. Spring, alternate years.

ENST 315 Environmental Geology
Examines the 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, three-hour lab. Required field trips. Cross-listed as GEOL 315. Prerequisite: INGEOL 151. Fall.

ENST 344 Community Solutions to Climate Change
Increasingly, communities across the world are reaching the conclusion that they need to act on their own to prepare for climate change. We examine what motivates and empowers action and take in-depth looks at case studies of individuals and communities on the front lines of climate adaptation and mitigation. Prerequisites: ENST 250 and ENST 253 or permission of instructor. Fall.

ISENST 350 Energy Policy and Politics
Covers the policies and politics that shape the energy system of today. We examine legislation, policy, and political controversies about fossil fuels, nuclear, and renewables. Our focus is both historical and contemporary and primarily centered on the United States. This course is offered completely on-line. Prerequisites: 24 credits in ISP including ITW 101 and QL.

ENST 352 Conservation of Ecological Systems
This course focuses on the practical and theoretical aspects of conservation and restoration biology through lectures, discussions, and student projects. It examines the degradation and loss of biodiversity and ecosystems due to human activity and considers alternatives for avoiding and/or mitigating these impacts. Prerequisite: ENST 252. Spring.

ENST 353 Restoration Ecology
Introduces ecological principles used in restoration and applies those principles to local case studies. By the end of this class, students will be able to: describe the state of this emerging field; describe restoration successes and failures; and provide an ecological analysis of a restoration project. Required field trips. Prerequisites: 44 credits completed, and either ENST 252 or BIO 111. Spring, odd years.

ENST 363 Writing in An Endangered World
This course traces environmentalism as a social movement in relation to the development of environmental writing. Students will consider the relationship between literature and social change, the development of literary strategies in environmental writing, and commentaries on the environmental movement by cultural critics and environmental historians in developing countries. Cross-listed with AMST 363. Prerequisites: IIAMST 250 or ENST 250 or permission of instructor. Fall, odd years.

ENST 371 Environmental Ethics
This course provides an overview of environmental ethics, exploring the ethical basis of our responsibilities for the natural world in the context of environmental thought. Discussions incorporate contemporary environmental perspectives, including animal rights, eco-feminism, deep ecology and environmental justice; and specific issues: wilderness preservation, species conservation, climate change and sustainability. Prerequisite: ENST 250 or ENST 253. Spring.

INENST 381 Farming With Nature in Mind
Through the lens of agroecology, we consider ecological and social conditions that influence the healthy functioning of food production systems and the effect of varying farming methods on the environment. Students will investigate models from the U.S. and around the world and have opportunities for hands-on experimentation in agroecological methods. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.
ISENST 382 Environmental Advocacy

This course explores how environmental advocates work to implement changes to protect the natural world and the public. Theories of social power and personal empowerment, ethical perspectives, diverse models of mobilization, advocacy roles and tools, and various forms of media will be studied as ways to support an advocacy campaign. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

ISENST 383 Rethinking Energy

As fossil fuel energy sources have high environmental impact, we need to understand ways that cleaner, renewable alternatives can be more broadly available. This course develops a basic understanding of the physical laws of energy and explores the connections between energy sources, needs, politics, policies, environmental impact, and sustainability. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

ENST 393 Sustainability for Organizations

As social animals, humans form collective organizations in order to accomplish their goals. These organizations take many forms in the public/private sector, but they all offer opportunities to engage in sustainable practice. This course explores how to drive sustainability innovation within both new and existing organizations, and associated benefits. Prerequisite: ENST 250 or permission of instructor. Occasional.

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. Field trips and field work required. Prerequisite: 76 credits and grade C or higher in ENST 250, ENST 251, ENST 252, ENST 253, and ENST 301. ENST 301 can be taken as a co-requisite. Fall, Spring.

ENST 404 Risk and the Environment

Risk decision-making regarding the environment involves multiple stakeholders and is often controversial. This course examines the theory and practice of environmental risk assessment and management, with an emphasis on the social, political, and technical dimensions of risk decision-making. Prerequisite: ENST 253. Spring, alternate years.

ENST 405 The Clean Energy Revolution

Fossil fuels and climate change are pushing us toward a lower carbon future. We examine the transition underway to renewable energy, conservation, and smart efficiency. We also evaluate the disruptive and positive consequences of the technological, political, economic, and social forces that are driving the changes today. Prerequisites: INGEOS 201 or ENST 253, or permission from the instructor. Spring.

ENST 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. Prerequisites: ENST 251 or INGEOL 151, and INCHEM 103 or CHEM 112. Spring, alternate years.

ENST 452 Ecosystems and the Environment

This course focuses on the controls and dynamics of ecosystem function and community structure. A central theme in this course is to apply the concepts learned to human-caused environmental problems such as global climate change, industrial farming, loss of biodiversity, invasion by nonnative species, and acid rain. Prerequisite: ENST 252. Fall.

ENST 460 Groundwater in the Environment

Examines the occurrence and movement of groundwater as it relates to the hydrologic cycle, the environment and ecosystems, water resources, and the transport and fate of contaminants. Theoretical and practical aspects. Three-hour lecture, three-hour lab. Field trips may be required. Prerequisite: ENST 251 or INGEOL 151. MATH 151 and INPHYS 141 are desirable but not required. Fall, alternate years.

ENST 461 Freshwater Science and Management

This applied interdisciplinary course examines the physical factors that control freshwater aquatic systems. Principles of hydrology, geomorphology, and aquatic ecology will be discussed and applied to issues of aquatic system management and restoration. Labs include indoor and field skill development. Prerequisites: ENST 252 or INGEOL 151 or permission of instructor.
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. Occasionally.

ENST 491 Adv Topics in Environmental Science
Study of selected topics related to environmental science at an advanced level. May be repeated as topics change. Prerequisites: ENST 251 or ENST 252 or permission of instructor. Occasionally.

ENST 492 Advanced Topics in Human Dimension
Study of selected topics related to human dimension of environmental studies at an advanced level. May be repeated as topics change. Prerequisites: ENST 250 or ENST 253 or permission of instructor. 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: 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. Field trips or field work required. Prerequisites: ENST 395. Fall, Spring.

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 Studies

IAFILM 150 Introduction to Digital Video Production
This course provides an introduction to basic filmmaking technique, aesthetics, and skills in digital media management through production of digital video projects. Students gain an understanding of the art of narrative filmmaking through emphasis on story development, cinematography, editing, directing, and sound design. Course participation demands outside-class production time.

IHFILM 190 Myths and Archetypes in Film and Literature
Examines the phenomena of storytelling through film, literature and our own lives by studying the mythical structure and archetypes that have set the template for the stories we read, watch, and tell in our everyday lives. The investigations lead to a final project where students can generate creative work incorporating specific myths and archetypes.

FILM 250 Video Production
Introduction to basic film-making vocabulary, technique, and aesthetics through production of video projects. Students gain skills in film-making through emphasis on idea generation, cinematography, and editing. For Film majors only.

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.
IHFILM 260 Introduction to Film Analysis
This course is designed to equip students with the tools necessary to become critically aware and capable film viewers by introducing elements of film form, processes of textual analysis, a variety of cinematic techniques used in narrative and non-narrative cinema, and other models of critical analysis used in film criticism. Not open to students who have completed FILM 270. Fall, Spring.

IHFILM 261 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. Screenings and frequent writing assignments encourage critical thinking skills in terms of cinema aesthetics and cultural criticism. Not open to students who have completed FILM 271.

FILM 270 Introduction to Film Analysis
This course is designed to equip students with the tools necessary to become critically aware and capable film viewers by introducing elements of film form, processes of textual analysis, a variety of cinematic techniques used in narrative and non-narrative cinema, and other models of critical analysis used in film criticism. For Film majors and minors only. Not open to students who have completed IHFILM 260. 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. Screenings and frequent writing assignments encourage critical thinking skills in terms of cinema aesthetics and cultural criticism. For Film majors and minors only. Not open to students who have completed IHFILM 261. Fall, Spring.

FILM 280 Topics in Production I
Exploration of intermediate level film production areas not usually addressed through the regular curriculum. Specific topics and techniques covered vary. Prerequisites: FILM 250. Film majors only. 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
1-8 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
1-8 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.

IHFILM 310 Women and Cinema
Presenting the works of women film and video makers in the social, economic, and historical contexts of their production and reception, this course develops a critical understanding of women’s concerns in a transnational world. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Spring.

IHFILM 320 Movements in World Cinema
Addresses major issues in thinking about both national and international cinema in the context of globalization. By examining “global Hollywood” movies and international art cinema as well as transnational film genres, the course explores critical approaches to the intensifying flows of ideas and influences in world film culture. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Fall.
IAFILM 330 Screenwriting
This course introduces students to the fundamentals of writing a feature-length film narrative in a proper screenplay form. Class is conducted as a series of workshops in which students study several different types of screenplays, and then do a series of projects that prepares students to write original scripts. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IHFILM 330 Digital Cinema and Media Studies
This course explores how digital technologies and the rise of media conglomerates are blurring boundaries between cinema, television, video, and games. Students critically analyze the aesthetic and cultural impact of new media on moving images. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

IAFILM 331 Storytelling in Video
This course teaches techniques of video production in relation to developing and creating stories. Students will focus on concepts, aesthetics, and techniques as they produce visual narratives. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

IAFILM 332 Creative Digital Non-Fiction
This course explores techniques of video production as students investigate and create documentary film. Students will focus on research, techniques, and sequencing as they create documentaries. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

IHFILM 342 Topics and Genres
Examines a body of narrative and/or non-narrative films related by virtue of style, theme, director(s), or region of origin, from historical and theoretical perspectives. Recent topics: Road Movies; Apocalypse Cinema; Iranian Cinema. May be repeated as topics change. Prerequisites: 24 credits in ISP including ITW 101 and QL, or instructor permission.

FILM 350 16mm Film Production
This course will introduce students to 16mm analog film stock, Bolex cameras, and post-production. Students gain a better understanding of film making by working within the parameters of 16mm film and non-sync sound. Prerequisite: FILM 250. Film majors only. Fall, Spring.

FILM 351 Sound
In this course, students will gain knowledge in sound recording, editing and mixing, as well as explore the creative potential of sound design in film and video. Students will be introduced to working with microphones, recording equipment, and sound editing software. Prerequisite: FILM 250. Film majors only. Fall, Spring.

FILM 352 Topics in Film Studies
Examines a body of narrative and/or non-narrative films related by virtue of style, theme, director(s), or region of origin, from historical and theoretical perspectives. Recent topics: Documentary Cinema, Post New-Wave French Cinema, Film and the Holocaust. May be repeated for credit as topics change. Prerequisites: FILM 270 and FILM 271, or permission of instructor. Fall, Spring.

FILM 353 Cinema and Diversity
This course invites students to consider films in their social, economic, and historical contexts of production and reception. By surveying key critical ideas, students will recognize political issues in filmic representations and gain an understanding of how power functions in the reproduction of social boundaries and cultural differences through cinema. Prerequisite: FILM 270 and FILM 271. Fall.

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 271 and FILM 353, or permission of instructor. Fall, Spring.
FILM 356 Film Exhibition
Explores the theory and practice of film exhibition through readings, attending screenings and hands-on activities. Students learn how to research film distributors; write proposals, budgets, and program notes; and publicize and manage film programs on campus. Attendance at several film events outside class are required.

FILM 362 Interdisciplinary Approaches to Film
This course explores cinema through interdisciplinary approaches that cross multiple fields of study, drawing upon academic disciplines that include literary studies, women’s studies, media studies, cultural studies, and history. May be repeated as topics change. Prerequisite: 24 credits in ISP including ITW 101 and QL, or permission of instructor.

FILM 380 Career Development in Film and Media
This course provides information about internships and career opportunities in film and media and teaches students how to develop the necessary skills to pursue them. Students will meet with a number of film and media professionals. Activities include creating online profiles, resumes, cover letters and demo reels. Film majors only. Fall, Spring.

FILM 380 Filming War, Writing War
This interdisciplinary course will focus on cinematic and literary works about war’s noncombatants, women, children, losers instead of winners, and international populations. Drawing on material from the fields of film, literature and history, we will explore how war is defined and represented around the world. Prerequisites: 24 credits in ISP including ITW 101 and QL.

FILM 400 Collaborative Production
Collaborative Production is an advanced video production course focused on the collaborative process. Students will work in teams to produce short works throughout the semester. This course builds upon the DSLR film making knowledge of Video Production, using digital cinema cameras and the relevant workflow. Fall, Spring. Film majors only. Prerequisite: FILM 351.

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 their 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 480 Topics in Production II
Exploration of advanced level film production areas not usually addressed through the regular curriculum. Specific topics and techniques covered vary. May be repeated for credit. Prerequisites: FILM 280. Film majors only. Fall, Spring.

FILM 485 Production Capstone I
First semester of a yearlong course that will result in the production of film and video projects that synthesize student knowledge and practice. Students have the choice to work on individual or collaborative film and/or video projects. This semester focuses on preproduction and production. Prerequisites: FILM 400. Open to Film majors only. Fall.

FILM 486 Production Capstone II
Second semester of a yearlong course that will result in the production of individual and/or collaborative film projects. The spring semester emphasizes production and post-production. This course prioritizes technical and conceptual approaches to filmmaking. The goal is a film project and a written hybrid research/reflection essay. Prerequisite: FILM 485. Film majors only. Spring.
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, FILM 271, and FILM 353, or permission of instructor. Fall, Spring.

FILM 498 Independent Study
1-8 credits
Intensive study of an issue, problem, or topic related to film or film production. May be repeated for a total of 8 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 353 and 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.

IHFR 102 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 103 Elementary French III
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. Fall, Spring.

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.

FR 201 Intermediate French
Continuation of the development of the four basic language skills. Fall, Spring.

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 & Composition I
To maintain and perfect written and spoken French through intensive classroom work, as well as individual and group work. Discussions and frequent papers in French based on cultural and literary readings and videos given in French. Emphasis on oral communication. Prerequisite: FR 201 or permission of instructor. Fall.

FR 316 Conversation & Composition II
To maintain and perfect written and spoken French through intensive classroom work, as well as individual and group work. Discussions and frequent papers in French based on cultural and literary readings and videos. Given in French. Writing intensive. 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 315 or permission of instructor. Fall, alternate years.

FR 350 Study in Africa, France or Quebec
12 credits
Study away, for a full semester, in a Modern Languages and Cultures-approved program that meets Global Education Office guidelines. Students must meet with Modern Language faculty for pre-approval and additional proficiency requirements. May be used to meet the Arts and Humanities language requirement. All majors must take the ACTFL Oral Proficiency Interview, and complete a reflective essay in the target language, within 30 days after their study abroad experience. Permission of instructor. Minimum of 12 credits per semester. 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 permission of instructor. Fall alternating years.

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. Fall alternating years.

FR 490 Advanced Special Topics
Study of a selected topic in French at an advanced level. May be repeated as topics change.

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.

General Science

GS 301 The Web of Science
This course provides extensive hands-on experience in a laboratory setting for elementary education majors. Students plan and teach science lessons to elementary children. Lessons include discovery-based and inquiry-based learning. It's an integrated natural science, content-oriented curriculum, based on the Natural Science Standards and New Hampshire Science Curriculum Frameworks. Prerequisites: BIO 110, BIO 111, INGEOL 151, INCHEM 103, MATH 171, MATH 172, or permission of the 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 ISGEOG 201. Fall, Spring.

ISGEOG 203 Globalization Culture & Place
This course analyzes multiple facets of contemporary human geography including global patterns of culture, population, economy, environmental change and geopolitics. It also focuses on how cultures change and respond to the pressures of globalization. Fall, Spring.

INGEOG 204 Earth’s Changing Landscapes
This course examines the dynamic processes that shape the planet’s dramatic landscapes. Topics include external forces such as glaciers, rivers, and oceans, as well as internal forces such as volcanoes and earthquakes, and how these lead to earth’s widely varied landforms. Special attention is given to map interpretation. Fall, Spring.

ISGEOG 205 Environmental Geography
Explores the complex relationships between nature, culture, and place. Emphasis is placed on spatial aspects of human interactions with the environment resulting in serious issues, including pollution, global climate change, and resource depletion. Environmentally sustainable actions will be examined and assessed. Fall.

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.

IIIGEOG 302 Apocalypse Science and Society
This multidisciplinary course examines natural and anthropogenic hazards through perspectives from Environmental Geography, Cultural Studies, Science and Technology Studies, and Earth Science. Students will scientifically investigate dynamic earth processes and how they interact with social factors to create catastrophes. Students will also analyze cultural and political aspects of apocalyptic stories. Prerequisites: Take 24 credits of ISP, including ITW 101 and QL.

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 Matters
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 INGEOG 204, and IQL 101 or MATH 171.

GEOG 307 Urban Geography
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 308 Planning for Sustainability
This course provides a fundamental analysis of the connection between sustainability and land use planning. The means by which geographers and planners engage in creating more equitably, environmentally, and economically sustainable communities are explored. Focus is on tools planners use to steer communities to a more sustainable and resilient future. Fall, even years.

ISGEOG 309 Spatial Thinking
Thinking spatially is fundamental to geography with applications across disciplines. Using the spatial perspective, students will explore various topics through the geographic lens. Course content and topics focus on spatial thinking, spatial literacy, spatial cognition, graphicacy and the processes and skills needed to pose spatial questions and find solutions. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

GEOG 324 GIS Analysis
This course introduces the fundamental Geographic Information System (GIS) concepts of spatial analysis, including data representations, map projections, databases, and geoprocessing. Lecture and lab-based instruction emphasize data input, manipulation, and analysis. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall, Spring.

GEOG 325 GIS Maps & Data Visualization
Introduces fundamental Geographic Information System (GIS) concepts related to mapmaking and data visualization, including symbolization, time-series, and online applications. Emphasizes graphic design principles for effective visual communication and appropriate statistical skills for working with large data sets. Through exercises and projects, students manipulate data and design a variety of maps. Prerequisite: INGEOS 201, IIENST 150, or IIENST 151. Fall, Spring.

GEOG 326 Field Surveying
Field-based course in which students learn to use sophisticated surveying equipment to support accurate mapping of small areas, such as field study areas, construction sites, etc. Class emphasis is on using equipment in the field. Prerequisite: GEOG 324. Spring.

GEOG 329 Applications in GIS
Students utilize common Geographic Information Systems software to explore specific applications in urban planning, environmental modeling, outdoor recreation and education. Subject matter will build on fundamental GIS skills in vector and raster data analysis and incorporate theoretical contributions in the subject application. Prerequisite: GEOG 324. Occasionally.

GEOG 330 Natural Resources 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: 4 credits in Geography or Environmental Studies. 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 hydropolitics in watersheds around the world. Emphasis is on emerging global change (e.g., population and climate). Prerequisite: 8 credits in Geography and/or Environmental Studies. Spring.

GEOG 334 Outdoor Recreation
Examines geographic aspects of outdoor recreation including trends and resources. Emphasis will be placed on the supply and demand for recreation as well as the impacts of recreational use upon supporting environments. Recreation agencies’ missions and programs will also be explored. Prerequisites: Take 8 credits in Geography or Environmental Studies. Fall.

GEOG 335 Sustainable Tourism
As one of the largest economic activities on Earth, tourism has significant impacts on individual livelihoods as well as on the landscapes of whole cities and regions. Using critical geographic perspectives, this course analyzes the cultural, economic, and environmental impacts of tourism, and discusses theories for developing tourism sustainably. Prerequisites: 4 credit hours of either Geography or Environmental Studies.
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 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 390 Advanced Topics in Geography
Study of selected topics related to geography at an advanced level. May be repeated as topics change. Prerequisite: ISGEOG 203 or INGEOS 201. Spring.

GEOG 395 Community Research Seminar I
An in-depth analysis of geographic and related literature and research. Stresses community-based research methodologies and design, survey analysis, report preparation, and oral presentations of results. Develops critical analysis and critical thinking skills in Geography and related disciplinary areas. Prerequisites: IQL 101 and 12 credits of Geography at the 200-level or above. GEOG 324 or GEOG 325 is recommended. Spring.

GEOG 424 Advanced GIS Applications
Builds on existing Geographic Information System skills through analytical and cartographic applications to a range of disciplinary areas. Covers advanced geoprocessing tools for analyzing vector, raster, and network data, as well as fundamentals of remotely-sensed image processing, classification and visualization. Emphasis on spatial data creation, representation, modeling, and programming. Prerequisite: GEOG 324 or GEOG 325. Fall.

GEOG 495 Community Research 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: Grade C or higher in GEOG 395. Fall.

GEOG 497 Geography Internship
1-8 credits
Supervised applied geography work experience with a local public agency or private organization. The internship will be designed around student's interests, academic background, career goals and position availability. Student must submit an application and gain approval of a supervising faculty member. Prerequisites: 16 credits in Geography, 2.5 cumulative GPA and 3.0 GPA in major, junior standing, and department permission. May be repeated for a total of 8 credits. Graded Pass/Fail. Fall, Spring or Summer.

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: 20 credits in Geography, and permission of instructor. 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.
Geology

**GEOL 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.

**INGEOL 151 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.

**GEOL 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. Spring.

**GEOL 252 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 field trip(s). Prerequisite: INGEOL 151. Spring.

**GEOL 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.

**GEOL 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.

**GEOL 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.

**GEOL 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: GEOL 301 and INCHEM 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 252 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 252 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
Examines the 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. Cross-listed as ENST 315. Fall, alternate years.

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 252 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 INPHYS 141 or INPHYS 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.
Geoscience

INGEOS 201 The Physical Earth
An overview of earth’s physical systems (geosphere, hydrosphere, and atmosphere) and their interactions. Includes a survey of earth materials, the rock cycle, plate tectonics (earthquakes and volcanoes), landscape development (glaciers and rivers), the water cycle, weather, climate, and map interpretation. Three-hour lecture, two-hour lab, required field trips. Fall, spring.

INGEOS 202 Earth: 4.5 BYA to Present
Introduction to Earth history and the processes that have shaped the Earth since its formation, 4.5 Billion years ago. 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 field trip(s). Spring.

INGEOS 300 Geoscience Issues and Society
A course focusing on the cause and effect of geologic processes that impact society. Content may vary, but includes earthquakes, tsunamis, floods, volcanic activity, resource issues, and the geologic record of climate change. Students are expected to closely monitor popular media to document current geologic events and their effects. Prerequisites: 24 credits in ISP, including ITW 101, QL, and one course from the IS category. Fall, even years.

INGEOS 320 Earth’s Climate: Past and Future
The tools of climatic science are used to investigate the evidence and mechanisms for earth’s climatic change throughout geologic time. Includes climate classification and reasons for climate, climate forcing mechanisms, anthropogenic forcing, the global-warming crisis, and potential remedies. Combined lecture/lab. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

INGEOS 390 Special Topics
Study of selected topics related to the geosciences, beyond the introductory level. May be repeated as topics change. Repeatable for up to 12 credits. Prerequisites: 24 credits of ISP including IQL and ITW, or permission of instructor. INGEOS 201 or INGEOS 202 recommended. Fall, odd years.

INGEOS 391 Special Topics - Fluid Envelopes
Study of selected topics related to the geosciences beyond the introductory level, with an emphasis on the Earth’s fluid envelopes (hydrosphere or atmosphere). May be repeated as topics change for up to 8 credits. Prerequisites: 24 credits in ISP including ITW and IQL, or permission of instructor. INGEOS 201 or INGEOS 202 recommended. Spring, odd years.

INGEOS 392 Special Topics - Solid Earth
Study of selected topics related to the geosciences, beyond the introductory level, with an emphasis on the solid earth (lithosphere or geosphere). May be repeated as topics change. Prerequisites: 24 credits in ISP including IQL and ITW, or permission of instructor. INGEOS 201 or INGEOS 202 recommended. Fall, even years.

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 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: IHGER 202 or equivalent. Fall only.

GER 350 Study in Germany or Austria  
12 credits  
Study in a College-approved program. May be used to meet the Arts and Humanities language requirement. Students must meet with Modern Languages and Cultures faculty for pre-approval of their program of study and an exit interview upon their return. Permission of instructor. Minimum of 12 credits per semester. Fall, Spring.

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.

Graduate Study in Education

EDUCSP 601 Foundations in Special Education  
3 credits  
Historical perspectives, trends, impacts of legislation, and school contexts on the evolving field of special education, K-12; learning theory, styles, and differences - including language and psychological processing; characteristics of students with exceptional learning needs; and implications for assessment, instruction, curriculum accommodations, and modifications within a continuum of services. Corequisite: EDUCSP 602. Summer.

EDUCSP 602 Curriculum and Instructional Design  
3 credits  
Designing curriculum, instructional strategies, and selecting educational strategies to create learning environments and address transition for individuals with exceptional learning needs (ELN). Adaptations to the general curriculum and alternative teaching approaches in K-12 settings in order to integrate and facilitate independence for individuals with ELN will be addressed. Corequisite: EDUCSP 601. Summer.
EDUCSP 603 Positive Behavior Supports
3 credits
Definition of problem behaviors, collection and analysis of data, and development of interventions to support a variety of behavior change strategies in educational settings. Emphasis is on the development of positive, problem-solving approaches and strategies for classroom management. Provides theoretical foundations and practical applications for preventing behavior problems. Summer.

EDUCSP 604 Assessment and Evaluation in Special Education
3 credits
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. Fall.

EDUCSP 605 Transition Planning and Programming
3 credits
Examination of the transition from secondary school environments to post-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. Spring.

EDUCSP 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.

EDUC 611 Contemporary Issues & Effective Schools
3 credits
Examines current issues affecting public education from multiple perspectives, including historical knowledge of American education and current research on effective schools. Consideration given to technology, testing, political and social efforts for school improvement, diversity, equity, ethical responsibility, collaboration, and professional standards.

EDUC 612 Demonstrated Certification Competence
1-26 credits
Students who have successfully completed a post-baccalaureate teacher certification program from Keene State College, or from an approved collaborating institution, and are certified, or have applied for certification, may receive up to twenty-four (24) credits toward completion of the M.Ed. C&I, based on review by a designated faculty member.

EDUCSP 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.

EDUCCI 620 Specialization I
3 credits
First of a two-semester sequence of specialized research conducted on a topic of the graduate student’s choice, under guidance of a faculty mentor.

EDUC 621 Curriculum Theory and Development
3 credits
Examination of theoretical frameworks for the development of curriculum for specific professional applications in the P-12 schools. Focus on critical exploration of identities, values, and beliefs in relation to the professional role of curriculum designer.
Professional mentoring for individualized curriculum design that addresses developmentally appropriate content, state and national standards.

**EDUCSP 621 Context for Special Education**  
*3 credits*  
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.

**EDUCSC 622 School Counseling: Roles, Responsibilities, and Interventions**  
*3 credits*  
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.

**EDUCSC 623 The Inclusive School Counselor: Diversity and Multiculturalism in Schools**  
*3 credits*  
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.

**EDUCCI 625 Technology-Integrated Teaching**  
*3 credits*  
This course addresses the use of technology in the P-12 classroom in areas of curriculum development, instructional design, and assessment. The students will explore the theoretical and practical issues of educational technology in teaching and learning and will be exposed to the diversity of educational technology through practical use. Summer.

**EDUCSC 626 Professional Seminar in School Counseling**  
*3 credits*  
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. Fall.

**EDUC 630 Lifespan Development**  
*3 credits*  
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. Fall.

**EDUCCI 630 Specialization II**  
*3 credits*  
Continuation of specialized research begun in EDUCCI 620 Specialization I. Culminates with preparation for demonstration of professional leadership project. Prerequisite: EDUCCI 620.

**EDUC 631 Curriculum Management & Student Assessment**  
*3 credits*  
Current theories and practices that inform approaches to individual, classroom, and program assessment and the issues that impact policies and practices. Examination of factors that affect curriculum delivery, data collection and analysis, and use of data and results to improve student learning and school climate.

**EDUCEL 631 Staff Selection, Supervision, and Evaluation**  
*3 credits*  
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. Spring.
EDUCSC 631 Assessment and Evaluation for School Counselors
3 credits
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. Spring.

EDUC 641 School Law
3 credits
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.

EDUCSC 641 Career Development
3 credits
Explores career development theories. Examines and evaluates career materials as they relate to school philosophy and curriculum. Summer.

EDUC 651 School Leadership
3 credits
Organizational theories, models of leadership development, and the change process as applied to educational settings. Special emphasis on school organization, culture, vision and mission, curriculum, formal/informal leadership. Exploration of personal and professional theoretical frameworks of leadership, communication, group process, conflict management, transformative and ethical leadership.

EDUCSC 651 Methods and Skills of Counseling
3 credits
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. Fall.

EDUCEL 652 Budget, Facilities, and Safe Schools
3 credits
Participation in the school budget process, building consensus, and aligning resources with the organizational vision. Collaboration with school personnel, families, business, community, and government groups by framing partnerships. Application of fiscal and legal principles to provide safe and effective facilities. Fall.

EDUCSC 652 Group Counseling in Schools
3 credits
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.

EDUCSP 660 Internship in Special Education I
8 credits
This internship is the first half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills including assistive technology in a K-12 school setting. Interns receive support from a college supervisor and mentor/cooperating teacher to meet identified special education program competencies. Prerequisites: Admission to the Special Education Graduate Program. Fall.

EDUC 661 Integrating Reading and Language Arts
3 credits
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.
EDUCCI 661 Collaboration and Service Delivery Options
3 credits
Examination of the cooperative nature of the roles of classroom teachers and special educators and implications for delivering instruction and related support services. Emphasis on developing working relationships. Course addresses collaboration skills for participating in change efforts, working with families, prereferral, IEP development, co-teaching, and supervision of paraprofessionals. Prerequisites: Admission to graduate program or permission of instructor. Cross-listed with EDUCSP 661. Fall.

EDUCSP 661 Collaboration and Service Delivery Options
3 credits
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, co-teaching, and supervision of paraprofessionals. Prerequisites: Admission to graduate program or permission of instructor, EDUCSP 610, and EDUCSP 621. Cross-listed with EDUCCI 661. Spring.

EDUCSC 662 School Counseling: Theoretical Foundations
3 credits
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. Spring.

EDUCSP 665 Internship in Special Education II
6 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 or cooperating teacher to meet identified special education program competencies. Prerequisite: EDUCSP 660. Spring.

EDUC 670 Educational Research Foundations
3 credits
Strategies for identifying, analyzing, and evaluating educational research. Introduction to research concepts and instrumentation in qualitative and quantitative research. Part I of a yearlong action research project designed by students and implemented in an educational setting.

EDUC 675 Educational Research Design
3 credits
Practical application of educational research methods to school reform initiatives. Focus is on creating a research design for systematic inquiry of a problem or issue in school. Part II of a yearlong research project designed by students to be implemented in an educational setting. Prerequisite: EDUC 670.

EDUC 680 Educational Research Capstone
6 credits
Implementation of research-based school reform initiatives designed in EDUC 675; includes data analysis, research report writing, and professional presentation skills. Part III of a yearlong research project designed by students to be implemented in an educational setting. Prerequisite: EDUC 675. Spring.

EDUC 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. Occasionally.
EDUCEL 696 Internship I: School and Community Relations
3 credits
A supervised practical experience in educational leadership with seminar sessions addressing national and state standards for educational leaders. The focus of this internship will be working with staff, parents, and the community. Prerequisites: Admission to Educational Leadership option. Fall.

EDUCSC 696 Internship: Elementary School
3 credits
Weekly seminar in conjunction with site-supervised practice in required, semester-long, minimum 300-hour elementary/middle school counseling internship. In addition to required field experiences totaling a minimum of 300 hours, students meet weekly with student interns and instructor to integrate internship experience. Cannot be taken in conjunction with EDUCSC 696. Prerequisite: Admission to School Counseling Graduate Program. Fall, Spring.

EDUCEL 697 Internship II: Connections
3 credits
A supervised practical experience in educational leadership with seminar sessions addressing national and state standards for educational leaders. The focus of this internship will be integrating leadership, curriculum, school improvement and data-driven decision-making. Prerequisites: Admission to Educational Leadership option. Spring.

EDUCSC 697 Internship: Secondary School
3 credits
Weekly seminar in conjunction with site-supervised practice in required, semester-long, minimum 300-hour secondary/middle school counseling internship. In addition to required field experiences totaling a minimum of 300 hours, students meet weekly with student interns and instructor to integrate internship experience. Cannot be taken in conjunction with EDUCSC 696. Prerequisite: Admission to School Counseling Graduate Program. Fall, Spring.

EDUC 698 Independent 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. Fall, Spring.

EDUCCI 698 Independent Study
1-3 credits
Intensive study of an educational curriculum topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor. Fall, Spring.

EDUCEL 698 Independent Study
1-3 credits
Intensive study of an educational leadership topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor.

EDUCSC 698 Independent Study
1-3 credits
Intensive study of an educational counseling topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor.

EDUCSP 698 Independent Study
1-3 credits
Intensive study of a special education topic encountered in a school or community. Topics are usually initiated by the graduate student. Prerequisite: Permission of instructor.
EDUC 699 Capstone
3 credits
Development of a comprehensive case study of a student, classroom, or school in collaboration with students in each of the specialty areas. Spring.

History

IHHIST 111 The Ancient and Medieval World
Examines the development of first civilizations of the Near East, South Asia, East Asia, and the Americas; ancient Greece and Rome; the growth of the Byzantine, Islamic, and Western civilizations; European imperialism in Africa, the Americas, and Asia; and religious, political, and cultural change in Europe in the early-modern era. Annually. (WPS)

IHHIST 112 The Modern World
Examines the evolution of the major civilizations of the world (Western, Middle Eastern, South Asian, East Asian, sub-Saharan African, and Latin American) from the early-modern era to the present. It focuses upon the revolutionary intellectual, political, and economic changes that occurred during this period and their effects upon the world. Annually. (WPS)

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. (WPS GRC)

IHHIST 161 American Encounters 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. (MPC WPS GRC IB)

IHHIST 162 American Encounters From 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 working poor, women, African Americans, and Native Americans. Issues of class, race, and gender will be explored from a comparative approach. Fall, Spring. (MPC WPS GRC IB)

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.

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. (WPS GRC IB)

IHHIST 220 The Crusades: Identity and Religious War in the Middle Ages
Course examines the Crusades with the aim of understanding how markers of identity and religious differentiation were used to support and perpetuate the ideology of crusade and holy war, and how cross-cultural contact eventually altered the European Christian constructs of identity that had motivated the initial 11th-century call for Crusade. Fall. (WPS GRC IB)

IHHIST 221 The Axial Age
This course will follow the emergence of world, historical, philosophical, and religious systems in India, China, Greece, and the Near East between 800 to 300 BCE. Through primary and secondary sources, students will explore the origins and development of classical Hinduism, Buddhism, Confucianism, Taoism, Platonic thought, and messianic Judaism. Occasionally. (IB)
IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
The class examines the institutions of marriage and family in the ancient civilizations of Mesopotamia, Egypt, the Israelites, Greece, and Rome. By studying the development of the family, this course offers an examination of the roles of both men and women in the development of the western culture and civilization. Fall. (GRC IB)

IHHIST 252 The Holocaust
Examines the genocide and mass murder committed by the Nazi regime during 1939 to 1945. Also surveys long- and short-term factors, including World War I and Germany’s failed post-war democratic experiment, that help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHGS 252. Spring. (WPS GRC IB)

IHHIST 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. Fall, even years. (WPS)

HIST 290 Special Topics
1-4 credits
Study of a selected topic in History. May be repeated as topics change. Fall, Spring.

IHHIST 293 Weimar and the Rise of Hitler
This class examines the period in German history from 1918-1933. We will explore the social and political turmoil following the loss of the war and the underlying conditions that made the Nazi seizure of power possible. (WPS)

IHHIST 310 Who is 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,” embodiment of empire, literary artist, scientist, early patriarch, runaway servant, and slave owner. Prerequisite: Minimum of 24 credits in ISP, including ITW 101 and QL.

IHHIST 330 Game of Thrones: England to 1500
This class examines the history of England from the Norman Conquest in 1066 to the succession of Henry Tudor in 1485. The class focuses on the role of gender, status, and cultural difference in the political and dynastic struggles for the throne of England. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 331 Sex and Sanctity in Medieval Europe
This class examines the medieval construct of gender and sexuality to understand gendered meanings of sanctity and sin, questioning the ways that sanctity influenced medieval gender, creating a complex and fluid category of identification beyond a binary system and allowing for actions and activities that appear to be “gender bending.” Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

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. (WPS GRC IB)

HIST 333 Decline and Fall of the Roman Republic
A close reading of ancient and modern histories of the Roman Republic. The Roman Civil War and the rise and fall of Julius Caesar will be of particular interest. (WPS IB)

HIST 335 Islamic Kingdoms in Medieval Europe
The eighth-century Arab-Berber invasion and occupation of the Iberian Peninsula altered the religious and cultural borders of the European continent. This class examines the cultural and political effects of Islamic invasion and occupation in Iberia and investigates cross-cultural contact between Muslim Iberia and Christian Europe. (WPS GRC IB)
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. (WPS GRC IB)

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. (IB)

IHIST 338 A History of Sexuality
This course examines theories and historiography of pre-modern sexualities. By focusing on the history of ancient and medieval ideologies and hierarchies of sexual behavior, this class seeks to understand the cultural constructs of sexuality and gender in various eras and civilizations and questions the idea of a trans-historical heteronormativity. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

HIST 339 The Age of Enlightenment
This course will explore central themes of the period in European history known as the Enlightenment (1650-1800), such as race, gender, religious tolerance, materialism, and political engagement. Students will explore these themes in writing assignments and class presentations based on close readings of primary and secondary sources. Occasionally. (GRC IB)

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. (WPS GRC)

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. (WPS GRC IB)

HIST 343 The Postwar World 1945-1975
An in-depth look at international politics, diplomacy and Cold War culture during the three decades following the end of the Second World War. (WPS)

HIST 351 Imperial Germany
This course explores the history of Germany from 1870 to 1918, from national unification to defeat in WWI. Topics will include religious conflicts, German colonialism, the emergence of political parties, the changing place of women in modern German society, and the rise of anti-Semitism. (GRC)

HIST 352 World War I
This course examines the origins, chief military developments, and fateful conclusion of the First World War. Topics include the motivations of the combatants, the course of the conflict within Europe and beyond its borders, and the post-war peace settlement. (WPS)

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 HGS 353. Spring. (WPS GRC IB)

IHIST 354 Weimar Culture and Film
The purpose of this course is to explore the history of German culture during the Weimar period (1919-1933), primarily through the lens of several of the most famous films of the era. We will compare, contrast, and critique interpretations of these films by film critics and historians. Prereqs: 24 credits including ITW and QL. Spring, odd 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. (MPC WPS GRC IB)
IHHIST 358 American Empire I
This course explores America’s many intersections with the world from the American Revolution through the era of World War One. It examines why and how American leaders devised policies to protect, manage, and, most importantly, expand the American empire. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

IHHIST 359 American Empire II
This course explores America’s many intersections with the world from World War One through 9/11. It examines why and how American leaders devised policies to protect, manage, and expand the American empire. The course delves into the American ideology of “American exceptionalism” and its role in defining American foreign policy. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

HIST 360 Natives and Newcomers in North America 1500-1766
Examines the experiences of native peoples of North America in the era of European invasion and imperialism from the pre-contact period through the development of Pan-Indian identity in Pontiac’s War. Major themes include power relations, environmental impacts, gender, changes over time, responses to imperialism, and the persistence of native cultures. (WPS GRC IB)

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. (MPC WPS GRC IB)

HIST 362 American Slavery/American Capitalism 1787-1848
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. (WPS GRC IB)

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. (MPC WPC GRC IB)

HIST 364 19th-Century America
A social and cultural history of the United States between 1815 and 1920. Examines the development of a mainstream culture based on the values of the antebellum Northern middle class, the rise of alternative cultures, and the eventual decline of Victorianism during the first two decades of the twentieth century. (MPC GRC IB)

HIST 366 U.S. in Crisis: 1920-1950
A cultural, social and literary examination of the turbulent decades of the 1920s, 1930s and 1940s. Fall. (WPS GRC IB)

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: IHHIST 162 or permission of the instructor. Spring. (MPC WPS GRC)

IHHIST 368 Brahmins & Bosses: Boston History
Focuses on the political, cultural, and social history of the city of Boston from its founding to the 1980s. The course will examine how Boston struggled to grow from an insular and largely homogeneous community to becoming a truly diverse, international city well poised for the 21st-century. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (MPC GRC IB)

IHHIST 371 Africans in the Colonial Atlantic World
Focuses on the experiences of Africans and African Americans in the Atlantic World during the era of early modern European empires, ca. 1500-1830. The course will examine transatlantic cultural connections between Africa, Europe and the Americas. Course topical focus will vary between North America/West Indies and Latin America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)
IHHIST 372 Gender and Power in Early North America 1600-1800
The course analyzes early American gender roles as culturally constructed and contested among European Americans, Native Americans, and African Americans. Explores how gender ideologies and their attendant power relations ordered social, familial, sexual, religious, and political life in colonial and early postcolonial North America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

HIST 373 Race, Disability, and Eugenics
An examination of the history of the 19th- and 20th-century eugenics movement in the United States and Europe. Efforts to “improve” humanity by selectively controlling or eliminating individuals deemed socially undesirable because of race or disability will be investigated by exploring science, legislation, and popular culture. Cross-listed as HGS 373. Fall, odd years. (MPC GRC IB)

IHHIST 375 War and Culture in Early America 1600-1865
Cultural history of war, peace, and the military in North America and the United States from the pre-colonial period to the end of the Civil War. Examines military history through categories of class, race, region, ethnicity, and gender. Analyzes warfare as cultural exchange and surveys American ideologies of war. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall. (WPS GRC)

IHHIST 376 Modern United States Military History 1865-Present
A social and cultural history of the United States military from the end of the American Civil War to the present. The class examines the development of American military strategies and institutions. Analyzes to what extent the military reflected social norms regarding race, class, sexuality, gender, and ethnicity over time. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 377 Sports and American History
An examination of sports as an expression of the social and cultural history of the United States. Among the topics are changing attitudes toward the human body and fitness, the opportunities afforded by sports for marginalized groups to promote social change, and the commercialization of sports. Prerequisite: 24 credits in ISP including ITW 101 and QL. (MPC GRC IB)

IHHIST 378 Alcohol and American History
Alcohol as a window into various aspects of the American past from the first European settlements to the present. Topics include colonial drinking, public discourse in taverns, class conflict over alcohol, the urban saloon, temperance and feminism, the politics of Prohibition, and alcohol and gender in the twentieth century. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (MPC GRC IB)

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.

IHHIST 391 World of the Old Testament
An historical, literary and philosophic introduction to the Hebrew Bible, one of the most important and influential books in the history of world civilization. The course will focus on the close reading, analysis and interpretation of key biblical texts. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (IB)

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. Fall, Spring. (IB)

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. 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.

HIST 650 Graduate Topics in History and Archives
Graduate seminar that provides substantial readings in the historiography (literature) of a particular historical field and links that scholarship to archival practices and advanced research. May be repeated as topics vary and counts toward the MA in History and Archives and History Graduate Certificates. Fall and Spring.

HIST 651 Introduction to History and Archive Studies
Introduces graduate students to the interdisciplinary field of History and Archive Studies. Topics include history of modern archives, archival practices and archival theory; the relationship between historians and archivists; the role of archives in shaping historical understanding and in creating social memory; and, the relationship between archives and political culture. Summer.

HIST 652 Archival Methods and Administration
5 credits
This course will explore the principles of archival management, including arrangement, description, preservation, and digitization, and will discuss the role of archives and archivists in the preservation of culture, history, and memory.

HIST 660 Historical Archival Research/Internship
6 credits
Internships and/or research at archives, allowing graduate students to turn archival theory, methods, and technical skills into practice, providing graduate students with hands-on experience. Students must be enrolled in the Master of Arts Program to register for this course. Pass/Fail. Summer, Fall, Spring.

HIST 670 Graduate Thesis/Project
4-8 credits
Students will work closely with History Department faculty to write a graduate thesis. The topic shall be of the student’s choosing, with guidance by department faculty. Students must be enrolled in the Master of Arts Program to register for this course. Pass/Fail. Can be repeated once for a total of 8 credits. Fall, Spring, Summer.

Holocaust and Genocide Studies

IIHGS 155 Introduction to Holocaust and Genocide Studies
An interdisciplinary introduction to Holocaust and genocide studies. Students analyze roles of resisters, rescuers, bystanders, victims, survivors, perpetrators, and collaborators. Students are challenged to find ways to exert their leverage and responsibility in preventing genocide. Fall and Spring.

IIHGS 181 Crisis and Conflict in Africa
Explores issues related to war, genocide, and human rights in Africa. Examines colonial histories, regional geopolitics, and African dictators that have contributed to the continent’s turbulence, as well as African strategies for peace. Case studies may include the Herero Genocide, the Belgium Congo, Rwanda, and Apartheid South Africa. Fall.
IHHGS 189 Judaism, Christianity, Islam
An introduction to the core beliefs, traditions, and world views of the three Abrahamic religions: Judaism, Christianity, Islam.

IHHGS 232 Introduction to Judaism
An exploration of Jewish rituals and traditions, including in-depth examination of holidays and life-cycle events utilizing historical and contemporary religious and descriptive texts. Examined will be basic theological principles of Judaism, historical and contemporary diversity within Jewish religious practice, and belief and culture. Fall.

IHHGS 233 A History of the Jews
Survey of the social, political, and cultural experience of the Jewish people throughout the world, beginning with the Roman expulsion from their homeland in 70 C.E. and working forward to the events that led to the Holocaust and the formation of the State of Israel in the 20th century. Spring.

IHHGS 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHENG 251. Spring.

IHHGS 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 post-war democratic experiment, which help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHIST 252. Spring.

IHHGS 254 Women in the Holocaust
How did women’s Holocaust experiences differ from those of men? An interdisciplinary exploration of gender in Central European families, ghettos, camps, and resistance, this course examines connections between the Holocaust and present-day manifestations of anti-Semitism, sexism, homophobia, and nationalism. Readings are drawn from history, women’s studies, and Holocaust memoirs. Cross-listed as IIWGS 254. Occasionally.

IHHGS 270 Genocide Special Topics
Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis related to Genocide Studies. Builds on foundations acquired in IHHGS 155 or IHHGS 252, the two introductory courses. May be repeated once for credit as topics change. Prerequisite: IHHGS 155, or permission of instructor.

IHHGS 281 Peace Studies
Interdisciplinary introduction to a growing field that examines competing explanations for why violence, terrorism, war, and genocide occur. Explores the methods and frameworks that scholars, policy makers, peace activists, and practitioners employ in dealing with physical and structural violence. Topics may include non-violent resistance, inner-city violence, conflict transformation, and mediation. Fall.

HGS 290 Holocaust Special Topics
Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis related to the study of the Holocaust. Builds on foundations acquired in IHHGS 155 or IHHGS 252, the two introductory courses. May be repeated once for credit as topics change. Prerequisite: IHHGS 155 or permission of instructor.

IHHGS 305 History of Jewish Music
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHMU 305. Fall, Spring.

HGS 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. Cross-listed as PHIL 313. Fall.
ISHGS 326 Sociology of the Holocaust
Examines the Holocaust from a sociological perspective, applying sociological theories, concepts, and methods. Emphasizes social and cultural forces that led to and sustained the Holocaust; the course also grapples with sociological legacies of the Holocaust. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Cross-listed as ISHGS/ISSOC Fall, odd years.

HGS 340 Film and the Holocaust
Examines various filmic approaches taken to represent the attempt to destroy European Jewry in the first half of the 20th century. Documentary and narrative film are examined, together with the cultures and time periods within which the films were produced. Ethical issues will be considered alongside cultural and formal concerns. Prerequisites: IHHGS 252/IHHIST 252 or permission of instructor. Spring, even years.

HGS 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 HIST 353. Spring.

IHHGS 355 Religion and Violence
An in-depth study of the links between religion and violence, examining the Holocaust as a paradigmatic case while exploring other representative cases of religious violence. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

IHHGS 356 The Holocaust and the Christian World
Explores relationship between Christianity and Judaism with special attention to historic antipathies, their role in preparing European culture for the Holocaust, and mixed legacies of contempt and good will that distinguished Christian persecution, resistance, and rescue during the Third Reich. Analyzes responses to this difficult history and its ongoing impact. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, odd years.

HGS 370 Genocide Special Topics
Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis related to Genocide Studies. Builds on foundations acquired in IIHGS 155 or IHHGS 252, the two introductory courses. May be repeated once for credit as topics change. Prerequisite: IHHGS 155, or permission of instructor.

HGS 373 Race, Disability, and Eugenics
An examination of the history of the 19th- and 20th-century eugenics movement in the United States and Europe. Efforts to “improve” humanity by selectively controlling or eliminating individuals deemed socially undesirable because of race or disability will be investigated by exploring science, legislation, and popular culture. Cross-listed as HIST 373. Fall, odd years.

HGS 374 Comparative Genocide
An analysis of comparative genocide studies, with a particular focus on placing genocide within the broader category of mass atrocity crimes. Students critically analyze contested cases of genocide in the twentieth-century. Course is structured around the responsibilities to prevent, react to, and rebuild after genocide and mass atrocity. Prerequisite: IIHGS 155, Introduction to Holocaust and Genocide Studies, or permission of instructor.

IHHGS 381 Human Trafficking Across the Globe
An investigation into the global problem of human trafficking, beginning with ancient societies and ending with contemporary forms of trafficking and slavery. Explores the roles of war, genocide, colonialism, and globalization in allowing human trafficking to flourish and analyzes why and how it persists today. Prerequisite: 24 ISP credits, including ITW 101 and QL. Spring.

HGS 382 Transitional Justice
Investigates the possibilities and limitations of justice and reconciliation in societies emerging from a recent history of genocide, mass violence, and political repression. Explores the uses of truth commissions and trials in transitional societies, as well as the roles of civil society, political elites, and international actors. Spring.
HGS 390 Holocaust Special Topics
Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis related to the study of the Holocaust. Builds on foundations acquired in IIHGS 155 or IHHGS 252, the two introductory courses. May be repeated once for credit as topics change. Prerequisite: IIHGS 155 or permission of instructor.

HGS 427 Rwandan Society and Genocide
This course involves intensive sociological study of Rwandan society, with a particular focus on its 1994 genocide. Topics include historical, social, and cultural background; assessment of theoretical explanations for the genocide; the extent of international intervention to stop it; and post-genocide social institutions and culture. Prerequisite: IIHGS 255 or SOC 305, or permission of instructor. Cross-listed as SOC 427. Spring, even years.

HGS 470 Genocide Special Topics
Exploration of a specific issue or theme applying interdisciplinary methods to readings and analysis related to Genocide Studies. Builds on foundations acquired in IIHGS 155 or IHHGS 252, the two introductory courses. May be repeated once for credit as topics change. Prerequisite: IIHGS 155, or permission of instructor.

HGS 490 Holocaust Special Topics
Advanced interdisciplinary exploration of a specific issue or theme not covered in depth by the regular curriculum. Content will vary, but builds on foundations acquired in prior study. Prerequisite: IIHGS 155.

HGS 494 Senior Honors
Aimed at an original research or creative project in Holocaust and/or Genocide Studies. Under the guidance of a faculty sponsor and committee, student will develop, research, and publicly present an individualized project on a topic jointly selected with the sponsor. Prerequisites: Senior standing; IHHGS 252/IHHIST 252, IIHGS 255, HGS 495; both overall and subject area GPA of 3.5 or above; approval by faculty in HGS Department.

HGS 495 Seminar
Students will investigate both secondary and primary source material to provide an in-depth analysis of one or more key issues related to the Holocaust and select cases of genocide. They will demonstrate the ability to think critically, and write and speak effectively. May be repeated for credit as topics change. Prerequisites: Junior or senior status as HGS major or minor. 12 or more credits in HGS, IHHGS, or IIHGS that must include IHHGS 252 and IIHGS 155, or permission of instructor. Fall.

HGS 497 Internship
1-8 credits
Focus is on a student researching, organizing, and writing about a Holocaust or genocide-based topic in cooperation with the Cohen Center for Holocaust and Genocide Studies or some other society, resource center, museum, or foundation dedicated to Holocaust and/or genocide studies. May be repeated for a total of 8 credits. Prerequisites: IHHGS 252/IHHIST 252 or IIHGS 155, and permission of instructor. Occasionally.

HGS 498 Independent Study
1-8 credits
In-depth study of a topic or problem selected and pursued in consultation with a faculty member. Design will be at the faculty member’s discretion. May be repeated for a total of 8 credits. Prerequisites: IHHGS 252/IHHIST 252 or IIHGS 155 and one 300-level or higher HGS course, and permission of instructor. Occasionally.

Honors Program

HNRSTW 101 Honors Thinking and Writing
This Honors course 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. Prerequisite: Admission to the College Honors Program.
HNRS 290 Honors Arts
Honors courses in the arts will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRS 290 Honors Humanities
Honors courses in the humanities will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRS 290 Honors Natural Sciences
Honors courses in the natural sciences will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRS 290 Honors Social Sciences
Honors courses in the social sciences will present content-specific titles and descriptions when they are approved by the Honors Program Advisory Council. They will meet Integrative Studies Program outcomes and Honors Program outcomes appropriate to the course. Prerequisite: Admission to the College Honors Program and ITW or HNRSTW.

HNRS 301 Global Engagement
Intensive interdisciplinary immersion in a cultural experience outside the United States. Through cohort-based research and learning, students reflect on their roles and responsibilities as global citizens. Readings, discussions, and on-site projects analyze artistic, social, political, and/or environmental issues facing their host country. Must be completed before fall of senior year. Enrollment limited to 12. Prerequisite: Take HNRS 290, HNRSH 290, HNRSN 290, or HNRSS 290. Sophomore standing.

HNRSI 401 Interdisciplinary Senior Seminar
This course focuses on a broad theme or topic that lends itself to multidisciplinary study. Students explore the theme through an interdisciplinary lens and then rely on relevant interdisciplinary and disciplinary perspectives to develop significant scholarly questions pertaining to their own field of study. Discussion-based seminar or small group format; requires significant scholarly research project or other appropriate artifact and a formal academic presentation. Prerequisites: 24 credits in ISP, including ITW 101 or HNRSTW 101, QL, and admission to College Honors Program. Fall.

HNRS 495 Honors Thesis
4 credits
An opportunity for qualified students to count their Honors theses in majors as a culminating experience in the college-wide Honors Program. Requires approval of the Honors director in consultation with the Honors Council. Prerequisites: 24 credits in ISP, including ITW-101 or HNRSTW-101, QL, and admission to College Honors Program.

HNRS 499 Special Project
An opportunity for qualified students to count their SURF projects or comparably intensive faculty supervised academic projects as a culminating experience in the college-wide Honors Program. Requires approval of the Honors director in consultation with the Honors Council. Prerequisite: 24 credits in ISP, including ITW 101 or HNRSTW 101, QL, and admission to College Honors Program.

Human Performance and Movement Science

HPPE 100 Issues in Physical Education
Explores contemporary issues in education, the work of teachers, and the role of physical education in public schools. Examines historical events that have influenced physical education as a profession. Introduces the Danielson Framework for Teaching. Designed for students who intend to major in Physical Education, Teacher Certification option. Fall.
HPAT 140 Introduction to Athletic Training
2 credits
An introduction to a broad range of concepts in the athletic training profession, including information on formal application to the major. Designed to introduce students to the clinical education component through pre-professional observation hours outside of class time. Lecture. Prerequisites: Declared Athletic Training major or permission of instructor. Fall, Spring.

HP 154 Lifeguard Training
2 credits
This course provides an opportunity for students to acquire basic knowledge, skills, and techniques in Lifeguard Training. Designed for non-HPMS majors. Graded Pass/Fail. Candidates must pass a swimming competency test given on the first day of class. If certification is desired, there will be an additional fee. Occasionally.

HP 155 Water Safety Instructor
2 credits
This course provides an opportunity for students to acquire basic knowledge, skills, and techniques in Water Safety Instructor. Designed for non-HPMS majors. Graded Pass/Fail. Candidates must pass a written water safety exam and a swimming competency test on the first day of class. If certification is desired, there will be an additional fee. Occasionally.

HP 160 Cardiovascular Fitness
1 credit
Students acquire basic knowledge, skills, and techniques in Cardiovascular Fitness. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 161 Strength Training
1 credit
Students acquire basic knowledge, skills, and techniques in Strength Training. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 163 Yoga
1 credit
Develops skill and knowledge related to beginning-level postures, breath work, and simple meditation techniques. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 177 Golf
1 credit
Students acquire basic knowledge, skills, and techniques in Golf. There will be an additional "greens" fee. Designed for non-HPMS majors. Graded Pass/Fail. Occasionally.

HP 191 First Aid/CPR for the Professional Rescuer
1 credit
First Aid and CPR for the Professional Rescuer procedures for certification. If certification is desired, there will be an additional fee. Graded Pass/Fail. Fall.

HP 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.

HP 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 BIO 332, or permission of instructor. Fall, Spring, Summer.
HP 210 Principles of Coaching
Course highlights coach’s role and application of interdisciplinary knowledge from psychology, sociology, and physiology toward development of the individual or team for athletic performance. An understanding of sport psychology, legal liability, teaching skills, daily and seasonal planning, physical training. Spring.

INHP 220 Physical Activity and Disease
An introduction to human physiology and the epidemiological evidence in regards to physical activity’s relationship with hypokinetic diseases including Cardiovascular Disease, Type II Diabetes, Hypertension, Hyperlipidemia, Stroke, Cancer, Obesity and Mental Health. The course will integrate course content, epidemiological research review, and critical thinking to interpret physiological information concerning the human body adaptations due to physical activity on overall human health. Summer

HP 240 Emergency Medical Technician
Based on the curriculum established by the U.S. DOT for Emergency Medical Technician (EMT-Basic) and authorized by the State of New Hampshire-Bureau of Emergency Medical Services (EMS). Topics include patient evaluation, treatment for trauma and emergencies, and infection control procedures. Lecture and labs. Proof of current certification in CPR at the professional rescuer level. Prerequisite: Athletic Training major. Taken concurrently with HP 242. Occasionally.

HP 242 EMT Practicum
2 credits
This laboratory/supervised experience provides opportunities for students to be formally assessed and to participate in clinical experiences with emergency department and ambulance service. Students have the option to take the NH-EMS Practical Examination and the National Registry Written Examination for EMT-Basics. Passage of both these examinations leads to national certification as an EMT-Basic. Proof of current certification in CPR at the professional rescuer level. Prerequisites: Athletic Training major. Taken concurrently with HP 240. Occasionally.

HPEX 250 Introduction to Exercise Science
An introduction to the field of Exercise Science, and to fundamental exercise training techniques. Topics covered include introduction to the field and careers of Exercise Science, appropriate cardiovascular exercise guidelines, the effect of physical activity on health, introduction to resistance training exercises and guidelines, resistance and plyometric training technique, and overall benefits of exercise. Prerequisites: Exercise Science Major, or permission of instructor. Fall, Spring.

HPPE 255 Developmental Movement
2 credits
Develops skill and knowledge to perform and teach fundamental motor skills and teach low organization games. Teaching emphasis on demonstration/explanation of basic skill, transition to skill practice with individual feedback, and incorporating cognitive objectives. Prerequisite: PE major and permission of instructor. Fall.

HPPE 256 Rhythms
1 credit
Develops skill and knowledge to perform and teach selected rhythmic activities. Teaching emphasis on cueing. Prerequisites: HPPE 360 and PE major, and permission of instructor. Spring, odd years.

HPPE 260 Total Fitness
2 credits
Develops skills and knowledge related to concepts and assessment of health-related fitness in a physical education setting. Teaching emphasis on leading warm-up. Prerequisite: PE major, and permission of instructor. Spring.

HPPE 261 Fitness Curriculum for K-12 Learners
2 credits
Develops skill and knowledge to teach health-related fitness concepts and activities in a physical education setting. Teaching emphasis will be on demonstration/explanation of a fitness concept and transition to activity with individual feedback, with use of technology. Prerequisites: HPPE 260 and PE major, and permission of instructor. Fall.
HPPE 267 Individual Activities
2 credits
Develops skill and knowledge needed to perform and teach selected individual activities. Teaching emphasis on review of basic skill and transition to skill practice with group and individual feedback. Prerequisite: PE major, and permission of instructor. Fall, even years.

HPPE 268 Outdoor and Leisure Activities
2 credits
Develops basic knowledge and skills to provide safe outdoor and leisure activities appropriate in a physical education and physical activity setting. Prerequisites: HPPE 360 and PE major, and permission of instructor. Spring, even years.

HPPE 277 Invasion Games
Develops skill and knowledge needed to play and teach invasion games. Teaching emphasis on demonstration/explanation of basic skill. Prerequisite: PE major, and permission of instructor. Fall.

HPPE 278 Net/Wall Games
2 credits
Develops skill and knowledge needed to play and teach net and wall games. Teaching emphasis on demonstration/explanation of basic skill and transition to skill practice with group feedback. Prerequisite: PE major, and permission of instructor. Spring.

HPPE 281 Fielding/Striking/Target Games
Develops skill and knowledge to perform and teach fielding/striking and target games. Teaching emphasis on demonstration/explanation of basic skill and transition to skill practice with individual feedback. Prerequisite: PE major, and permission of instructor. Fall.

HPPE 283 Educational Gymnastics
1 credit
Develops skill and knowledge to perform and teach educational gymnastics. Teaching emphasis on demonstration/explanation of basic skill and transition to skill practice with individual feedback. Prerequisites: PE major, and permission of instructor. Spring, odd years.

HP 290 Special Topics
1-6 credits
Study of a selected topic in physical education. May be repeated as topics change. Prerequisite: HPMS major, or permission of instructor. Fall, Spring.

HP 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 required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits. Fall, Spring.

IIHP 310 Psycho-Social Aspects of Sport
The purpose of this course is to present an interdisciplinary approach to sport that will challenge students to critically reflect and discuss sport from psychological and sociological perspectives. The central focus of the course is to understand how these perspectives and experiences interconnect our personal and societal viewpoints of sport today. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

IIHP 311 Outdoor Recreational Leadership
This interdisciplinary course will explore outdoor recreational leadership qualities, styles, and group dynamics from multiple perspectives (physical education/communication). Additional focus is placed on experiential learning and examinations of selected program activities. Students develop, lead, and evaluate activities based on varying participant requirements, and earn a Leave No Trace certification. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring, Summer.
HPEX 332 Exercise Testing and Programming
The principles of exercise testing in all five components of health-related fitness, using nationally accepted assessment tools and standards. Designing and implementing exercise programs based on testing results for apparently healthy adults and those with chronic conditions. Prerequisites: HP 200. Fall, Spring.

HPEX 335 Advanced Strength and Conditioning
Examination and application of strength training and conditioning principles to enhance individual fitness and sport performance. Students develop skills in strength training, conditioning, and exercise leadership to improve individual and group fitness levels. National certification preparation is emphasized. Prerequisites: Exercise Science major, HP 200, HPEX 250, or permission of instructor. Fall, Spring.

HP 340 Epidemiology of Physical Activity
An introduction to the principles and methods of epidemiology and their applicability in the field of Athletic Training and Exercise Science. Students will examine factors governing health and disease. Students will be expected to critically interpret the epidemiologic literature relevant to health professionals and active populations. Prerequisites: BIO 332 or permission of instructor. Spring.

HP 341 Pathology, Pharmacology, & Exercise
An in-depth discussion of primary mechanisms, physiological mechanisms, the inflammatory process & pathophysiology associated with sport injuries & medical conditions. Students gain an understanding of the relevant pharmacodynamics, pharmacokinetics & recommended physical activity used in the treatment of conditions associated with health promotion and disease prevention relevant to an active population. Prerequisites: BIO 332, HP 201 or permission of instructor.

HPAT 342 Therapeutic Intervention I
Provides theoretical knowledge and skills in manual and mechanical therapeutic modalities used in the intervention of orthopedic injuries. Knowledge necessary to identify, apply, and evaluate current evidence to support clinical care reflective of maximize patient outcomes. Includes mechanical modalities and manual techniques to control inflammatory response and pain, restore joint mobility, muscle extensibility, and function. Lecture and labs. Prerequisites: HPAT 383, and Athletic Training major, or permission of instructor. Fall.

HPAT 343 Therapeutic Intervention II
Provides knowledge and skills in physical rehabilitation used in the intervention of orthopedic injuries. Knowledge necessary to identify, apply, and evaluate current evidence to support clinical care reflective of maximized patient outcomes. Includes modalities and techniques to improve health-related and performance-related components to return to high-level activity. Lecture and labs. Prerequisites: HPAT 342, INPHYS 141 and Athletic Training major, or permission of instructor. Spring.

HP 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: HP 201, and Athletic Training, Exercise Science, or PE major, or permission of instructor. Fall, Spring.

IIHP 352 Exercise Psychology
An interdisciplinary approach to understanding why only some people participate in physical activity. Students reflect on past and current experiences, examine psychological theories of motivation, and investigate the exercise high. Neurogenesis as the mechanism for cognitive and emotional benefits is explored. Students develop strategies for increasing exercise motivation in others. Prerequisite: 24 credits of ISP including ITW 101 and QL.

HPPE 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: HPPE 100, PSYC 311, PE major, and permission of instructor. Fall.
HPPE 361 Adapted P.E. & Sport
Treats legal issues and the concept of inclusion as they apply to the physical educator, and physical activity leader. Motor and perceptual motor development, screening/assessment, and programming. Adaptation of physical education and sport activities to meet special needs of students. Individual child work included. Prerequisites: HPPE 360, PE major, and permission of instructor. Fall.

HPPE 362 Physical Activity Programming
Issues related to the organization and delivery of physical education and physical activity programs including philosophy, program standards, curricular approaches to programming, collaboration, advocacy, behavior, resource, and risk management. Prerequisites: HPPE 360 and PE major. Fall.

HPPE 363 Assessment of K-12 PE Learners
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: HPPE 360 and PE major, Teacher Certification option, Admission to Educator Preparation. Spring.

HPEX 371 Practicum: Coaching
1-6 credits
Provides an experience in coaching within a public school or recreational sport program designed to give the students an opportunity to plan, implement, and evaluate selected activities such as practice sessions, conditioning programs, and game strategies. Maximum of 6 credits. Prerequisites: Exercise Science major and HP 210. Fall, Spring.

HPEX 372 Practicum: Exercise Leadership
Designed to provide students with a practical setting to apply the knowledge and skill learned throughout the Exercise Science program. Students will practice testing, planning, and facilitating exercise programs for individuals as well as groups. Prerequisite: Exercise Science major and HPEX 332. Fall, Spring.

HPPE 374 Child and Youth Physical Activity Practicum 1
This course is designed to provide students the opportunity to organize, plan and assess secondary level physical education programs and gain practical teaching experience at the secondary level prior to student teaching. Prerequisite: PE major and permission of instructor. Fall.

HPPE 375 Practicum: Teaching Elementary
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. Prerequisites: HPPE 255, HPPE 360 (grade C or higher), PE major, Teacher Certification Option, admission to Educator Preparation, and current certification in CPR for the Professional Rescuer and Standard First Aid. Cannot be taken concurrently with HPPE 376. Spring.

HPPE 376 Practicum: Teaching Secondary
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. Prerequisites: HPPE 360 (grade C or higher), PE major, Teacher Certification option, admission to Educator Preparation, and current certification in CPR for the Professional Rescuer and Standard First Aid. Cannot be taken concurrently with HPPE 375. Fall.

HPAT 383 Clinical Examination Strategies
2 credits
A lab designed to provide the opportunity to research and develop evidenced-based practice concepts and their application to the evaluation process to develop clinical reasoning skills. Skills focus on a comprehensive review of all systems as well as focusing on the clinical diagnosis of the lower extremity and axial region. Proof of current certification in CPR for the Professional Rescuer. Prerequisites: HP 200, HPAT 341, and Athletic Training major. Spring.
HPAT 384 Advanced Clinical Examination  
2 credits  
A lab designed to provide advanced understanding of evidence-based practice concepts and their application to the evaluation process to develop clinical reasoning skills. Skills focus on the clinical diagnosis of the upper extremity, spine, and head/face, as well as introducing evidence based diagnostic tools. Prerequisites: HPAT 383 and Athletic Training major, proof of current certification in CPR for the Professional Rescuer. Fall.

HPAT 385 Emergent Care Strategies  
2 credits  
A lab designed to critically examine the body of knowledge in athletic training and related fields to enhance knowledge and skills in planning, examination, and immediate emergent management of acute injuries and illnesses. Proof of current EMT Certification. Prerequisites: HPAT 384 and Athletic Training major. Spring.

HPAT 441 Pharmacology and Pathology for Athletic Trainers  
Provide an understanding of basic physiological mechanisms underlying illness and disease. Discussion of the pathophysiology associated with general medical conditions to facilitate the student’s ability to formulate a differential diagnosis and make clinical decisions and the positive outcomes associated with health promotion and disease prevention in active populations. An understanding of relevant pharmacodynamics and pharmacokinetic processes essential to recognize adverse drug interactions, patient harm, and therapeutic medications used in the treatment of sports injuries. Prerequisites: INCHEM 100, INCHEM 103, or INCHEM 111, HP 201, and Athletic Training major, or permission of instructor. Spring.

HP 444 Sports & Rec. Administration  
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: HPPE 475 and HPPE 476.

HPAT 445 BOC ATC Examination Preparation and Review  
1 credit  
A review designed to examine each student’s body of knowledge in athletic training. The seminar is focused on identifying strengths and weaknesses within the practice domains of the profession and to review and prepare students for the BOC ATC Board Examination. Must be enrolled in last semester at KSC. Prerequisites: Athletic Training major and permission of instructor. Graded Pass/Fail. Fall or Spring.

HP 460 Research Methods in Human Movement  
Introduction to research methods and data analysis in Human Movement. The purpose of research, the research process and differences in study designs are examined. Critical appraisal of scientific literature is stressed. Statistical topics include correlation, linear regression, basic statistical tests for differences (both parametric and nonparametric), and analysis of variance. Prerequisite: HP 340, or permission of instructor. Spring.

HPEX 472 Exercise Science Externship  
4-12 credits  
A supervised experience designed to provide the advanced student an opportunity to gain experience and practical knowledge in an exercise-related facility. The student will practice planning, supervising, and mentoring individuals of all health backgrounds in all aspects of fitness and health. Prerequisite: Exercise Science major and HPEX 372. Fall, Spring.

HPPE 474 Child and Youth Physical Activity Practicum 2  
6 credits  
Provides an opportunity for students to plan, implement, and evaluate physical activity programs, gain knowledge of their selected environment, and develop an understanding of the social and psychological dynamics experienced by novice professionals. Prerequisites: HPPE 374 (grade C or higher), PE major, Child and Youth Physical Activity option and current certification in Adult and Child CPR and AED. Spring.
HPPE 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 Educator Preparation Office. Spring.

HPPE 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 Educator Preparation Office. Spring.

HPPE 477 Student Teaching Seminar
2 credits
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: HPPE 475 and HPPE 476. Spring.

HPAT 483 Athletic Training: Clinical I
A supervised field-based experience in athletic training linking theory to practice. Focus on the use of evidence-based practice as a foundation for the delivery of care. Seminar focused on assessment of clinical integration competencies on prevention and clinical diagnosis and psychosocial strategies. Cannot be taken concurrently with participation in varsity or club sport. Proof of current certification in CPR for the Professional Rescuer and EMT Certification. Prerequisites: HPAT 294, and Athletic Training major. Fall.

HPAT 484 Athletic Training: Clinical II

HP 490 Advanced Special Topics
1-8 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.

HPEX 492 Exercise Science Seminar
A research-based capstone course intended to allow students to research, present, and discuss current topics within the health, performance, fitness, and nutrition fields. Prerequisites: Exercise Science major and HPEX 332, or permission of instructor. Fall.

HPAT 493 Athletic Training: Advanced Clinical
6 credits
A clinical capstone course with an intensive field experience providing the advanced student with an opportunity to demonstrate analytical decision-making and refine evidence based clinical application prior to certification. Cannot be taken concurrently with participation in varsity or club sport. Cannot be taken concurrently with HPAT 494 without permission of the athletic training program coordinator. Proof of current certification in CPR for the Professional Rescuer and EMT Certification. Application to enroll. Prerequisite: HPAT 484, Athletic Training major. Fall, Spring.

HPAT 494 Athletic Training: Advanced Practicum
2 credits
A supervised experience designed to provide exposure to allied health and medical professionals allowing students to function as members of interdisciplinary teams. Clinical exposure in rehabilitation, orthopedics and primary care provide an opportunity
to demonstrate clinical integration competency at the pre-professional level. Students are required to disseminate knowledge in athletic training to fellow athletic trainers' students with a professional presentation. Cannot be taken concurrently with HPAT 493 without permission of the athletic training program coordinator. Proof of current certification in CPR for the Professional Rescuer, EMT Certification. Prerequisites: HPAT 343, HPAT 441 and Athletic Training major. Fall, Spring.

HP 498 Independent Study
1-8 credits
Advanced independent study. The student completes a written research project under supervision of a HPMS faculty member who, in consultation with the dean of Sciences, Sustainability, and Health, determines the credit value. May be repeated for a total of 8 credits. Prerequisites: Athletic Training or Exercise Science or Physical Education major and permission of instructor. Fall, Spring.

### Information Studies

IIINFO 110 Information Environment
An exploration of the interdisciplinary field of information science, including information seeking behavior, information as a commodity, digital divide, information overload, information privacy and accessibility. Students engage in critical dialogue about the complexities of the current and evolving information environment to become effective and ethical consumers and users of information. Fall.

IIINFO 210 History of Recorded Info
How do we create, maintain, and preserve information for personal, historical, and societal purposes? This interdisciplinary course draws from information science, book history, and communication, to explore the evolution of writing and recordkeeping by organizations, government, and individuals, and the impact of different technologies on print and digital recorded information. Spring.

IIINFO 310 Information Policy
This interdisciplinary course draws from Information Science, Communications, and Public Policy to examine policies governing the use, access, storage, creation, and dissemination of information. Students apply theoretical frameworks and consider how information policies affect their own agency and citizenship. Topics include freedom of expression, privacy, and intellectual property. Spring, odd years. Prerequisite: ITW

IIINFO 320 Participatory Cultures
How do we engage in information creation in ethical ways? How do online groups help produce information? This interdisciplinary course draws from information science, communication, and education, allowing students to produce digital content as a means of self-discovery, self-expression, and community engagement while considering the ethics of knowledge creation. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

INFO 490 Advanced Special Topics in Information Studies
Intensive study of selected topics in Information Studies. May be repeated as topics change. Spring, even years.

INFO 498 Independent Study
1-4 credits
Advanced individual study of an issue, problem, or topic related to information studies under the direction of a faculty member. Repeatable for a maximum of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.
Integrative Studies

FOUNDATION COURSES

IQL 101 Quantitative Literacy
Students will develop the skills and habits of mind needed to work with quantitative information in daily life: numbers in the news, taxes, debt, inflation, probability. Emphasizes real-world, open-ended situations. Topics include estimation, algebraic reasoning, linear and exponential models, descriptive statistics, and spreadsheets. 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

IAART 100 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. Not open to students who have completed ART 101. Fall and Spring.

IAART 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. Fall and Spring.

IAART 105 Graphic Design Process
This course is an investigation of the role of graphic design in the visual environment. Students explore a variety of conceptual and production methodologies to create effective visual communication. Annually.

IAART 110 Introduction to Art History
General survey of the history of art and architecture from the ancient to modern periods. The course will explore the roles of the artist, art patron, and viewer in society, and feature in-depth analysis and contextual interpretation of works from a select number of world cultures, regions, and stylistic traditions. Fall, Spring.

IAART 120 Drawing I
The practice of representational drawing emphasizing linear and form description with drawing media. Develops skills for all students, including Art majors. Not open to students who have completed ART 125. May be repeated for credit with permission of instructor. Fall, Spring.

IAART 207 Ceramics and Culture
Through projects, demonstrations, and visual media (slides, videos, etc.), students will investigate differing methods of working with clay such as hand-building, wheel-throwing, and surface techniques. Students will research ceramic art in its global socio-historical contexts. For non-Art majors only. Annually.

IAART 227 Painting Materials and Culture
Through projects, demonstrations, and visual media, students will investigate differing historical methods of working with paint such as encaustic, egg tempera, fresco and oil. This course will explore the pigments, binders and supports for these methods and how they have changed due to economic and technological advancements. Annually.

IAART 300 Color Design and Site-Specific Painting
Explores the language of color and two-dimensional design, and surveys the history of painted murals and other wall ornamentation. Students complete a site-specific mural on campus. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.
IAART 332 Printmaking - Nature and Color
Through projects, demonstrations, and visual media, students will investigate the color linocut printmaking process. Emphasis will be placed on developing microscopic biological imagery in relation to natural design and color. Color theory will be explored through contemporary print practice and the history of printmaking, including 19th century Japanese prints. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IAART 391 Global Perspectives
Art history topics vary and could include the exploration of non-Western visual cultures, non-traditional artistic media, or critical themes (postcolonialism, gender, institutional critique, political theory, etc.) as they relate to globalization and the visual arts. May be repeated as topics change. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IAENG 202 Creative Nonfiction Writing
Introduction to the basic strategies and techniques of writing creative nonfiction. Extensive writing and reading of creative nonfiction will be discussed in class. Opportunity to develop creative and critical writing skills through assignments and independent work. Fall, Spring.

IAENG 204 Creative Writing
Introduction to the basic strategies and techniques of writing fiction and verse. Assigned exercises, accompanied by readings, are discussed in class. Opportunity to develop creative and critical skills through assignments and independent work. Fall, Spring.

IAENG 304 Advanced Creative Writing
Study of the strategies and techniques of writing one of the following genres: fiction, creative-nonfiction or verse. Opportunity to develop creative and critical skills through assignments and independent work. Repeatable one time for a total of 8 credits. Prerequisites: 24 credits of ISP including ITW and QL. Fall.

IAFILM 150 Introduction to Digital Video Production
This course provides an introduction to basic filmmaking technique, aesthetics, and skills in digital media management through production of digital video projects. Students gain an understanding of the art of narrative filmmaking through emphasis on story development, cinematography, editing, directing, and sound design. Course participation demands outside-class production time.

IAFILM 330 Screenwriting
This course introduces students to the fundamentals of writing a feature-length film narrative in a proper screenplay form. Class is conducted as a series of workshops in which students study several different types of screenplays, and then do a series of projects that prepares students to write original scripts. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IAFILM 331 Storytelling in Video
This course teaches techniques of video production in relation to developing and creating stories. Students will focus on concepts, aesthetics, and techniques as they produce visual narratives. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

IAFILM 332 Creative Digital Non-Fiction
This course explores techniques of video production as students investigate and create documentary film. Students will focus on research, techniques, and sequencing as they create documentaries. Course participation demands outside class production time. Not open to Film majors except by permission of instructor. Prerequisites: 24 credits in ISP including ITW 101 and QL. Occasionally.

IAMU 103 Fundamental Music Skills
Study of concepts, skills, and techniques necessary to read and understand music. An introduction to intervals, scales, key signatures, triads, and solfège. Not available for credit toward a Music major or minor.
IAMU 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.

IAMU 112 Latin American Music Survey
A cultural, social, and historical survey of Latin American folk and art music that emphasizes African, European, and Amerindian roots of representative regional and national styles. Students learn through readings, lectures, films, listening, and performance on indigenous instruments. Fall.

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 216 History of Rock and 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.

IAMU 218 The History of Jazz
Jazz from its origins through modern developments. Ethnic backgrounds, contributing factors, style characteristics, and interrelationships, literature, and performers. Fall, 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, Spring.

IAMU 312 Latin American Music, Society, and Culture
Students will explore cultural origins, diversity, and the role of music by using examples from various representative regions of Latin America. Prerequisite: 24 ISP credits, including ITW 101 and IQL 101. Spring.

IAMU 330 Music of Africa & the Diaspora
Connecting the music of Africa and the Americas, this course looks at traditional African music; contemporary African popular styles such as soukous, highlife, afrobeat, and mbaqanga; music from Cuba, Haiti, Brazil, Martinique; and African American styles from early folk music to gospel, blues, R&B and funk. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

IAMU 340 Engagement in the Arts
Active participation and research into local community arts organizations. Emphasis on the impact of volunteering and community engagement. Includes research project, volunteer hours and independent work. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IAMU 407 Teaching Music to Children
This course will address the influence of music on children from a variety of perspectives in both music and education. Students will develop skills in singing, listening, creating, playing classroom instruments, and leading music activities. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IAMU 417 Avant Rock
Presented in a seminar format, this course involves a study of how experimentalism and avant-garde developed in the context of rock music. Prerequisite: 24 credits in ISP, including ITW 101 and QL.
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 and the Creative Process
This experiential course explores the fundamentals of the art and craft of acting. Our work will include play and performance analysis, class exercises, and collaborative projects. 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.

IATAD 370 Playwriting
The art and craft of the playwright. Students will be involved in the creation of a dialogue text using Dramatic Imagination. Students will study structure and techniques of writing for dramatic forms, primarily theatrical forms. Students will complete writing exercises as well as preliminary drafts and a completed script. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

IATAD 372 Arts Management: Organizations and Entrepreneurship
Students will be introduced to different ways arts companies are structured and managed, with a focus on not-for-profit organizations. The course will provide an in-depth exploration of opportunities for creating start-up arts businesses, combining projects tailored to individual students’ interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

IATAD 374 Arts Management: Marketing, Development, and Communication
Students will be introduced to how arts organizations communicate with different constituencies, both internal and external. The course will cover marketing, communication, development/fundraising, and social media, combining projects tailored to individual students’ interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IATAD 375 The Regional Creative Economy
How do arts organizations intersect, serve as agents for community vibrancy and economic development? Students engage with Regional Directors, analyze local arts organizations, work on regional asset mapping, and share their research with local leaders. The hands-on approach of this course provides students with a stake in the regional economy.

HUMANITIES COURSES

IHAMST 140 What Is American Studies?
Explores historical and contemporary issues from American culture(s). Topics may include nationhood, identity, and cultural production. Annually.

IHAMST 248 Cultures of Northern Plains Indians
An introduction to American Indian studies through the perspectives of Northern Plains Indians, focusing on Plains Indians’ literature, music, art, Indian law, history, and philosophy. Annually.

IHAMST 291 Special Topics
Course examines topics through perspectives and approaches drawn from the field of American Studies. May be repeated as topics change. Fall, Spring.

IHAMST 372 Readings in American Studies
Examines primary, theoretical, and critical materials related to American Studies. May engage historical, philosophical, artistic, and literary issues in American culture(s). Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.
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.

IHENG 191 Readings in Literature
An introduction to topics in literary studies for non-majors. Fall.

IHENG 195 Introduction to College English
This course includes both critical reading and creative writing. The emphasis is on close-reading and literary analysis skills, with a focus on particular topics, themes, or literary genres. Students will respond to literary texts through critical analysis and through original creative writing by way of imitation, rewriting, and reinterpretation.

IHENG 220 Readings in British Literature
Examines a particular period or literary movement, works of a particular author or group of authors from the British Isles, or a recurring theme in fiction or other literary forms. Prerequisite: ITW 101. Fall, Spring.

IHENG 240 Readings in American Literature
An introduction to significant writers of the United States and their work, which may include fiction, drama, poetry, and nonfiction prose. May explore a particular theme, period, genre, or group of writers. Prerequisite: ITW 101. Fall, Spring.

IHENG 250 Readings in Continental Literature
Examines 18th- to 21st-century European literature in historical and cultural contexts. Prerequisite: ITW 101. Annually.

IHENG 251 Literature of the Holocaust
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHHGS 251. Spring.

IHENG 260 Readings in World Literature
Reading and discussion of selected literary texts from the ancient to the modern world. Course will investigate literary production and reception in relation to historical, social, religious, economic, biographical, or textual contexts. May be repeated once as topics change. Prerequisite: ITW 101.

IHENG 286 Children’s Literature
Reading and discussion of representative texts and illustrations from the genres of children’s literature, such as folklore, fantasy, contemporary realistic fiction, historical fiction, biography, poetry, and information books. Prerequisite: ITW 101. Fall, Spring.

IHENG 391 Studies in Literature
A course in literary genre and theme for nonmajors. This course will explore the distinctive features of one or more literary genres and themes. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.

IHENG 392 The Writer and the World
An in-depth study of a particular author’s work. Emphasis is placed on the importance of context (social, historical, economic, cultural). Prerequisite: 24 credits in ISP, including ITW 101 and QL. (Not open for credit toward the English major.) Annually.

IHFILM 190 Myths and Archetypes in Film and Literature
Examines the phenomena of storytelling through film, literature and our own lives by studying the mythical structure and archetypes that have set the template for the stories we read, watch, and tell in our everyday lives. The investigations lead to a final project where students can generate creative work incorporating specific myths and archetypes.

IHFILM 260 Introduction to Film Analysis
This course is designed to equip students with the tools necessary to become critically aware and capable film viewers by introducing elements of film form, processes of textual analysis, a variety of cinematic techniques used in narrative and non-
narrative cinema, and other models of critical analysis used in film criticism. Not open to students who have completed FILM 270. Fall, Spring.

**IHFILM 261 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. Screenings and frequent writing assignments encourage critical thinking skills in terms of cinema aesthetics and cultural criticism. Not open to students who have completed FILM 271.

**IHFILM 310 Women and Cinema**
Presenting the works of women film and video makers in the social, economic, and historical contexts of their production and reception, this course develops a critical understanding of women’s concerns in a transnational world. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Spring.

**IHFILM 320 Movements in World Cinema**
Addresses major issues in thinking about both national and international cinema in the context of globalization. By examining "global Hollywood" movies and international art cinema as well as transnational film genres, the course explores critical approaches to the intensifying flows of ideas and influences in world film culture. Prerequisites: 24 credits in ISP courses, including ITW 101 and QL. Fall.

**IHFILM 330 Digital Cinema and Media Studies**
This course explores how digital technologies and the rise of media conglomerates are blurring boundaries between cinema, television, video, and games. Students critically analyze the aesthetic and cultural impact of new media on moving images. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

**IHFILM 342 Topics and Genres**
Examines a body of narrative and/or non-narrative films related by virtue of style, theme, director(s), or region of origin, from historical and theoretical perspectives. Recent topics: Road Movies; Apocalypse Cinema; Iranian Cinema. May be repeated as topics change. Prerequisites: 24 credits in ISP including ITW 101 and QL, or instructor permission.

**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.

**IHFR 102 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 103 Elementary French III**
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. Fall, Spring.

**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.

**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 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.

IHHGS 189 Judaism, Christianity, Islam  
An introduction to the core beliefs, traditions, and world views of the three Abrahamic religions: Judaism, Christianity, Islam.

IHHGS 232 Introduction to Judaism  
An exploration of Jewish rituals and traditions, including in-depth examination of holidays and life-cycle events utilizing historical and contemporary religious and descriptive texts. Examined will be basic theological principles of Judaism, historical and contemporary diversity within Jewish religious practice, and belief and culture. Fall.

IHHGS 233 A History of the Jews  
Survey of the social, political, and cultural experience of the Jewish people throughout the world, beginning with the Roman expulsion from their homeland in 70 C.E. and working forward to the events that led to the Holocaust and the formation of the State of Israel in the 20th century. Spring.

IHHGS 251 Literature of the Holocaust  
Examines the culture of European Jews before the Holocaust and literature that reflects the destruction of that culture in World War II. Includes texts by such authors as Ida Fink, Elie Wiesel, Primo Levi, Nelly Sachs, Imre Kertesz, and Jurek Becker. Prerequisite: ITW 101. Cross-listed as IHENG 251. Spring.

IHHGS 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 post-war democratic experiment, which help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHIST 252. Spring.

IHHGS 305 History of Jewish Music  
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHMU 305. Fall, Spring.

IHHGS 355 Religion and Violence  
An in-depth study of the links between religion and violence, examining the Holocaust as a paradigmatic case while exploring other representative cases of religious violence. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

IHHGS 356 The Holocaust and the Christian World  
Explores relationship between Christianity and Judaism with special attention to historic antipathies, their role in preparing European culture for the Holocaust, and mixed legacies of contempt and good will that distinguished Christian persecution, resistance, and rescue during the Third Reich. Analyzes responses to this difficult history and its ongoing impact. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring, odd years.
IHHGS 381 Human Trafficking Across the Globe
An investigation into the global problem of human trafficking, beginning with ancient societies and ending with contemporary forms of trafficking and slavery. Explores the roles of war, genocide, colonialism, and globalization in allowing human trafficking to flourish and analyzes why and how it persists today. Prerequisite: 24 ISP credits, including ITW 101 and QL. Spring.

IHHIST 111 The Ancient and Medieval World
Examines the development of first civilizations of the Near East, South Asia, East Asia, and the Americas; ancient Greece and Rome; the growth of the Byzantine, Islamic, and Western civilizations; European imperialism in Africa, the Americas, and Asia; and religious, political, and cultural change in Europe in the early-modern era. Annually. (WPS)

IHHIST 112 The Modern World
Examines the evolution of the major civilizations of the world (Western, Middle Eastern, South Asian, East Asian, sub-Saharan African, and Latin American) from the early-modern era to the present. It focuses upon the revolutionary intellectual, political, and economic changes that occurred during this period and their effects upon the world. Annually. (WPS)

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. (WPS GRC)

IHHIST 161 American Encounters 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. (MPC WPS GRC IB)

IHHIST 162 American Encounters From 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 working poor, women, African Americans, and Native Americans. Issues of class, race, and gender will be explored from a comparative approach. Fall, Spring. (MPC WPS GRC IB)

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. (WPS GRC IB)

IHHIST 220 The Crusades: Identity and Religious War in the Middle Ages
Course examines the Crusades with the aim of understanding how markers of identity and religious differentiation were used to support and perpetuate the ideology of crusade and holy war, and how cross-cultural contact eventually altered the European Christian constructs of identity that had motivated the initial 11th-century call for Crusade. Fall. (WPS GRC IB)

IHHIST 221 The Axial Age
This course will follow the emergence of world, historical, philosophical, and religious systems in India, China, Greece, and the Near East between 800 to 300 BCE. Through primary and secondary sources, students will explore the origins and development of classical Hinduism, Buddhism, Confucianism, Taoism, Platonic thought, and messianic Judaism. Occasionally. (IB)

IHHIST 222 Marriage and Family in Western Civilization: The Ancient West
The class examines the institutions of marriage and family in the ancient civilizations of Mesopotamia, Egypt, the Israelites, Greece, and Rome. By studying the development of the family, this course offers an examination of the roles of both men and women in the development of the western culture and civilization. Fall. (GRC IB)

IHHIST 252 The Holocaust
Examines the genocide and mass murder committed by the Nazi regime during 1939 to 1945. Also surveys long- and short-term factors, including World War I and Germany’s failed post-war democratic experiment, that help explain the consolidation of a racially based totalitarian regime. Cross-listed as IHHGS 252. Spring. (WPS GRC IB)
IHHIST 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. Fall, even years. (WPS)

IHHIST 293 Weimar and the Rise of Hitler
This class examines the period in German history from 1918-1933. We will explore the social and political turmoil following the loss of the war and the underlying conditions that made the Nazi seizure of power possible. (WPS)

IHHIST 310 Who is 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,” embodiment of empire, literary artist, scientist, early patriarch, runaway servant, and slave owner. Prerequisite: Minimum of 24 credits in ISP, including ITW 101 and QL.

IHHIST 330 Game of Thrones: England to 1500
This class examines the history of England from the Norman Conquest in 1066 to the succession of Henry Tudor in 1485. The class focuses on the role of gender, status, and cultural difference in the political and dynastic struggles for the throne of England. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHHIST 331 Sex and Sanctity in Medieval Europe
This class examines the medieval construct of gender and sexuality to understand gendered meanings of sanctity and sin, questioning the ways that sanctity influenced medieval gender, creating a complex and fluid category of identification beyond a binary system and allowing for actions and activities that appear to be "gender bending." Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

IHHIST 338 A History of Sexuality
This course examines theories and historiography of pre-modern sexualities. By focusing on the history of ancient and medieval ideologies and hierarchies of sexual behavior, this class seeks to understand the cultural constructs of sexuality and gender in various eras and civilizations and questions the idea of a trans-historical heteronormativity. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (GRC IB)

IHHIST 354 Weimar Culture and Film
The purpose of this course is to explore the history of German culture during the Weimar period (1919-1933), primarily through the lens of several of the most famous films of the era. We will compare, contrast, and critique interpretations of these films by film critics and historians. Prereqs: 24 credits including ITW and QL. Spring, odd years.

IHHIST 358 American Empire I
This course explores America’s many intersections with the world from the American Revolution through the era of World War One. It examines why and how American leaders devised policies to protect, manage, and, most importantly, expand the American empire. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

IHHIST 359 American Empire II
This course explores America’s many intersections with the world from World War One through 9/11. It examines why and how American leaders devised policies to protect, manage, and expand the American empire. The course delves into the American ideology of “American exceptionalism” and its role in defining American foreign policy. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS IB)

IHHIST 368 Brahmins & Bosses: Boston History
Focuses on the political, cultural, and social history of the city of Boston from its founding to the 1980s. The course will examine how Boston struggled to grow from an insular and largely homogeneous community to becoming a truly diverse, international city well poised for the 21st-century. Prerequisite: 24 credits in ISP, Including ITW 101 and QL. (MPC GRC IB)
IHIST 371 Africans in the Colonial Atlantic World
Focuses on the experiences of Africans and African Americans in the Atlantic World during the era of early modern European empires, ca. 1500-1830. The course will examine transatlantic cultural connections between Africa, Europe and the Americas. Course topical focus will vary between North America/West Indies and Latin America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

IHIST 372 Gender and Power in Early North America 1600-1800
The course analyzes early American gender roles as culturally constructed and contested among European Americans, Native Americans, and African Americans. Explores how gender ideologies and their attendant power relations ordered social, familial, sexual, religious, and political life in colonial and early postcolonial North America. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC IB)

IHIST 375 War and Culture in Early America 1600-1865
Cultural history of war, peace, and the military in North America and the United States from the pre-colonial period to the end of the Civil War. Examines military history through categories of class, race, region, ethnicity, and gender. Analyzes warfare as cultural exchange and surveys American ideologies of war. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall. (WPS GRC)

IHIST 376 Modern United States Military History 1865-Present
A social and cultural history of the United States military from the end of the American Civil War to the present. The class examines the development of American military strategies and institutions. Analyzes to what extent the military reflected social norms regarding race, class, sexuality, gender, and ethnicity over time. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (WPS GRC)

IHIST 377 Sports and American History
An examination of sports as an expression of the social and cultural history of the United States. Among the topics are changing attitudes toward the human body and fitness, the opportunities afforded by sports for marginalized groups to promote social change, and the commercialization of sports. Prerequisite: 24 credits in ISP including ITW 101 and QL. (MPC GRC IB)

IHIST 378 Alcohol and American History
Alcohol as a window into various aspects of the American past from the first European settlements to the present. Topics include colonial drinking, public discourse in taverns, class conflict over alcohol, the urban saloon, temperance and feminism, the politics of Prohibition, and alcohol and gender in the twentieth century. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (MPC GRC IB)

IHIST 391 World of the Old Testament
An historical, literary and philosophical introduction to the Hebrew Bible, one of the most important and influential books in the history of world civilization. The course will focus on the close reading, analysis and interpretation of key biblical texts. Prerequisite: 24 credits in ISP, including ITW 101 and QL. (IB)

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, especially the news 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. Occasionally.

IHMU 305 History of Jewish Music
Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHHGS 305. Fall, 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.

IHPHIL 220 Ethics
Are abortion, euthanasia, and capital punishment morally acceptable? This course will examine the most influential philosophical approaches to resolving ethical questions such as these. We will apply philosophical theories and principles to a variety of moral dilemmas, with the aim of developing the skills necessary to successfully analyze ethical arguments. 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.

IHSP 103 Elementary Spanish III
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.

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.

IHWS 290 Topics in Women’s and Gender Studies
Humanities-based study of a specific issue or topic within the field of Women’s and Gender Studies. May be repeated for credit as topics change. Fall, Spring, odd years.

NATURAL SCIENCES

INASTR 101 Introduction to Planetary Astronomy
Quantitative and descriptive view of the origins, structure, contents, and evolution of our solar system. Class includes both lecture and hands-on laboratory exercises and the basics of night sky observing. Topics include formation of the solar system, planets and other bodies, current research missions, exploration and potential colonization.

INASTR 102 Introduction to Stellar and Galactic Astronomy
Quantitative and descriptive view of the origins, structure, contents, and evolution of our universe. Class includes both lecture and hands-on laboratory exercises and the basics of night sky observing. Topics include light and telescopes, the origin, structure, and evolution of stars and the universe, and galactic classification and evolution.

INASTR 315 Visions of the Universe
An in-depth study of the solar system, stellar evolution, exoplanets, binary and variable stars, black holes, and the effects of dark matter and dark energy on the evolution of the universe. Emphasis will be given to historical and cultural influences leading to present-day understanding. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.
INBIO 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 elective credit but not ISP credit as topics change. Fall, Spring.

INBIO 104 Lab Biology Topics
An integrated lecture-lab course for nonmajors that explores biological topics through hands-on investigative activities. Will focus on a theme, such as marine biology or ecology. Can be repeated for elective credit but not ISP credit as topics change. Will satisfy the lab science requirement for education majors. Fall, Spring.

INBIO 105 Tropical Marine Biology
Students will learn basics in tropical marine biology through class and lab activities involving live marine organisms. The course requires a week-long field trip to the Turks and Caicos Islands for SCUBA diving, snorkeling, kayaking and other excursions. Become SCUBA certified on the trip if you are not already. Prerequisite: Permission of instructor. Spring.

INBIO 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, spring.

INBIO 111 Evolution and Ecology
An integrated lecture-lab experience that introduces the basic principles of evolution and ecology. Students investigate the causes and consequences of organismal diversity, both within and among species. Lab and field projects teach the scientific method. Fall, spring.

INBIO 202 Conservation in the Sea
This integrated lecture-lab course explores the challenges and approaches currently used in marine conservation. This course emphasizes scientific literacy, interpretation of quantitative data, and critical thinking, and satisfies the lab science requirement for education majors. Occasionally.

INBIO 203 Biology of Plagues
There are a handful of disease-causing microbes on Earth that greatly affect human society. What makes these microbes deadly and how do we respond? This is an integrated lecture-lab course that addresses this topic. Satisfies the lab science requirement for education majors. Occasionally.

INBIO 204 Winter World
How do our resident animal species survive harsh New England winters? This integrated lecture-lab course will explore the physiological and behavioral strategies used by animals to endure the challenges of life in the cold. Satisfies the lab science requirement for education majors. Occasionally.

INBIO 300 Advanced Topics in Biology
Topics in the biological sciences such as genetics, health, ecology, and others will be explored at an in-depth level. Socially relevant and ethical issues such as AIDS, genetic engineering, embryo research, environmental crises and other issues will be emphasized. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

INBIO 301 Stem Cells and Regeneration
Advances in biomedical research have raised the prospect of using stem cells to regenerate lost or damaged body parts. This course explores the biology of this field and associated ethical and political issues. A laboratory project introduces the scientific method and the amazing regenerative ability of planarian flatworms. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.

INBIO 302 Evolution and Human Behavior
In this fully online course, students explore the fundamentals of evolution and its consequences for human behavior. We compare human behavior to the behavior of other animals as we examine alternative explanations for and controversies about the evolution of cooperation, conflict, mating, parenting and other human behaviors. Prerequisite: 24 credits in ISP including ITW 101 and QL. Occasionally.
INBIO 303 Barely Tolerating Yourself
Protecting oneself against a constant threat of pathogens depends on the body’s ability to determine friend from foe. This course will explore fundamental biological concepts in the context of the vertebrate immune system. Topics covered include innate and adaptive immunity, vaccinations, allergies, organ transplants, pregnancy, antibiotic resistance, and cancer. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Occasional.

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 molecular 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 chemical 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. Math assessment exam required. Includes two-hour laboratory. Fall.

INCHEM 201 Forensic Science
Forensic science is the interdisciplinary application of science to law. The course will explore the forensic aspects of famous trials, scientific advances, and media coverage. Using a case study approach, students will learn forensic techniques, which will ultimately be applied to the production or analysis of mystery fiction. Prerequisites: ITW 101 and one course that fulfills the QL requirement. Fall, Spring.

INCS 160 Microcomputer Systems
This introductory course in microcomputer systems includes discussion of the underlying physics of the computer system, hardware/software installation, configuration, trouble-shooting problems, networking essentials, and other related topics. The course is designed to prepare students to develop an understanding of the internal workings of a microcomputer system. Not open to students who have completed CS 160. Fall, Spring.

INENST 381 Farming With Nature in Mind
Through the lens of agroecology, we consider ecological and social conditions that influence the healthy functioning of food production systems and the effect of varying farming methods on the environment. Students will investigate models from the U.S. and around the world and have opportunities for hands-on experimentation in agroecological methods. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

INENST 383 Rethinking Energy
As fossil fuel energy sources have high environmental impact, we need to understand ways that cleaner, renewable alternatives can be more broadly available. This course develops a basic understanding of the physical laws of energy and explores the connections between energy sources, needs, politics, policies, environmental impact, and sustainability. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

INFO 490 Advanced Special Topics in Information Studies
Intensive study of selected topics in Information Studies. May be repeated as topics change. Spring, even years.

INFO 498 Independent Study
1-4 credits
Advanced individual study of an issue, problem, or topic related to information studies under the direction of a faculty member. Repeatable for a maximum of 8 credits. Prerequisite: Permission of instructor. Fall, Spring.
INGEOG 204 Earth’s Changing Landscapes
This course examines the dynamic processes that shape the planet’s dramatic landscapes. Topics include external forces such as glaciers, rivers, and oceans, as well as internal forces such as volcanoes and earthquakes, and how these lead to earth’s widely varied landforms. Special attention is given to map interpretation. 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.

INGEOL 151 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.

INGEOS 201 The Physical Earth
An overview of earth’s physical systems (geosphere, hydrosphere, and atmosphere) and their interactions. Includes a survey of earth materials, the rock cycle, plate tectonics (earthquakes and volcanoes), landscape development (glaciers and rivers), the water cycle, weather, climate, and map interpretation. Three-hour lecture, two-hour lab, required field trips. Fall, spring.

INGEOS 202 Earth: 4.5 BYA to Present
Introduction to Earth history and the processes that have shaped the Earth since its formation, 4.5 Billion years ago. 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 field trip(s). Spring.

INGEOS 300 Geoscience Issues and Society
A course focusing on the cause and effect of geologic processes that impact society. Content may vary, but includes earthquakes, tsunamis, floods, volcanic activity, resource issues, and the geologic record of climate change. Students are expected to closely monitor popular media to document current geologic events and their effects. Prerequisites: 24 credits in ISP, including ITW 101, QL, and one course from the IS category. Fall, even years.

INGEOS 320 Earth’s Climate: Past and Future
The tools of climatic science are used to investigate the evidence and mechanisms for earth’s climatic change throughout geologic time. Includes climate classification and reasons for climate, climate forcing mechanisms, anthropogenic forcing, the global-warming crisis, and potential remedies. Combined lecture/lab. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

INGEOS 390 Special Topics
Study of selected topics related to the geosciences, beyond the introductory level. May be repeated as topics change. Repeatable for up to 12 credits. Prerequisites: 24 credits of ISP including IQL and ITW, or permission of instructor. INGEOS 201 or INGEOS 202 recommended. Fall, odd years.

INGEOS 391 Special Topics - Fluid Envelopes
Study of selected topics related to the geosciences beyond the introductory level, with an emphasis on the Earth’s fluid envelopes (hydrosphere or atmosphere). May be repeated as topics change for up to 8 credits. Prerequisites: 24 credits in ISP including ITW and IQL, or permission of instructor. INGEOS 201 or INGEOS 202 recommended. Spring, odd years.

INGEOS 392 Special Topics - Solid Earth
Study of selected topics related to the geosciences, beyond the introductory level, with an emphasis on the solid earth (lithosphere or geosphere). May be repeated as topics change. Prerequisites: 24 credits in ISP including IQL and ITW, or permission of instructor. INGEOS 201 or INGEOS 202 recommended. Fall, even years.
INHP 220 Physical Activity and Disease
An introduction to human physiology and the epidemiological evidence in regards to physical activity's relationship with hypokinetic diseases including Cardiovascular Disease, Type II Diabetes, Hypertension, Hyperlipidemia, Stroke, Cancer, Obesity and Mental Health. The course will integrate course content, epidemiological research review, and critical thinking to interpret physiological information concerning the human body adaptations due to physical activity on overall human health. Summer

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.

INPH 175 Essentials of Nutrition Science
An introduction to basic nutrition science concepts including nutrition guidelines, micro and macronutrients, anatomy and physiology of digestion and absorption of nutrients, energy balance, and health and wellness. The course will integrate course content, technology and quantitative reasoning using hands-on investigative activities to interpret and evaluate nutritional needs. Fall, Spring.

INPHYS 131 Engineering Fundamentals
Introduces students to a variety of engineering disciplines and covers aspects of engineering including the design process, data presentations, systems of units and conversions, Newton’s laws of motion, thermodynamics, statics, strength of materials, electricity, and case studies based on contemporary engineering problems.

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 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. Ideal for preservice teachers. Prerequisite: One course that meets the QL requirement or by permission of the instructor. Fall, Spring.

INPHYS 241 University Physics I
The first semester of a three-semester calculus-based sequence for science and technology majors. Emphasized are kinematics, forces, both static and dynamic, energy and momentum, gravitation, thermal physics, and thermodynamics. Includes a two-hour laboratory. Spring.

INSAFE 213 Safety Chemistry
Lecture-lab survey course of introductory chemistry principles applied for professionals in, but not limited to, the safety field. Topics covered span from a basic understanding of matter to the properties of gases and chemical effects on biological and environmental processes. Knowledge of basic algebra is mandatory. 3.5 hour lecture, 1.5 hour laboratory. Prerequisites: MATH 120. Fall, Spring.

INSTEM 142 Discovering STEM
Introduction to the history and concepts of STEM education using a transdisciplinary, hands-on, problem-based learning approach. As a community of learners students will explore how, in educational settings, disciplinary knowledge and practices from each of the STEM fields (science, technology, engineering, and mathematics) can be applied to complex real-world problems.
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.

ISANTH 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.

ISANTH 314 Archaeology of the Americas
In-depth examination of cultural change and culture process in prehistoric societies in the Americas. The course begins with the first appearance of humans in the Americas and ends with the arrival of the first European explorers and includes multiple theoretical perspectives on prehistoric behavior from the social sciences. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, odd years.

ISANTH 315 Gender and Culture
This course examines the ideology and social reality of sex, gender, and sexuality cross-culturally. The intersection of these identities with class, race and other social categories will be emphasized. The course covers various theoretical approaches and explores the ethnographic literature. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

ISANTH 320 Magic, Witchcraft, and Religion
This course will provide a holistic and comparative approach to the study of religious beliefs and practices. Students will explore magical and religious behavior, ritual, myth, shamanism, curing, spirit possession, ancestor worship, witchcraft, and millennial and counter-cultural movements in a variety of tribal and state societies. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category.

ISANTH 323 Anthropology of Conflict and Violence
This course focuses on the nature of conflict in human societies around the world and examines the roles of violence from cross-cultural and interdisciplinary perspectives. Conflict and violence are studied in societies ranging from food-foragers to complex states to explore the consequences of what is labeled “violence.” Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring, even years.

ISCS 140 Programming Foundations I
Introduces students to fundamental computer science (CS) principles that help prepare students for successful careers in their chosen disciplines. Topics include: hardware & software fundamentals; algorithm development fundamentals; introduction to Java programming; control structures; construction of classes and methods; array processing; introduction to inheritance; interfaces. Not open to students who have completed CS 140. Fall, Spring, Summer.

ISCS 150 Website Design and Construction
Introduces website construction as a pervasive means of problem solving and communication. Through the various methodologies covered, the course helps to prepare students for successful careers in their chosen disciplines. Topics include: fundamentals of website design; Hypertext Markup Language (HTML); introduction to Extensible Markup Language (XML); other supporting methodologies. Not open to students who have completed CS 150. Fall, Spring, Summer.

ISCS 210 Python Programming
Introduces computational thinking using Python, with an emphasis on problem solving through computer science. The course focuses on data manipulation and analysis allowing students to work on real problems using actual data sets and is designed to engage both majors and non-majors in improving critical thinking skills through practice. Spring.

ISCS 380 Digital Image Processing
Students delve into applications of digital imaging involving interpreting data to build mathematical models. Students will learn to use MATLAB and convert the images into analytical form to decipher the content to either enhance or extract information. These skills are important in forensics, Medical Image Analysis and many other fields. For the student who does not have a
programming background, special tutoring will be offered to understand the MATLAB programming. Prerequisites: 24 credits in ISP, including ITW 101 and QL. ISCS 140 recommended. Spring.

ISECON 104 Introduction to Macroeconomics
An introduction to macroeconomic terminology, concepts, and theories using historical context, quantitative tools, graphical analysis, and macroeconomic models. Course concepts are examined in a social and/or political context as appropriate. Fall, Spring.

ISECON 372 Ecological Economics
This course introduces and applies concepts and tools from: economics, multiple discipline perspectives, and systems theory for thinking deeply about human impact on our fragile world. The course integrates College-Wide Learning Outcomes (critical thinking, sustainability, and civic engagement) to grapple with complex, interconnected social and ecological twenty-first century problems. Prerequisite: 24 credits of ISP, including ITW and QL. Fall.

ISENST 350 Energy Policy and Politics
Covers the policies and politics that shape the energy system of today. We examine legislation, policy, and political controversies about fossil fuels, nuclear, and renewables. Our focus is both historical and contemporary and primarily centered on the United States. This course is offered completely on-line. Prerequisites: 24 credits in ISP including ITW 101 and QL.

ISENST 382 Environmental Advocacy
This course explores how environmental advocates work to implement changes to protect the natural world and the public. Theories of social power and personal empowerment, ethical perspectives, diverse models of mobilization, advocacy roles and tools, and various forms of media will be studied as ways to support an advocacy campaign. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

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 ISGEOG 201. Fall, Spring.

ISGEOG 203 Globalization Culture & Place
This course analyzes multiple facets of contemporary human geography including global patterns of culture, population, economy, environmental change and geopolitics. It also focuses on how cultures change and respond to the pressures of globalization. Fall, Spring.

ISGEOG 205 Environmental Geography
Explores the complex relationships between nature, culture, and place. Emphasis is placed on spatial aspects of human interactions with the environment resulting in serious issues, including pollution, global climate change, and resource depletion. Environmentally sustainable actions will be examined and assessed. Fall.

ISGEOG 309 Spatial Thinking
Thinking spatially is fundamental to geography with applications across disciplines. Using the spatial perspective, students will explore various topics through the geographic lens. Course content and topics focus on spatial thinking, spatial literacy, spatial cognition, graphicity and the processes and skills needed to pose spatial questions and find solutions. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

ISHGS 326 Sociology of the Holocaust
Examines the Holocaust from a sociological perspective, applying sociological theories, concepts, and methods. Emphasizes social and cultural forces that led to and sustained the Holocaust; the course also grapples with sociological legacies of the Holocaust. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Cross-listed as ISHGS/ISSOC Fall, odd years.
ISMG 356 Professional Sales & Negotiations
This course examines the core components of selling strategies and business negotiations. Students explore fundamental principles of negotiation theory as well as the importance of negotiation preparation. Pre-requisites: 24 credits in ISP including ITW & QL. Spring.

ISMG 383 Applied Data Analysis & Vis
A problem-based course that introduces spreadsheet-based data analysis & visualization to transform data into information to draw insights. Participants will conceptualize problems, investigate, collect & explore the data, and communicate the information with visualized data. Associated ethical challenges will also be explored. Prerequisites: 24 credits in ISP including ITW 101 and QL or permission of instructor. Spring

ISPH 285 Health in Society
An introduction to the social determinants that impact health, such as socioeconomic status, education, culture, and health policy. Topics of social justice and ethics will be explored. Prerequisite: ITW 101. Fall, Spring.

ISPOSC 110 Governing America
An analysis of governance and political citizenship in the United States. Includes examination of national institutions (Congress, Courts and the Presidency), other public offices, election cycles, and subnational politics. Compares democracy with other governing models, and examines types of political information and practice in deliberative political discussion. Fall.

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, Spring.

ISPOSC 211 State and Local Politics
Topics include federalism; institutions and jurisdictional responsibilities of governance at the municipal, county, and state level; participatory potential and policy importance of politics at the subnational level. Spring.

ISPOSC 220 International Relations
An introduction to the modern international political system with emphasis on the key institutions and issues that affect the interactions of the state and non-state actors in the contemporary global community. Fall, Spring.

ISPOSC 230 Political Philosophy to 1688
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, Spring.

ISPOSC 240 Introductory Comparative Government
Introduction to comparative analysis. Primary emphasis: the context and evolution of political traditions, institutions, and behavior. Secondary emphasis: the methods of comparative analysis. Fall.

ISPOSC 317 The U.S. Presidency
This course examines the modern American presidency. It provides a broad introduction to the executive branch and covers a range of topics, including campaigns and elections, rhetoric and speech-making, and foreign and domestic policy-making. A key theme concerns the nature and paradoxes of presidential power. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

ISPSYC 100 Topics in Psychology
An exploration of topical psychological issues for nonmajors. 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.
ISPSYC 101 General Psychology
An introduction to the major topics involved in understanding the behavior of humans and animals. Topics include perception, cognition, social behavior, and psychopathology. Fall, Spring.

ISPSYC 312 Lifespan Psychology
This course investigates the major psychological theories of lifespan development and provides a multifaceted introduction to the dynamics of intrapsychic development that occurs across the human lifespan. Major developmental milestones, effects of diversity and multiculturalism, socioeconomic status, family constellation, and socio-cultural variables are essential components of this analysis. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

ISSAFE 101 Safety Awareness
Studies the impact of accidents, develops strategies to eliminate, mitigate accident outcomes through education and awareness. Identifies 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.

ISSOC 125 Introduction to Sociology
Introduces basic concepts, theories, and methods of sociology. Develops a sociological perspective on social issues, problems and events. Provides an overview of major sub-fields in sociology. Also prepares students for the major and a career in sociology and related professions. 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.

ISSOC 310 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. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category. Fall, Spring.

ISSOC 326 Sociology of the Holocaust
Examines the Holocaust from a sociological perspective, applying sociological theories, concepts, and methods. Emphasizes social and cultural forces that led to and sustained the Holocaust; the course also grapples with sociological legacies of the Holocaust. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Cross-listed as ISHGS/ISSOC Fall, odd years.

ISSOC 355 Sport in Society
The sociological analysis of sport: issues discussed include the history, definition, and functions of sport; role of sport in the socialization of children; the relationship between sport and values; athletics within the social organization of education; deviance, crime, and violence in sport; the business and economics of sport. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

ISSOC 357 Global Ethnic Relations
This course applies sociological theories and methods to the study of ethnic relations, conflict, and peacebuilding efforts across the globe. Students also study social problems related to ethnic relations from multiple perspectives and evaluate policies to address them. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, even years.

CONNECTIONS COURSES

Il 201 Tutoring Research and Writing
Drawing on the interdisciplinary fields of composition, information literacy, and literacy studies, this course will introduce students to scholarship and best practices in tutoring research and writing. Students will develop an understanding of information literacy and writing theories and of peer tutoring roles. Recommended for students interested in peer tutoring. Spring.

Il 321 Opening to Other Ways of Knowing
Learn what it means that knowledge is constructed, not received; explore non-Western ways of knowing and being. Using psychology, philosophy, history, and anthropology to understand different concepts of reality, our examination of knowledge
construction will include readings, movies, songs, poetry, meditation, guest speakers, and personal experiences in different ways of knowing. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

II 322 Neuropsychology of Meditation
This interdisciplinary course draws from neuroscience (which includes biochemistry and physiology) and Buddhist psychology (which also involves philosophy) to understand the practice of mediation and its benefits. Students will learn a variety of meditative practices and explore research on the neural bases and Buddhist psychological theory underlying this practice. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

II 330 Toward A Just and Equitable World
We live in an unjust world. What can citizens do? What is the role of the media and formal/nonformal education? Is change possible? This interdisciplinary course uses tools from sociology and education in analyzing the systemic nature of social justice and equity issues. Includes involvement in a social change project. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

II 333 Complementary Health Practices
This transdisciplinary course will explore health practices that emphasize the mind-body-spirit connection and complement conventional medicine. Students will examine western and complementary medical and psychological research analyzing health benefits, therapy risks, access issues, social factors and cultural factors. Selected complementary health practices will be demonstrated. Prerequisites: 24 credits in ISP including ITW 101 and QL. Spring.

IIAMST 250 Interpreting American Cultures
An examination of a particular aspect of American cultures with an emphasis on developing a critical method appropriate to the interdisciplinary use of texts and other cultural artifacts. Prerequisite: ITW 101 or its equivalent. Annually.

IIAMST 370 American Biography
Interdisciplinary course examines selected biographies of Americans and American-identified figures from historical and literary perspectives. Readings contextualize developments in American culture and society (writ large) from 1492 to the present. Intended for nonmajors. Includes autobiographies. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 375 American Cultural Studies
Interdisciplinary exploration of a specific aspect or area of American culture employing methods drawn from the field of American Studies. Course moves toward the question: “What is American?” Readings consider phenomena defining American culture(s) and social structure(s), engaging theoretical, historical, and aesthetic materials. Intended for nonmajors. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 380 The New England Experience
Interdisciplinary course examines selected readings and discussions of New England culture and society from 17th century to the present. Examination draws upon literary, historical, and theoretical materials. Questions of region, image, imagination, and identity are addressed. Prerequisite: 24 ISP credits, including ITW 101 and QL. Annually.

IIAMST 391 Interdisciplinary Topics in American Studies
Course employs perspectives from the interdisciplinary field of American Studies to examine particular social, cultural, political, phenomena related to United States and/or American identity. Topical inquiries made using methods/approaches from academic disciplines such as history, ethnic studies, geography, musicology or literary studies. Prerequisite: 24 credits in ISP including ITW 101 and QL. Spring.

IIIECON 310 Game Theory
An introduction to game theory and strategic interactions with cases drawn from economics, business, politics, sociology, psychology, international studies, and sports. Topics include prisoner’s dilemma, Nash equilibrium, backward induction, signaling, mixed strategies, cooperative and noncooperative games, bargaining, conventions, “the tragedy of commons,” evolutionary game theory, and behavioral critiques of rationality. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.
IIECON 330 De/Reindustrialization: Keene in the Global Economy
How did Keene, NH, retain capital goods manufacturing from 1970 – 2015, a period known nationally for deindustrialization? This multidisciplinary course joins economic theory with American studies, industrial science, and corporate finance by immersing students into the local economy. Students conduct an interview, visit plant, and present to community. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

IIEDUC 306 Women and Education
An exploration of schooling and its relationship to culture and society, focusing on women’s role in education as both students and educators. Uses a historical, sociological, and feminist lens in examination of women’s struggle for equality in education, with parallels drawn to struggles of other subjects of marginalization. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IIEDUC 307 Adolescent Literature and Identity
Young adult novels often describe teenage characters as they explore their own changing identities. These novels also provide prospective teachers with insight into adolescents. In this interdisciplinary exploration of literature and education, students will analyze how these novels relate to adolescent development and can help teachers understand their future students. Prerequisites: 24 credits in ISP including ITW 101 and QL. Annually.

IIEDUC 310 Student Empowerment and Activism
This interdisciplinary course traces roots and growth of student activism on local and national levels. It examines youth empowerment within the United States since 1960 using the disciplines of History and Political Science. Emphasis given to addressing how student activism in previous decades compares to 21st-century American student activism. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

IIENG 245 Readings in African American Literature and Culture
An interdisciplinary introduction to African American literature and culture, which considers oral, written, and performed texts by African American cultural practitioners. Literary texts from 18th-, 19th-, and 20th-centuries. African American writers will be read in conversation with critical musical, political, and theoretical works. Prerequisite: ITW 101. Fall.

IIENG 270 Literature and the Environment
This interdisciplinary course introduces students to the traditions of environmental literature. Students will learn to think across the humanities, arts, and sciences. May explore a particular group of writers, genre, historical period, or bioregion. May be repeated once as topics change. Prerequisite: ITW 101. Annually.

IIENST 110 Food, Health, and the Environment
This interdisciplinary course explores the connection between food choices and food production systems and their impact on public health and the environment. Considering social, political, economic, and ethical factors, students will compare different agricultural systems and assess the ecological footprint and sustainability of our daily decisions of what to eat. Fall, Spring.

IIENST 150 Global Environmental Change
Students will gain a basic scientific understanding of the Earth’s major physical and biological systems within the context of global environmental issues, and will also explore global environmental change and potential solutions from interdisciplinary economic, ethical, political, and social perspectives. Fall, Spring.

IIENST 151 The Environment of Central New England
Introduces the geology and ecology, the natural and human history, and the social systems and governance structures that shape our regional environment. Explores the concept of place using interdisciplinary approaches, including hands-on field work, to prepare students to become responsible environmental stewards of the places where they live. Fall.

IIIFILM 362 Interdisciplinary Approaches to Film
This course explores cinema through interdisciplinary approaches that cross multiple fields of study, drawing upon academic disciplines that include literary studies, women’s studies, media studies, cultural studies, and history. May be repeated as topics change. Prerequisite: 24 credits in ISP including ITW 101 and QL, or permission of instructor.
**IFILM 380 Filming War, Writing War**
This interdisciplinary course will focus on cinematic and literary works about war’s noncombatants, women, children, losers instead of winners, and international populations. Drawing on material from the fields of film, literature and history, we will explore how war is defined and represented around the world. Prerequisites: 24 credits in ISP including ITW 101 and QL.

**IGEOG 302 Apocalypse Science and Society**
This multidisciplinary course examines natural and anthropogenic hazards through perspectives from Environmental Geography, Cultural Studies, Science and Technology Studies, and Earth Science. Students will scientifically investigate dynamic earth processes and how they interact with social factors to create catastrophes. Students will also analyze cultural and political aspects of apocalyptic stories. Prerequisites: Take 24 credits of ISP, including ITW 101 and QL.

**IIHGS 155 Introduction to Holocaust and Genocide Studies**
An interdisciplinary introduction to Holocaust and genocide studies. Students analyze roles of resisters, rescuers, bystanders, victims, survivors, perpetrators, and collaborators. Students are challenged to find ways to exert their leverage and responsibility in preventing genocide. Fall and Spring.

**IIHGS 181 Crisis and Conflict in Africa**
Explores issues related to war, genocide, and human rights in Africa. Examines colonial histories, regional geopolitics, and African dictators that have contributed to the continent’s turbulence, as well as African strategies for peace. Case studies may include the Herero Genocide, the Belgium Congo, Rwanda, and Apartheid South Africa. Fall

**IIHGS 254 Women in the Holocaust**
How did women’s Holocaust experiences differ from those of men? An interdisciplinary exploration of gender in Central European families, ghettos, camps, and resistance, this course examines connections between the Holocaust and present-day manifestations of anti-Semitism, sexism, homophobia, and nationalism. Readings are drawn from history, women’s studies, and Holocaust memoirs. Cross-listed as IIWGS 254. Occasionally.

**IIHGS 281 Peace Studies**
Interdisciplinary introduction to a growing field that examines competing explanations for why violence, terrorism, war, and genocide occur. Explores the methods and frameworks that scholars, policy makers, peace activists, and practitioners employ in dealing with physical and structural violence. Topics may include non-violent resistance, inner-city violence, conflict transformation, and mediation. Fall.

**IIHP 310 Psycho-Social Aspects of Sport**
The purpose of this course is to present an interdisciplinary approach to sport that will challenge students to critically reflect and discuss sport from psychological and sociological perspectives. The central focus of the course is to understand how these perspectives and experiences interconnect our personal and societal viewpoints of sport today. Prerequisites: 24 credits in ISP, including ITW 101 and QL.

**IIHP 311 Outdoor Recreational Leadership**
This interdisciplinary course will explore outdoor recreational leadership qualities, styles, and group dynamics from multiple perspectives (physical education/communication). Additional focus is placed on experiential learning and examinations of selected program activities. Students develop, lead, and evaluate activities based on varying participant requirements, and earn a Leave No Trace certification. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring, Summer.

**IIHP 352 Exercise Psychology**
An interdisciplinary approach to understanding why only some people participate in physical activity. Students reflect on past and current experiences, examine psychological theories of motivation, and investigate the exercise high. Neurogenesis as the mechanism for cognitive and emotional benefits is explored. Students develop strategies for increasing exercise motivation in others. Prerequisite: 24 credits of ISP including ITW 101 and QL.

**IIINFO 110 Information Environment**
An exploration of the interdisciplinary field of information science, including information seeking behavior, information as a commodity, digital divide, information overload, information privacy and accessibility. Students engage in critical dialogue about the complexities of the current and evolving information environment to become effective and ethical consumers and users of information. Fall.
IIINFO 210 History of Recorded Info
How do we create, maintain, and preserve information for personal, historical, and societal purposes? This interdisciplinary course draws from information science, book history, and communication, to explore the evolution of writing and recordkeeping by organizations, government, and individuals, and the impact of different technologies on print and digital recorded information. Spring.

IIINFO 310 Information Policy
This interdisciplinary course draws from Information Science, Communications, and Public Policy to examine policies governing the use, access, storage, creation, and dissemination of information. Students apply theoretical frameworks and consider how information policies affect their own agency and citizenship. Topics include freedom of expression, privacy, and intellectual property. Spring, odd years. Prerequisite: ITW

IIINFO 320 Participatory Cultures
How do we engage in information creation in ethical ways? How do online groups help produce information? This interdisciplinary course draws from information science, communication, and education, allowing students to produce digital content as a means of self-discovery, self-expression, and community engagement while considering the ethics of knowledge creation. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

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.

IIIMATH 310 The Evolution of Mathematics
How have cultural, historical, and scientific factors influenced the development of mathematics? This question is addressed via an interdisciplinary study of selected mathematical ideas from different historical time periods and cultures both Western and non-Western. Includes research, writing, and oral presentation requirements. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

IIIMATH 315 Voting, Power, and Apportionment
An interdisciplinary introduction to the mathematical tools used in Political Science. Topics include positional voting methods, desirable properties of positional voting methods, Arrow’s Impossibility Theorem, weighted voting systems, mathematical measurements of power, apportionment methods from mathematical and historical points of view, and the Balinski-Young Impossibility Theorem. Prerequisites: 24 credits in ISP including ITW 101 and QL. Spring.

IIIMGT 305 Organizational Diversity
Explores contemporary organizational diversity and multiculturalism from an interdisciplinary perspective, drawing from management, psychology, sociology, disability studies, feminist studies, and history. Specific topics will include understanding differences such as gender, race, ethnicity, age, religion, disability, appearance, and sexual orientation. Emphasis will be on addressing how organizations can become more inclusive. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Annually.

IIIMU 241 Listening to Brazil
This course offers an interdisciplinary examination of Brazilian arts and culture, with an emphasis on music, literature, and film. Fall, Spring.

IIIMU 243 Film Music History and Technique
The course will enrich anyone’s appreciation for this art form and provide an introduction to the music of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the “Talkies” and on to the grand Romantic scores of modern times. Fall, Spring.

IIIPH 350 Women and Health
A survey of women’s health from the biological, social, economic, and political perspectives, drawing from the interdisciplinary field of public health. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, odd years.
IIPH 445 Human Sexuality
An interdisciplinary examination of human sexual development and behavior, including reproduction, sexual anatomy, psychosexual development, sexual socialization, values, and various forms of sexual expression. This course will explore human sexuality from biological, cultural, legal, and political perspectives. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Summer.

IIPHYS 305 The Physics of Music
An interdisciplinary exploration of how analyses of the physics of sound aid our understanding of music. Students will learn how sound is created, sustained, amplified; how limits in human physiology shape approaches to music; and how physical properties of instruments relate to tone quality and give insight into different genres of music. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

IIPHYS 342 Data Analysis for Scientists
Multi-disciplinary introduction to data analysis across the Sciences emphasized through problems in current research conducted at Keene State College, including Biology, Chemistry, Environmental Studies, Engineering, Astronomy, etc. Data visualization and communication is a primary focus. Topics include: basic programming techniques, file input/output, visualization, data mining, times series, image and movie analysis. Prerequisites: 24 credits of ISP, including ITW 101 and QL. Fall.

IIPSYC 350 When Harm Is Done
An interdisciplinary exploration of restorative justice, difficult dialogue, nonviolent resistance, and other models that differ from revenge and punishment as responses to crime and injustice. We will examine applications at the national and international level, in community criminal justice systems, in schools, in groups, and in personal relationships. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.

IISOC 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women’s and gender studies, psychology, communications, and popular culture. Cross-listed with IIWGS 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

IISPDI 151 Product Design Principles
Human-Centered Design: Product Design involves the interdisciplinary integration of human, ergonomic and aesthetic needs with technological and production methods to create manufactured products. Product Design Principles cover the human/object interface, product form, innovation, redesign, and eco-design. Research Product Cases with reflective writing. Sketching and hands-on projects emphasize design methods. Not open to students who have completed SPDI 152. Lecture/Lab, Fall, Spring.

IIWGS 101 Introduction to Women’s and Gender Studies
This course is designed to introduce students to the key issues, questions, and debates in the interdisciplinary field of Women’s and Gender Studies. Central to the course will be a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality, and nationality work to constitute people’s experiences. Fall, Spring.

IIWGS 145 Complexities of Masculinities
An interdisciplinary examination across social sciences, history and gender studies of men’s diverse experiences in the U.S.A. It approaches and explores the relationships between multiple social categorizations such as gender/trans, race/ethnicity, class, sexual orientation, nation, physical abilities and men’s lives. Spring.

IIWGS 210 Reproductive Justice
An interdisciplinary examination of reproductive justice in the U.S. and other countries. Drawing on concepts from critical race theory, critical legal theory, and feminist theory, among others, students will explore the history informing ideas about reproduction, including eugenics, abortion debates, inequality in access to reproductive services, and similar topics. Prerequisites: ITW 101.
IIWGS 220 Starved or Stuffed
When the body is read as text, eating disorders are manifestations of cultural ideas that communicate to the self and the masses. This interdisciplinary course examines eating disorders through the optic of feminism, taking into consideration feminist discourse, theories of consumption and subjectivity formation, psychology, sociology, and literary analyses. Prerequisites: ITW 101. Fall.

IIWGS 235 Approaches to Latinidades
Introduction to issues and approaches across film, social sciences, literature, queer and gender studies about Latinidades, which refers to a shared sense of a “Latino/Hispanic” identity. Topics considered include language and multiracial identity, citizenship, popular culture, race/ethnicity representation, Latino critical theory and migration among others. Prereq: ITW 101 or permission of the instructor. Fall.

IIWGS 240 Race, Gender, Sexuality, and Pop Culture
We take an interdisciplinary approach to studying representations of race and ethnicity, gender, sexuality, and other social identities in popular culture. Using literature from cultural studies, queer studies, ethnic studies, communication, sociology, and other disciplines, we explore dominant ideologies and how they are perpetuated (or not) in media products. Prerequisites: ITW 101. Fall.

IIWGS 290 Topics in Women's and Gender Studies
Interdisciplinary study of a specific issue or topic within the field of Women’s and Gender Studies. Students will develop skills in critical reading and critical thinking. May be repeated for credit as topics change. Prerequisites: ITW 101. Offered occasionally.

IIWGS 300 Critical Ethnic Studies
This class will investigate interdisciplinary concepts and theories that analyze ethnic group experiences and their relation to colonization, immigration, and issues of identity, both in the United States and globally. Prerequisites: 24 credits in ISP including ITW 101 and QL.

IIWGS 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women’s and gender studies, psychology, communications, and popular culture. Cross-listed with IISOC 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

Journalism, Multimedia, Public Relations

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, especially the news media, in a democratic society in regard to a variety of cultural, political, and economic problems. 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. Fall, Spring.

JRN 155 Digital Journalism
Introduction to the vocabulary, principles, tools, and techniques of visual communication for print and electronic media. Assignments focus on multimedia message communication using visual design and layout, images, sound, and video. Fall, Spring.

JRN 223 Journalism Law and 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 130 or JRN 155. 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 and JRN 155. 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 and JRN 155 or permission of instructor. Fall.

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. Occasionally.

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.

JRN 280 Media Production
2 credits
Training in news writing, photojournalism, social media, multimedia and visual design and layout with the Equinox, the Kronicle, or WKNH Radio. May be repeated for credit. Fall, Spring.

JRN 281 Television Production
2 credits
Training in television production including KSC-TV newscast. Theory and practice for television studio management, lighting, equipment and techniques. May be repeated for credit. 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 paper. May be repeated for a maximum of 12 credits. Prerequisite: Permission of Instructor.

JRN 283 Sports Broadcast Journalism
2 credits
Training sports broadcasting including play-by-play and color commentary. Theory and practice of sports broadcasting including work on athletics broadcasts. May be repeated for credit. Fall, Spring.

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: IHJRN 101 or permission of instructor. Fall, odd years.
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. Fall, odd years.

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. Spring, even 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, scriptwriting, and production. Productions for WKNH. Lecture, practice, and fieldwork. Prerequisite: JRN 235 or permission of instructor. Spring, even years.

JRN 355 Multimedia Journalism
Advanced instruction in the production of online multimedia content, including photography, audio, and video. Students will conduct research and interviews and produce media content relevant to a newsworthy topic. Requirements: Web-based camcorder, digital camera, and digital audio recorder. Prerequisite: JRN 235 or JRN 230, and JRN 255 or permission of instructor. Spring.

JRN 365 Photojournalism
An introduction to the theories and practices of photojournalism, digital photo editing, and visual storytelling. The medium will be explored from historical, ethical, social, and legal perspectives. Skills will be developed through weekly and in-class assignments as well as through critique. Prerequisite: JRN 155 or permission of instructor. Fall, odd years.

JRN 380 Internship
2-12 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. Prerequisite: Permission of Instructor. Year round.

JRN 386 Public Relations Principles
An exploration of the theoretical and ethical applications in public relations. PR is production and distribution of information to produce a perception, in both corporate and non-profit arenas. PR work involves research and analysis to produce written, visual and video transmitted by print and broadcast media, online and social media. Prerequisite: JRN 130. Fall.

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 230 or JRN 235. Fall, even years.

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. Spring, odd 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 230 or JRN 235. Occasionally.
JRN 486 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 155 and JRN 386. Spring.

JRN 498 Independent Study
1-8 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 8 credits. Only 4 credits may be counted toward elective credit for the major. Prerequisite: Permission of instructor. Year round.

KSC

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 8 credits. Fall, Spring.

KSC 280 Study Away
12 credits
Semester study away placeholder to designate that a KSC student is enrolled in a fulltime (12 credit equivalent) KSC-approved study away experience (domestic or international). This placeholder is designed to facilitate registration, enrollment verification, billing, financial aid, etc. It will be replaced in the student’s academic record by the relevant transfer courses and credits, and as such will not appear in the student’s official academic record (e.g., academic transcript). Prerequisite: Permission required. Study Away Fee.

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.

Mathematics

MATH 102 Mathematics for the Professions
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, nursing, and education majors and minors who do not pass the appropriate mathematics assessment exam. Graded Pass/Fail. Fall, Spring.

MATH 118 Computer Tools for Problem Solving
Fundamental aspects of problem-solving using computer software such as Excel, Scratch, and Geogebra. Includes elementary programming concepts such as loops, conditionals, and variables. Appropriate for education majors as well as mathematics majors. Projects assigned based on individual students’ majors. 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.

MATH 135 Discrete Mathematics for Computer Science
This course introduces the foundations of discrete mathematics as they apply to computer science. The topics covered include binary and hexadecimal number systems, sets, logic and truth tables, functions and relations, combinations and permutations, recurrence relations, Boolean algebra, graph theory, matrix operations, and induction. Fall, Summer.

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. 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, integers, fractions, decimals, and number theory. Intended for prospective elementary school teachers. Utilizes appropriate grade-level technology. Fall, Spring.

MATH 172 Application of Number Systems
Considers applications of rational numbers, percent, probability and statistics, counting techniques, geometry, and measurement. Intended for prospective elementary school teachers. Utilizes appropriate grade-level technology. Prerequisite: Grade C or higher in MATH 171. Fall, Spring.

MATH 175 Data Analysis for Teachers
Techniques and applications of data analysis in school settings, including interpretation of standardized test scores. Addresses the use of technology to interpret data, sampling, descriptive, and inferential statistics. Use of SPSS. Fall.

MATH 220 Mathematical Reasoning and Proof
Introduction to mathematical language, reasoning, and proof techniques. Designed to deepen students’ mathematical problem-solving and reasoning skills. Topics include logic, set theory, proof techniques, mathematical induction, relations, functions, elementary number theory. Includes reading, writing, and development of proofs. Prerequisite: Grade of C or higher in MATH 151. Fall.

MATH 231 Linear Algebra
Develops the mathematical structures, algebraic properties, and applications of matrices, determinants, vectors, vector spaces, linear transformations, eigenvalues, and eigenvectors. Development and solution of mathematical models involving systems of linear algebraic equations and applications such as systems of linear differential equations or difference equations. Incorporates graphing calculator and computer algebra system. Prerequisite: Grade C or higher in both MATH 151 and MATH 220 or 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 both MATH 141 and MATH 152, or permission of instructor. Fall.

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 or MATH 175 or 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, even years.

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 220. Spring, even years.

IIMATH 310 The Evolution of Mathematics
How have cultural, historical, and scientific factors influenced the development of mathematics? This question is addressed via an interdisciplinary study of selected mathematical ideas from different historical time periods and cultures both Western and non-Western. Includes research, writing, and oral presentation requirements. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

IIMATH 315 Voting, Power, and Apportionment
An interdisciplinary introduction to the mathematical tools used in Political Science. Topics include positional voting methods, desirable properties of positional voting methods, Arrow's Impossibility Theorem, weighted voting systems, mathematical measurements of power, apportionment methods from mathematical and historical points of view, and the Balinski-Young Impossibility Theorem. Prerequisites: 24 credits in ISP including ITW 101 and QL. 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 220. Fall, odd years.

MATH 330 Abstract Algebra
An introduction to the basic concepts of abstract algebra. Topics include groups, rings, fields, and their homomorphisms. Prerequisite: Grade C or higher in MATH 220. Fall, even years.

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 220. Spring, even years.

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 350 Real Analysis
A rigorous presentation of functions of one variable. Topics include limits, continuous functions, derivatives, Riemann integrals, the Fundamental Theorem of Calculus, and infinite series. Prerequisite: Grade C or higher in MATH 152 and MATH 220. Fall, odd.
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: Grade of C or higher in MATH 152. Fall, even years.

MATH 362 Math Modeling and Computing
Introduction to the modeling process and numerical analysis. Explores the development and solution of discrete and continuous mathematical models. Computing topics include error analysis, computational efficiency, and programming of algorithms. Methods include numerical integration, numerical solution of differential equations, interpolation, and curve fitting. Mathematical software is used throughout the course. Prerequisite: Grade C or higher in MATH 151. Spring, Even years.

MATH 375 Algebraic 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 275. Spring, odd years.

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 330 or MATH 350. Fall.

MATH 475 Capstone in Mathematics Education
Provides a culminating experience for students pursuing the Mathematics Education for Elementary Teachers major. Students will make connections and integrate previous learning. Emphasis is on the content of mathematics and its connection with current major issues in mathematics education. Prerequisite: MATH 337 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 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 and Cultures

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 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

MU 100 Music Workshop
0-1 credits
Weekly meeting which includes such musical activities as recitals, concerts, small ensemble performances, master classes, and guest lectures. Fall, Spring.

MUA 101 Applied Music
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music Education or B.A. in Music majors only. Fall, Spring.

MUAP 101 Applied Music
3 credits
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 101 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music majors or minors only. May be repeated for credit. Fall, Spring.

MUCS 101 Applied Secondary Composition
1-2 credits
Individual composition instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit). Music major or minor only. Not applicable to the BM Music Composition or BM Technology programs. Fall, Spring.

MUAS 102 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Music major or minor only. May be repeated for credit. Fall, Spring.
MUCS 102 Applied Secondary Composition
1-2 credits
Individual composition instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit). Music major or minor only. Not applicable to the BM Music Composition or BM Technology programs. Fall, Spring.

IAMU 103 Fundamental Music Skills
Study of concepts, skills, and techniques necessary to read and understand music. An introduction to intervals, scales, key signatures, triads, and solfège. Not available for credit toward a Music major or minor.

IAMU 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 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. Fall, Spring.

IAMU 112 Latin American Music Survey
A cultural, social, and historical survey of Latin American folk and art music that emphasizes African, European, and Amerindian roots of representative regional and national styles. Students learn through readings, lectures, films, listening, and performance on indigenous instruments. Fall.

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.
MU 118 Functional Piano I
1 credit
Introduction to keyboard fundamentals, keyboard harmony, improvisation at the piano, and reading the grand staff with two hands. Prepares students for the first half of the department piano proficiency exam. Meets two hours a week. Prerequisites: Music major or minor status. Fall, Spring.

MU 119 Functional Piano II
1 credit
Continuation of MU 118. More advanced study and development of keyboard technique and performance skills. Introduction to sight-reading and transposition at the keyboard, ensemble playing, and the accumulation of repertoire and skills necessary for successful completion of MU 283. Meets two hours a week. May be repeated once for credit. Prerequisite: MU 118. Fall, Spring.

MU 130 Introduction to Music Education
2 credits
Contemporary and historical analysis of public music education. Orientation to the teaching profession as a career choice through personal reflection, professional readings and field experience. Introduction to professional standards. Prerequisite: Successful audition as a declared music education major.

MU 140 Vocal Diction I
1 credit
A study of the International Phonetic Alphabet (IPA) and its application to languages for singing. This course will primarily cover English, French, and Italian. Fall.

MU 141 Vocal Diction II
1 credit
A study of the International Phonetic Alphabet (IPA) and its application to languages for singing. This course will primarily cover German, Latin, and Spanish. Prerequisite: MU 140. Spring.

MU 151 Music Theory I
2 credits
Fundamentals, including key signatures, scales, intervals, triads, and seventh chords. Roman numerals, basic part-writing using root-position chords, cadences, nonharmonic tones, basic figured bass analysis, and basic keyboard harmony. Prerequisite: Music major or minor. Fall, Spring.

MU 152 Music Theory II
2 credits
Counterpoint, part-writing using root position and first inversion chords, uses of six-four chords, harmonic tendencies, analysis and realization of figured bass, modes, secondary dominants and tonicization, and keyboard harmony. Prerequisite: MU 151, with a grade C or higher. Spring.

MU 161 Aural Skills I
1 credit
Sight-singing and aural dictation skills, including major and minor scales; major, minor, and perfect intervals; diminished, minor, major, and augmented triads; basic rhythms in simple meter; major and minor diatonic melodies; and basic root position harmonic progressions. Meets two hours a week. Prerequisite: Music major or minor. Fall, Spring.

MU 162 Aural Skills II
1 credit
Sight-singing and aural dictation skills, including major and minor scales; modes; consonant and dissonant intervals; triads in inversion; seventh chords in root position; rhythms in simple meter, with introduction to compound meter; and major, minor, and modal melodies. Harmonic dictation to include secondary dominants. Meets two hours a week. Prerequisite: MU 161, with a grade C or higher. Spring.
MU 171 Chamber Ensemble  
0-1 credits  
Open by audition to a limited number of students. Performance of traditional and/or contemporary chamber works in various ensembles. May be repeated. Fall, Spring.

MU 172 KSC Concert Choir  
0-1 credits  
Open by audition to any student with adequate singing ability, within limits of balance of voices. May be repeated. Fall, Spring.

MU 173 KSC Chamber Singers  
0-1 credits  
Open to a limited number of singers selected by audition. May be repeated. Fall, Spring.

MU 174 Orchestra  
0-1 credits  
Open to any student with adequate playing ability, within limits of balanced instrumentation. May be repeated. Fall, Spring.

MU 175 Jazz Ensemble  
0-1 credits  
Open by audition to a limited number of players. A select group specializing in jazz of various periods. May be repeated. Fall, Spring.

MU 177 Concert Band  
0-1 credits  
Open by audition to any student with adequate playing ability, within limits of balanced instrumentation. May be repeated. Fall, Spring.

MU 178 Guitar Orchestra  
0-1 credits  
A performing group composed of various sizes of classical guitars, specializing in the performance of works for multiple guitars. Audition required. May be repeated. Fall, Spring.

MU 181 Collaborative Piano Skills  
2 credits  
Pianists are guided through the characteristics of appropriate collaborative performance practices in instrumental repertoire. Open by audition. May be repeated for credit. Fall, Spring.

MU 182 Art Song for Singers and Pianists  
2 credits  
Vocalists and pianists are guided through the characteristics of appropriate collaborative performance practices in vocal repertoire. Open by audition. May be repeated for credit. Fall, Spring.

MUA 201 Applied Music  
1-2 credits  
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music Education or B.A. in Music majors only. Fall, Spring.

MUAP 201 Applied Music: Performance  
3 credits  
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.
MUAS 201 Applied Music: Secondary
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music majors or minors only. Fall, Spring.

MU 211 Intro to Music Technology
An overview of the essential elements of music technology. Included topics will be sound, audio, MIDI, synthesis, and sampling. Also includes a review of the history of music technology and electronic music. Fall.

MU 212 Audio Recording Techniques
2 credits
An introduction to the basics of recording technology. Topics will include analog and digital recording systems, microphone design, microphone placement, and basic mixing techniques. This course will be primarily classroom-based with some hands-on projects. Spring.

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.

IAMU 216 History of Rock and 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.

IAMU 218 The History of Jazz
Jazz from its origins through modern developments. Ethnic backgrounds, contributing factors, style characteristics, and interrelationships, literature, and performers. Fall, Spring.

MU 218 Functional Piano III
1 credit
Students will improve sight-reading and transposition skills through the study of choral, band, and orchestral scores. Figured bass, easy keyboard literature, and an introduction to vocal accompanying strategies. Meets two hours a week. Prerequisite: MU 119. Fall.

MU 219 Functional Piano IV
1 credit
Students will lead the class, run a choir rehearsal, and practice teaching from the keyboard. Repertoire and ensemble playing will continue to reinforce sight-reading and performance skills. Meets two hours a week. Prerequisite: MU 218. 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 and competency in music arranging. Prerequisites: Music Education major, sophomore standing. Fall.
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 - Flute
1 credit
Class instruction in woodwind performance, pedagogy, methods, materials, and basic maintenance. Prerequisite: Music major or permission of instructor. Spring.

MU 228 Woodwind Methods - Clarinet & Saxophone
1 credit
Class instruction in clarinet and saxophone performance, pedagogy, methods, materials, and basic maintenance. Prerequisite: Music major. 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 232 Woodwind Methods - Oboe & Bassoon

1 credit

Class instruction in oboe and bassoon performance, pedagogy, methods, materials, and basic maintenance. Prerequisite: Music major. 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. Fall, 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, Spring.

IIMU 243 Film Music History and Technique

The course will enrich anyone’s appreciation for this art form and provide an introduction to the music of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the “Talkies” and on to the grand Romantic scores of modern times. Fall, Spring.

MU 251 Music Theory III

2 credits

Part-writing using all inversions, modulation to closely related keys, chromatic harmonies. Keyboard harmony. Major forms, including binary, ternary, rondo, and sonata-allegro. Analysis of Bach chorales, mid-to late-classical and early-Romantic music. Prerequisite: MU 152, with a grade C or higher. Fall.

MU 252 Music Theory IV

2 credits

Modulation to distant keys, chromatic modulation, and chromatic mediant relationships. Continued part-writing and analysis of late-classical and Romantic music. Twentieth-century rhythmic, tonal, and post-tonal concepts, and analysis of contemporary repertoire. Keyboard harmony and score reading. Prerequisite: MU 251, with a grade C or higher. Spring.

MU 261 Aural Skills III

1 credit

Sight-singing and aural dictation skills, including scales, modes, consonant and dissonant intervals, all triads and dominant seventh chords in root position and inversions, Neapolitan and augmented sixth chords, and compound rhythm. Advanced diatonic melodies and harmonies, including secondary dominants, chromatic chords, and modulation to closely related keys. Meets two hours a week. Prerequisite: MU 162, with a grade C or higher. Spring.

MU 262 Aural Skills IV

1 credit

Sight-singing and aural dictation skills, including major, minor, modal, and contemporary scales; compound intervals; triads and seventh chords in root position and inversions; and chromatic chords. Rhythms in simple, compound, and changing meters. Melodies and harmonies to include secondary dominants, chromatic chords, and modulation to close and distant keys. Meets two hours a week. Prerequisite: MU 162, with a grade C or higher. Spring.

MU 270 Opera Workshop

1 credit

Opera excerpts are studied and performed. Complete operas are also studied: composers, plots, and characters. May be repeated for credit. Fall, Spring.

MU 281 Aural Skills Proficiency Assessment Exam

0 credits

Required of all music majors. One of three mid-level assessment exams required by the Department of Music necessary for continuation in the program. Taken concurrently with MU 261. May be repeated once. Graded Pass/Fail. Fall, Spring.
MU 282 Mid-Level Review Assessment Exam

0 credits
Required of all music majors. One of three mid-level assessment exams required by the Department of Music necessary for continuation in the program. May be repeated once. Graded Pass/Fail. Spring.

MU 283 Piano Proficiency Assessment Exam

0 credits
Required of all music majors. One of three mid-level assessment exams required by the Department of Music necessary for continuation in the program. May be repeated once prior to junior-level coursework (Music Education majors and BA candidates), or junior recital jury (Music Performance majors). Graded Pass/Fail. Fall, 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

1-8 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 from the instructor who will supervise the independent study. May be repeated for a total of 8 credits.

MUA 301 Applied Music

1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music Education or B.A. in Music majors only. Fall, Spring.

MUAP 301 Applied Music: Performance

3 credits
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 301 Applied Music: Secondary

1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. For Music majors or minors only. Fall, Spring.

MUC 301 Applied Composition

2 credits
Individual instruction consisting of twelve 50 minute lessons and a semi-weekly Composers Forum. Prerequisite: MU 214 with a grade of “C” or higher. Fall, Spring

MUAP 302 Applied Music: Performance

3 credits
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUAS 302 Applied Music: Secondary

1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Music major or minor only. This course is repeatable. Fall, Spring.
MUC 302 Applied Composition

2 credits

Individual instruction consisting of twelve 50 minute lessons and a semi-weekly Composers Forum. Prerequisite: MUC 301 with a grade of "C" or higher. Fall, Spring

IHMU 305 History of Jewish Music

Jewish music from biblical times to the present. Includes liturgical, cantorial, holiday, folk, and concert music; Israeli, Yiddish, Klezmer, and contemporary synagogue music; choral tradition and music of the Holocaust. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Cross-listed with IHHGS 305. Fall, Spring.

MU 310 Western Music Before 1700

4 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 311 Sound Design

This course continues the study of physical acoustics and psychoacoustics, with an emphasis on music and audio applications. Topics will include software synthesis, acoustic modeling, wave mechanics, acoustic measurements, tuning and temperament, and the perceptual properties of sound. Prerequisite: MU 211 with a grade of C or higher. Fall.

IAMU 312 Latin American Music, Society, and Culture

Students will explore cultural origins, diversity, and the role of music by using examples from various representative regions of Latin America. Prerequisite: 24 ISP credits, including ITW 101 and IQL 101. Spring.

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. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283). Additionally, Music Education majors must have gained admission to Educator Preparation. 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 or voice to students of all ages and levels. Prerequisite: MUA 102 or MUAP 102, and permission of instructor. Vocal: Fall, Piano: Fall, odd years. Guitar: Spring, even years. Other instruments: As needed.

IAMU 330 Music of Africa & the Diaspora

Connecting the music of Africa and the Americas, this course looks at traditional African music; contemporary African popular styles such as soukous, highlife, afrobeat, and mbaqanga; music from Cuba, Haiti, Brazil, Martinique; and African American styles from early folk music to gospel, blues, R&B and funk. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

MU 335 Performance Literature

Sections offered in literature for voice, piano, guitar, and other instruments as needed. Classes include performance of examples with coaching in stylistic interpretation of literature from all periods.
IAMU 340 Engagement in the Arts
Active participation and research into local community arts organizations. Emphasis on the impact of volunteering and community engagement. Includes research project, volunteer hours and independent work. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

MU 354 Music Curriculum & Assessment
2 credits
This course will focus on the purpose and techniques necessary to implement general and ensemble music curriculum design and assessment. Prerequisite: Admission to the Educator Preparation program and successful completion of the departmental exams MU 281, MU 282, and MU 283. Fall.

MU 355 Adaptive Music
2 credits
This course will focus on laws governing special education and their impact on music educators in adapting music experiences to best meet students’ needs in general and ensemble music classrooms. Prerequisite: Admission to the Educator Preparation program and successful completion of the departmental exams MU 281, MU 282, and MU 283. Spring.

MU 356 General Music K-12 Practicum
1 credit
Supervised field experience in K-12 General Music classroom(s). Prerequisite: Admission to Educator Preparation program and successful completion of departmental exams (MU 281, MU 282, MU 283). Corequisite: MU 357. Spring.

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, Kodaly, and Dalcroze pedagogies including keyboard skills, singing, playing classroom instruments, solfège, and Curwin hand signs. Classroom observations and field teaching are required. Prerequisite: Admission to Educator Preparation program and successful completion of MU 281, MU 283. Corequisite: MU 356. Spring.

MU 358 Choral Music Education
2 credits
Principles, techniques, and materials for developing and administering a complete school choral program. Includes sources and criteria for selection of repertoire. Prerequisites: Admission to Educator Preparation program and successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and MU 316. Corequisites: MU 359 and MU 360. This course is repeatable. Fall.

MU 359 Ensemble Music Practicum
1 credit
This is a course designed to create supervised field experiences in public school instrumental and/or choral music programs for music education majors. Prerequisite: Admission to Educator Preparation program and successful completion of departmental exams (MU 281, MU 282, MU 283). Corequisites: MU 358 and MU 360. Fall.

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. Prerequisites: Admission to Educator Preparation program and successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and MU 316. Corequisites: MU 358 and MU 359. This course is repeatable. Fall.

MUAP 380 Junior Recital: Performance
1 credit
This course number documents the successful completion of a Music Performance major’s junior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.
MUA 401 Applied Music
1-2 credits
Individual instruction consisting of twelve 50-minute lessons (for 2 credits) or twelve 25-minute lessons (for 1 credit) on an instrument or in voice. Successful completion of senior recital requirements is necessary for a passing grade in this course for Music Education majors. For Music Education or B.A. in Music majors only. This course is repeatable. Fall, Spring.

MUAP 401 Applied Music: Performance
3 credits
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. For Music Performance majors only. Fall, Spring.

MUC 401 Applied Composition
2 credits
Individual instruction consisting of twelve 50 minute lessons and a semi-weekly Composers Forum. Prerequisite: MUC 302 with a grade of "C" or higher. Fall, Spring.

MUAP 402 Applied Music: Performance
3 credits
Individual instruction consisting of twelve 50-minute lessons on an instrument or voice. This course is repeatable. For Music Performance majors only. Fall, Spring.

MUC 402 Applied Composition
2 credits
Individual instruction consisting of twelve 50-minute lessons and a semi-weekly Composers Forum. Successful completion of senior recital requirements is necessary for a passing grade in this course. This course is repeatable. Prerequisite: MUC 401 with a grade of C or higher. Fall, Spring.

IAMU 407 Teaching Music to Children
This course will address the influence of music on children from a variety of perspectives in both music and education. Students will develop skills in singing, listening, creating, playing classroom instruments, and leading music activities. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, Spring.

MU 411 Advanced Sound Design
2 credits
An advanced course in the sound design oriented toward independent projects. Projects will require the development of sounds for video and audio. Prerequisite: MU 211 with grade of C or higher. Fall.

MU 412 Recording Studio
2 credits
An advanced lecture and project-oriented course centered on the audio production processes of recording, mixing, and mastering. Topics will include aesthetics of a mix and various processes and techniques relevant to music production. Students will engage in extensive critical listening throughout the course. Spring.

IAMU 417 Avant Rock
Presented in a seminar format, this course involves a study of how experimentalism and avant-garde developed in the context of rock music. Prerequisite: 24 credits in ISP, including ITW 101 and QL.

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. May be repeated for a maximum of 4 credits. Prerequisites: MU 315 and MU 316, an audition, and permission of instructor. Fall, Spring.
MU 426 Intermediate Piano Pedagogy
2 credits
Techniques, methods, materials, and repertoire for teaching intermediate and early advanced levels of piano instruction. Also, the history of piano pedagogy, the development of modern piano technique, and current approaches to piano technique. A practicum in teaching both individual and group lessons is an essential component of the course. Prerequisite: MU 326. Spring, even years.

MU 475 Student Teaching - Elementary
5 credits
Full-time seven-week placement in elementary-level music classroom 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 Educator Preparation Office. Fall, Spring.

MU 476 Student Teaching - Secondary
5 credits
Full-time seven-week placement in secondary-level music classroom 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 Educator Preparation Office. Fall, Spring.

MU 477 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. Corequisites: MU 475 and MU 476. Fall, Spring.

MUA 480 Senior Recital: Music Education
0 credits
This course number documents the successful completion of a Music Education major’s senior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MUAP 480 Senior Recital: Performance
1 credit
This course number documents the successful completion of a Music Performance major’s senior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MUC 480 Senior Recital: Composition
0 credits
This course number documents the successful completion of a Music Composition major’s senior recital. The course is graded Pass or No Pass. Prerequisites: Successful completion of the departmental assessment exams (MU 281, MU 282, MU 283) and by permission of the Music Department chairperson.

MU 495 Seminar
Integrates a student’s knowledge and skills in music and applies them in an upper-level seminar setting. Presents one topic per semester: Counterpoint, Analytical Techniques in Music, 20th-century music, or other topics. Final projects relate to a student’s degree specialization or interests. May be repeated as topics change. Prerequisite: MU 252. Fall, Spring.

MU 496 Senior Project
2 credits
A capstone project in Music Technology demonstrating competence as an audio engineer and sound designer. The project, in consultation with the instructor, may take the form of a lecture recital or significant development project with lecture presentation. Spring.
MU 497 Internship in Music Technology
2 credits
80-hour supervised, contracted internship arranged by the student with an approved music technology company, 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 212, MU 311, MU 411 and MU 412. Fall, Spring.

MU 498 Independent Study
1-8 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 8 credits.

Nursing

NURS 298 Independent Study
1-4 credits
Reading/writing or in-depth exploration of a selected area of nursing with a faculty member. May be repeated. Prerequisite: Permission of instructor.

NURS 301 Introduction to Professional Nursing
2 credits
The purpose of this course is to explicate the values and philosophy of the Nursing Program and help students to develop an understanding of issues confronting professional nurses. Emphasis is on history, trends, policy issues and the inter-relatedness of these factors with socio-cultural forces affecting the quality, nature and delivery of basic nursing care. Prerequisite: Nursing major. Spring.

NURS 302 Fundamentals of Nursing
This course introduces students to the theoretical foundations of practice and begins to establish the knowledge, attitudes, and skills required in the field. The course will emphasize the need for nurses to recognize and respond to patient values and needs with respect and compassion in a coordinated health care environment. Prerequisite: NURS 301. Co-requirements: NURS 303, NURS 304, NURS 306, NURS 311, NURS 312. Spring.

NURS 303 Nursing Pharmacology I
2 credits
This introductory nursing pharmacology course focuses on developmentally relevant pharmacodynamic and pharmacokinetic processes. These processes include drug therapy which is essential to prevent adverse drug interactions and patient harm. This course explores basic physiological mechanisms underlying illness and disease, and the positive outcomes associated with health promotion and disease prevention. Prerequisite: NURS 301. Co-requirements: NURS 302, NURS 304, NURS 306, NURS 311 and NURS 312. Fall.

NURS 304 Clinical: Patient-Centered Care
Pre-licensure nursing students are introduced to the holistic care of clients, beginning clinical decision-making, and therapeutic nursing interventions as the foundation of nursing practice. Nursing process, assessment, documentation, therapeutic communication skills, aseptic technique, medication administration and other fundamental nursing skills are included. Medication-Math Competency is required to earn passing grade. Prerequisite: Acceptance into the Nursing program. Co-requirements: NURS 301, NURS 302 and NURS 303. Graded Pass/Fail.

NURS 305 Psychosocial Nursing
Students develop the knowledge necessary to identify, apply, and evaluate current evidence to support clinical expertise. Decision-making skills that demonstrate compassionate awareness of patient and family preferences, experience, and values will be developed. Therapeutic interventions for acute, chronic, and mental health alterations are presented. Prerequisite: NURS 302. Concurrent with NURS 306. Spring.
NURS 306 Pathophysiology for Nursing

2 credits

This course focuses on concepts of pathophysiology essential to understanding alterations in body systems at a cellular and organ system level. The fundamental principles of nursing will be integrated to support clinical decision making for health promotion, risk reduction, and disease management. Prerequisite: NURS 301. Co-requisites: NURS 302, NURS 303, NURS 304, NURS 311, NURS 312. Fall.

NURS 307 Clinical: Evidence-Based Practice

This clinical course provides the experience of applying evidence and skills in caring for adult clients, including the elderly. These clinical experiences promote disciplined decision-making, support effective communication, facilitate positive patient care outcomes, and strive for error reduction, using nursing informatics to document nursing care and outcomes of patient care, and communicate with others. Graded Pass/Fail. Prerequisites: NURS 302, NURS 303, NURS 304. Concurrent with NURS 305 and NURS 306.

NURS 308 Medical Surgical Nursing - Acute Care

This course addresses restorative care for adults in medical and surgical care settings. Topics include pathophysiology of disease, therapeutic nursing interventions for acute and chronic manifestations of diseases in major organ systems. Prerequisites: NURS 302, NURS 303, NURS 304, NURS 306, NURS 311, NURS 312. Corequisites: NURS 305, NURS 307, and NURS 314. Spring.

NURS 309 Nursing Research I

The course prepares students to identify researchable clinical problems in healthcare settings, understand the research process, compare and contrast the processes of EBP and QI. Students develop skills to critically analyze research studies and apply research outcomes. Research studies are critically analyzed with regard to their implications for clinical practice. Prerequisite: MATH 141; Corequisites NURS 305 and NURS 308.

NURS 310 Healthcare Informatics

Integrates nursing science with computer technology and information science. Provides focus on the role of information systems in healthcare organizations. Emphasis is on technology-based health applications which support clinical, administrative, research, and educational decision making enhancing the efficacy of nursing endeavors. Summer.

NURS 311 Clinical Calculations

2 credits

This course prepares students to calculate dosage and solutions for beginning nursing practice. Students will learn how to make conversions between measurement systems, calculate drug and fluid dosages, and understand drug calculations for specialty areas. Prerequisite: Nursing major. Fall.

NURS 312 Health Promotion & Assessment

Examine models of health in wellness promotion and illness prevention across the lifespan. Emphasis on the individual in context of family and environment. Focus on appraisal of risk and evidence-based reduction of risk. Students attain mastery of fundamental and advanced health assessment skills for diverse groups in the Simulation Lab. Prerequisite: Nursing major. Summer.

NURS 314 Nursing Pharmacology II

2 credits

This course focuses on understanding pharmacodynamic and pharmacokinetic processes following drug therapy. Concepts are essential to prevent drug interactions and patient harm. Pharmacology II will explore processes and integrate physiological mechanisms, underlying illness and disease, and the positive outcomes associated with health promotion and disease prevention. Prerequisite: NURS 303. Spring.

NURS 401 Community Health Nursing

This course promotes integration of patient-centered care and evidence-based practice assisting the student to provide nursing care to population aggregates and function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning and development. This course prepares nurses for the practice of population-based care. Students examine the historic, contemporary and futuristic perspectives of the development
of community and public health nursing as well as its principles and theories building on the social sciences and epidemiology. Prerequisites: NURS 301, NURS 302, NURS 303, NURS 304, NURS 305, NURS 306, NURS 307, NURS 311, NURS 312. Co-requisites: NURS 402, NURS 403, NURS 407.

NURS 402 Specialty Nursing Practice
Critical thinking and the nursing process are used to provide therapeutic nursing interventions to manipulate complex environmental factors while maintaining health and promoting wellness. Focus is on advanced assessment techniques and nursing skills, caring for the childbearing family, clients in schools, and the workplace. Prerequisite: NURS 302, NURS 303, NURS 304, NURS 306, NURS 311, AND NURS 312. Spring.

NURS 403 Clinical: Specialty Settings
2-4 credits
Note: 4 credits Pre-Licensure and 2 credits RN. Students apply nursing knowledge and skills in community health, occupational health, child-bearing and child rearing agencies, and function as a member of a health care team to ensure positive outcomes. Clinical sites will include community clinics, rural hospitals, long-term care centers, senior centers, day care centers, schools, OB clinics and acute care including ante-partum labor/delivery sites, post-partum sites and newborn nursery sites. Patients and sites will vary depending on availability. Clinical course associated with NURS 401 and NURS 402. Community health visits may focus on maternal and child health. Prerequisite: NURS 301, NURS 302, NURS 303, NURS 304, NURS 306, NURS 311, AND NURS 312. Spring.

NURS 404 Nursing Leadership
2 credits
Students gain understanding of how nursing leadership influences patient care and team functioning in practice. The capstone course provides opportunities for students to synthesize knowledge and skills as a professional nurse, use data to monitor outcomes and develop methods to continuously improve the quality and safety of healthcare. Prerequisite: NURS 403. Corequisite: NURS 406.

NURS 405 Nursing Research II
2 credits
The course reinforces the principles of quantitative and qualitative research methods, the application of statistical analysis of data, the utilization of information systems for accessing, storing and analyzing data, as well as the application of theoretical constructs to frame clinical questions and/or a research proposal. Prerequisites: MATH 141, NURS 309.

NURS 406 Transition to Practice Clinical
This clinical immersion course fosters transition from student nurse to practicing professional nurse. Students participate in the interdisciplinary provision of quality health care. Students will participate in management within health care organizations and test quality control methods which promote the application of research in nursing practice. Prerequisites: NURS 403. Co-requisites: NURS 404, NURS 405. Spring.

NURS 407 Medical Surgical Nursing - Chronic Care
Students will develop the knowledge necessary to identify, evaluate and apply the best current evidence to develop clinical expertise, as well as consider adults’ and families’ preferences, experiences, and values to make practice decisions. Therapeutic interventions pertaining to the care of the client experiencing chronic illness and health deficiencies will be presented. Pre-requisite: NURS 308. Co-requisites: NURS 401, NURS 402, NURS 403.

NURS 408 NCLEX-RN Preparation & Review
2 credits
Provides students with the opportunity to review their mastery of nursing content, computer CAT test-taking skills and strategies, and the psychomotor aspects of high stakes testing in preparation for the NCLEX-RN. Prerequisite: Senior Nursing Standing.

NURS 410 Medical Surgical Nursing III
2 credits
The course incorporates case scenarios and patient simulation that actively engage students in critical-thinking and clinical decision-making. Students explore physiological and psychological principles of complex illnesses building upon knowledge
from previous nursing courses. Focus is on collaborating with other healthcare professionals, managing patient care and quality improvement. Prerequisites: NURS 308, NURS 402, NURS 407. Corequisites: NURS 404, NURS 406.

NURS 498 Independent Study
1-4 credits
Reading/writing or research in a selected area of nursing with a faculty member. May be repeated. Prerequisite: Permission of instructor.

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.

IHPHIL 220 Ethics
Are abortion, euthanasia, and capital punishment morally acceptable? This course will examine the most influential philosophical approaches to resolving ethical questions such as these. We will apply philosophical theories and principles to a variety of moral dilemmas, with the aim of developing the skills necessary to successfully analyze ethical arguments. Fall, Spring.

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 250 Sex, Gender, Justice
Feminism is concerned with securing women’s rights and gender justice. But what is gender? What is gender justice? And what are women’s rights? This course explores feminist theory from a philosophical and historical perspective. Topics include: the sex/gender distinction, gendered knowledge, and the possibility of choice under oppression. Spring.

PHIL 280 Knowledge and Reality
How do you know you’re not dreaming? What is knowledge, and what kinds of knowledge can we have? What makes you the same person you were yesterday? Do people have free will? We will examine philosophical answers to these questions as we explore central issues in metaphysics and epistemology. Occasionally.

PHIL 290 Special Topics
Examines a selected topic, or the works of one or two major thinkers, at an intermediate level. May be repeated as topics change. 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 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 are made to isolate and evaluate typical existentialist themes and contrast them with nonexistentialist themes.
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. Cross-listed as HGS 313. Fall.

PHIL 340 Politics of Multiculturalism
Citizens in contemporary democracies have a wide variety of different religious and cultural beliefs. Should we tolerate these beliefs? What if the beliefs are undemocratic? We will examine different philosophical approaches to these questions in order to understand the complicated relationship between democracy and multiculturalism. Prerequisites: One course in PHIL or permission of instructor. Fall.

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 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. Occasionally.

PHIL 370 Philosophy of Language
What gives words meaning? How do pointing and other contextual factors influence interpretation? What role do intentions play? How do Superman and Santa Claus differ from the names of real people? We will explore questions such as these from a philosophical perspective, through readings by Russell, Kripke, Putnam, and others. Prerequisite: IHPHIL 100. Occasionally.

PHIL 380 Why Not Anarchy?
Liberal political theory begins with the assumption that our government is immensely powerful. It can tax us, execute us, or draft us into wars. This course examines whether or not such power is ever acceptable in a democratic society. Is democracy really the best form of government? Why not anarchy? Spring.

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. Occasionally.

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 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.

Physics

INPHYS 131 Engineering Fundamentals
Introduces students to a variety of engineering disciplines and covers aspects of engineering including the design process, data presentations, systems of units and conversions, Newton’s laws of motion, thermodynamics, statics, strength of materials, electricity, and case studies based on contemporary engineering problems.

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.

**INSTEM 142 Discovering STEM**
Introduction to the history and concepts of STEM education using a transdisciplinary, hands-on, problem-based learning approach. As a community of learners students will explore how, in educational settings, disciplinary knowledge and practices from each of the STEM fields (science, technology, engineering, and mathematics) can be applied to complex real-world problems.

**PHYS 142 College Physics II**
Continuation of INPHYS 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: INPHYS 141. Spring.

**INPHYS 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. Ideal for preservice teachers. Prerequisite: One course that meets the QL requirement or by permission of the instructor. Fall, Spring.

**INPHYS 241 University Physics I**
The first semester of a three-semester calculus-based sequence for science and technology majors. Emphasized are kinematics, forces, both static and dynamic, energy and momentum, gravitation, thermal physics, and thermodynamics. Includes a two-hour laboratory. Spring.

**PHYS 242 University Physics II**
A continuation of INPHYS 241 that treats rotational dynamics and angular momentum, oscillations, fluids and waves in general and sound, electrostatics, capacitors, d-c circuits, and magnetic fields and forces. Includes a two-hour laboratory. Prerequisite: Grade C or higher in INPHYS 241 required. INPHYS 241, MATH 152 concurrently, 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 275 University Physics III**
This course concludes our introductory calculus-based sequence. Topics covered are nature of light, geometric optics and applications, interference and diffraction, quantum theory of light, particles and matter waves, special relativity, nuclear physics, introduction to quantum mechanics. Includes a two-hour laboratory. Prerequisite: Grade of C or in PHYS 242 or permission of instructor. Spring.

**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.

**INPHYS 305 The Physics of Music**
An interdisciplinary exploration of how analyses of the physics of sound aid our understanding of music. Students will learn how sound is created, sustained, amplified; how limits in human physiology shape approaches to music; and how physical properties of instruments relate to tone quality and give insight into different genres of music. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.
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 275 or permission of instructor. Fall, even 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 275 or permission of instructor. Fall, odd years.

PHYS 342 Data Analysis for Scientists
Multi-disciplinary introduction to data analysis across the Sciences emphasized through problems in current research conducted at Keene State College, including Biology, Chemistry, Environmental Studies, Engineering, Astronomy, etc. Data visualization and communication is a primary focus. Topics include: basic programming techniques, file input/output, visualization, data mining, times series, image and movie analysis. Prerequisites: 24 credits of ISP, including ITW 101 and QL. Fall

STEM 342 STEM Explorations I
Investigation and elaboration of the complex relationships between the STEM fields, as well as the fundamental principles of STEM education. Students will develop, analyze, and evaluate age-appropriate transdisciplinary STEM lessons for use in educational settings that develop knowledge and skills in science, technology, engineering, and mathematics. Prerequisite: INSTEM 142 and MATH 120 or pass math competency exam. Spring.

STEM 400 Informal STEM Internship
Explores STEM related career interests by applying knowledge to practical experiences. Internship sponsor sites may include museums of science, farm-based education sites, nature conservancy operations, and organizations that provide community-based science and technology education. Regular attendance at field site and at on-campus seminars is required. Prerequisites: permission of instructor. Enrollment capped at 4 students. Fall, spring.

PHYS 410 Quantum Mechanics
An introduction to the formulations of quantum physics including its historical development, its mathematical and logical foundation shown through two-state systems, the Schrodinger equation for one dimensional systems, scattering and tunneling phenomenon, wave-particle duality, the Compton effect, matter waves, the harmonic oscillator, angular momentum and the hydrogen atom. Prerequisite: Grade of C or higher in MATH 231 & PHYS 275 or permission of instructor. Spring, even years.

PHYS 420 Optics
An advanced course in geometric and wave optics. Topics covered include one- and three-dimensional wave equation, electromagnetic waves and the electromagnetic spectrum, particle theory of light, reflection and refraction of waves at media boundaries, dispersion, geometric optics, fiber optics, interference effects, interferometry, diffraction and quantum electrodynamics, lasers. Prerequisite: Grade C or higher in PHYS 275 or permission of instructor. Occasionally.

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 275, MATH 251 or permission of instructor. Spring, odd years.

STEM 442 STEM Explorations II
Students build upon knowledge of the principles of STEM education established in STEM 342. Working in collaborative grade-level teams, students will develop age-appropriate STEM curriculum materials that build knowledge and skills in each of the STEM fields while engaging students in transdisciplinary problem-solving. Prerequisite: STEM 342. Fall.

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.

Politics

ISPOSC 110 Governing America
An analysis of governance and political citizenship in the United States. Includes examination of national institutions (Congress, Courts and the Presidency), other public offices, election cycles, and subnational politics. Compares democracy with other governing models, and examines types of political information and practice in deliberative political discussion. Fall.

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, Spring.

ISPOSC 211 State and Local Politics
Topics include federalism; institutions and jurisdictional responsibilities of governance at the municipal, county, and state level; participatory potential and policy importance of politics at the subnational level. Spring.

POSC 218 Lawmaking and Politics
This course examines how laws are drafted, debated, passed, implemented, interpreted, and revised. It considers the role that many actors play in the lawmaking process – including Congress, presidents, federal agencies, interest groups, and courts. It also considers how the political incentives of these actors shape their decisions on legal questions. Spring, even years.

ISPOSC 220 International Relations
An introduction to the modern international political system with emphasis on the key institutions and issues that affect the interactions of the state and non-state actors in the contemporary global community. Fall, Spring.

ISPOSC 230 Political Philosophy to 1688
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, Spring.

ISPOSC 240 Introductory Comparative Government
Introduction to comparative analysis. Primary emphasis: the context and evolution of political traditions, institutions, and behavior. Secondary emphasis: the methods of comparative analysis. Fall.

POSC 250 Political Writing and Research
Emphasizes the background work and writing tasks that are intrinsic to scholarly political argument and analysis. Via close examination of exemplary political writing students will learn the parts and related tasks in researched and revised analytical study related to politics. Prerequisite: One course in Politics at the 200 level or higher. Spring.

POSC 290 Special Topics
1-4 credits
Study of a selected topic in Political Science. May be repeated as topic changes.
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 298 Independent Study

1-4 credits

Individualized study of an issue, problem, or topic, selected and pursued in consultation with a faculty member. May be repeated. Prerequisite: Permission of instructor.

POSC 310 Political Participation

An examination of American elections and voting, assessing the quality of modern democracy. Polling and prediction, historic turnout and choice patterns among population groups, political information, campaign tactics and money. Also discussion of sufficiency of voting to functional democracy. Prerequisite: ISPOSC 210 is strongly recommended but not required. Fall, even years.

POSC 312 Public Policy Analysis

Emphasis on study of public policy including analysis of policy options and varied ways of adopting and enacting policy ideas. Central to the course will be an understanding of three main ideological approaches to policy problems and application of different models of how policy is made. Prerequisite: ISPOSC 210 or permission of instructor. Fall, 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, or ISPOSC 220, or ISPOSC 223, or (for majors in Criminal Justice Studies) CJS 240 with a minimum grade of B, or permission of instructor. Fall.

ISPOSC 317 The U.S. Presidency

This course examines the modern American presidency. It provides a broad introduction to the executive branch and covers a range of topics, including campaigns and elections, rhetoric and speech-making, and foreign and domestic policy-making. A key theme concerns the nature and paradoxes of presidential power. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall.

POSC 319 National Security Law

This course explores the distribution of national security powers across the executive, legislative, and judicial branches. In particular, it examines the legal debates over wartime military operations, foreign intelligence collection, the detention and prosecution of terrorists, and government hacking. Prerequisites: CJS 240 or ISPOSC 210 or ISPOSC 220. Spring.

POSC 321 U.S. Foreign Policy

Analysis of foreign policy formation in the United States as it interacts with the international system. Includes historical development of US foreign policy, as well as contemporary policies and problems. Prerequisite: ISPOSC 210, or ISPOSC 220, or ISPOSC 240, or permission of instructor. Spring, odd years.

POSC 324 International Law

This course is a comprehensive examination of international law and its role in international politics. Topics include: the sources and subjects of international law, the jurisdiction of states, the use of force, treaties, human rights law, international criminal law, laws of citizenship and nationality, among others. Prerequisite: ISPOSC 220 is recommended but not required. Spring.

POSC 325 Ethics and War

This course is a comprehensive examination of the role of ethics in the realm of war. Topics include: aggression, noncombatant immunity, guerilla war, terrorism, torture, and nuclear deterrence. Prerequisite: ISPOSC 220 is recommended but not required. Spring, odd years.
POSC 330 Modern Political Thought
Study of political philosophies that have explained and critiqued political action and governance since the 17th century. Emphasis on variants of individual-centered liberalism and community-focused collectivism prominent over this time period. Students integrate knowledge of foundational political thought with modern political thought. ISPOSC 230 is strongly recommended, but not required. Spring, odd years.

POSC 340 European Politics
A comparative analysis of European political systems, focusing on constitutional structures, legislatures, executives, political parties, elections, social movements, public welfare, and contemporary policy issues. Spring, even years.

POSC 390 Special Topics
1-4 credits Study of a selected topic in Political Science. May be repeated as topic changes. Occasionally.

POSC 497 Internship
1-4 credits Application of a political science background to the practical affairs and activities of a political organization or institution as a participant observer. May be repeated for a total of 8 credits. Prerequisites: A minimum of 12 credits in Political Science, 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. Prerequisite: A minimum of 12 credits in Political Science at the 200 level or higher, and permission of instructor.

Psychology

ISPSYC 100 Topics in Psychology
An exploration of topical psychological issues for nonmajors. 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.

ISPSYC 101 General Psychology
An introduction to the major topics involved in understanding the behavior of humans and animals. Topics include perception, cognition, social behavior, and psychopathology. Fall, Spring.

PSYC 211 Child and Adolescent Psychology
The study of child and adolescent psychology focusing on current research in cognitive, physical, social, and emotional development. Prerequisite: ISPSYC 101 or PSYC 101. 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 attitude change, social influence, and group dynamics. Prerequisite: ISPSYC 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: ISPSYC 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. 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: PSYC 251. 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: ISPSYC 101 or permission of instructor. One Biology course recommended. Fall, Spring.

PSYC 257 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: ISPSYC 101 or PSYC 101. 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.

ISPSYC 312 Lifespan Psychology
This course investigates the major psychological theories of lifespan development and provides a multifaceted introduction to the dynamics of intrapsychic development that occurs across the human lifespan. Major developmental milestones, effects of diversity and multiculturalism, socioeconomic status, family constellation, and socio-cultural variables are essential components of this analysis. Prerequisites: 24 credits in ISP, including ITW 101 and QL. 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 211. 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 221. 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: ISPSYC 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 etiology, 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.

IIPSYC 350 When Harm Is Done
An interdisciplinary exploration of restorative justice, difficult dialogue, nonviolent resistance, and other models that differ from revenge and punishment as responses to crime and injustice. We will examine applications at the national and international level, in community criminal justice systems, in schools, in groups, and in personal relationships. Prerequisites: 24 credits in the ISP, including ITW 101 and QL. Fall.
PSYC 355 Psychology of Learning
Analysis of contemporary theories and research on learning. Integration of behavioral, cognitive, and ecological perspectives. Prerequisites: PSYC 253 or PSYC 257. Spring.

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: ISPSYC 101 and junior standing, or permission of the instructor. Fall, Spring.

PSYC 385 Work and Organizational Psychology
This course applies psychological theory and research to workplace topics such as employee selection, training, evaluating and motivating performance, occupational health and stress, job attitudes and leadership. Emphasis on how both the worker and the organization benefit from effective workplace practices. Prerequisites: PSYC 221. Spring.

PSYC 396 Junior Honors Seminar
1 credit
Research seminar for participants attempting to gain entrance to the Psychology Honors Program. 1-credit. Prerequisite: permission of instructor. Graded Pass/Fail. Must pass to qualify for psychology honors. 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: PSYC 221 and ITW 101. 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 457 Cognitive Neuroscience
Cognitive neuroscience is an interdisciplinary field that explores the relationship between the mind and the brain. This course focuses on brain mechanisms for sensation and perception, attention, memory, emotion, language, and even consciousness. Mind-brain relationships are considered in the context of cognitive theories, evolutionary comparisons, and human development. Prerequisite: PSYC 253 or PSYC 257. Spring.

PSYC 467 Human Behavior and the Legal System
Human behavior is shaped and limited by the laws that human society develops. An understanding of the effects of individual behavior on the legal system and the consequence of the existence of a legal system for individual behavior is central to the understanding of human behavior. This course is crosslisted with CJS 467. Prerequisite: CJS 342 or PSYC 221 or permission of instructor. Occasionally.
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 475 Human Psychophysiology
Human Psychophysiology is concerned with physiological responses as reflections of psychological traits, states, and processes. Students will study the form and function of major physiological response systems and gain laboratory experience in the recording, analysis, and interpretation of physiological data from the central and peripheral nervous systems. Prerequisite: PSYC 252 and one from PSYC 253, PSYC 257, PSYC 453, or PSYC 457. Fall

PSYC 480 Advanced Psychological Methods
A research experience that builds on the basic skills and concepts learned in PSYC 252 through the development of experiments to test specific theories in psychology. Course work emphasizes experimental design, data analysis, and synthesis with previous research. Students will conduct research projects; active participation is essential. May be repeated as topics change. Prerequisites: PSYC 251 and PSYC 252. 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. May be repeated as topics change. 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
3 credits
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.

Public Health

PH 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.
INPH 175 Essentials of Nutrition Science
An introduction to basic nutrition science concepts including nutrition guidelines, micro and macronutrients, anatomy and physiology of digestion and absorption of nutrients, energy balance, and health and wellness. The course will integrate course content, technology and quantitative reasoning using hands-on investigative activities to interpret and evaluate nutritional needs. Fall, Spring.

PH 185 Introduction to Addiction and Pre-Professional Mental Health
2 credits
This course offers an introduction to the Addiction and Pre-Professional Mental Health option in Public Health. Topics include an overview of mental health and substance use, integrated service delivery, co-occurring disorders as well as ethical and professional preparation and standards. Fall, Spring.

PH 200 Alcohol and Other Drugs: The Fundamentals
An introduction to alcohol and other drugs and their biopsychosocial effects across the lifespan. Topics include the history and classification of drugs; the physical, cognitive, emotional, and societal impact of psychoactive substances; levels of use; poly-substance use; and addiction liability. Prerequisites: Public Health majors, Addictions minors, Criminal Justice majors/minors. Fall, Spring.

PH 203 Introduction to Meditation
1 credit
Students will experience the basic forms of mindfulness meditation - awareness of breath, body, sounds, thoughts, and feelings - mindfulness while doing yoga, and loving-kindness meditation. Students will experience various informal practices: mindfulness while eating, walking, and conversing, and doing routine activities. A focus on reducing stress is interwoven into the course. Pass/Fail. Cross-listed as EDUC 203.

PH 204 The Psychology of Mindfulness Meditation
1 credit
Students will explore the psychological underpinnings of mindfulness meditation and research support for meditation. Each student will do a major project. Pass/No Pass. Prerequisite: PH 203 or HLSC 203. Cross listed as EDUC 204.

PH 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: INPH 175, BIO 230, and Nutrition option only. Spring.

PH 216 Food Culture and Community Nutrition
An introduction to community nutrition including policy, food security, and the effects of economics and culture related to food choice. Analysis of community food and nutrition programs. Overview of beliefs, customs and food practices of various cultural groups. Prerequisite: INPH 175 and Public Health majors only. Fall, Spring.

PH 225 The Nutrition Profession
2 credits
An introduction to the educational, professional, and career expectations in the nutrition profession. Students will explore career options, including national registration, community service, and lifelong learning. Other topics include ethics, research, and current issues in health. Professional portfolios will be introduced. Prerequisites: INPH 175 and Nutrition Option only. Spring.

PH 240 Microbiology for Health Professionals
An introduction to microbiology for health professionals. Topics include basic microscopy, microbial cell structure and function, microbial physiology and genetics, basic virology, control of microbial growth, epidemiology, immunology, and food microbiology. Lecture material will be integrated with laboratory-based experiences such as microscopy, staining, culturing and basic molecular techniques. Prerequisite: INPH 175, BIO 230. Fall, Spring.
**PH 245 Introduction to Research Methods**

An introduction to research methods, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Students will critically review published research in public health and determine how research findings are useful in guiding evidence-based decisions. Prerequisite: ITW 101. Public Health majors only. Fall, Spring.

**ISPH 285 Health in Society**

An introduction to the social determinants that impact health, such as socioeconomic status, education, culture, and health policy. Topics of social justice and ethics will be explored. Prerequisite: ITW 101. Fall, Spring.

**PH 290 Topics in Public Health**

Study of a selected topic in Public Health. May be repeated as topics change. Prerequisites vary as topics change. Occasionally.

**PH 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 required of the instructor who will supervise the independent study. May be repeated for a total of 8 credits. Fall, Spring.

**PH 305 Epidemiology**

An introduction to the basic principles and methods of epidemiology and their applicability in the field of Public Health. Students will examine factors governing health and disease in populations. Skills will be introduced to critically interpret the epidemiologic literature relevant to health professionals. Prerequisites: ISPH 285 and MATH 141 or permission of instructor. Spring.

**PH 308 International Health**

An examination of international health from a local and global perspective. The course will examine global institutions, identify approaches to measuring health needs, burden of non-communicable diseases and infectious diseases, relief/support systems, cultural humility, global health systems, policies, priority setting and community participation. Fall, even years.

**PH 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: INPH 175, PH 216, and INCHEM 103. Fall.

**PH 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: INPH 175 and PH 225. Spring.

**PH 318 Nutrition Throughout the Lifespan**

Comprehensive examination of nutritional requirements, physiological demands, and health concerns from preconception through late adulthood. Challenges posed by physical and psychological growth, development, and lifelong wellness are discussed. Nutrition assessment, intervention, and evaluation of individuals, groups, and communities are addressed. Integrated application of skills through community-based observations. Prerequisites: PH 215. Fall.

**PH 325 Public Health**

Explores public health and community-based models and theories to identify common problems and strengths to mobilize resources and achieve health goals. Public health, health communication, field work tools, coalition building, cross-cultural competency skills, and evaluation of community organizing processes are explored using an interdisciplinary approach. Prerequisite: ISPH 285. Fall, Spring.
PH 330 Resiliency for Well-Being
This course will examine resiliency and psychological well-being from biopsychosocial perspectives. A variety of stress management practices are explored as a way to promote health and well-being including time management, communication and conflict resolution, cognitive restructuring, ecotherapy, mindfulness meditation and other relaxation techniques. Prerequisites: BIO 230 and ISPH 285. Public Health majors, Nutrition minors or Exercise Science majors only or permission of instructor. Fall, Spring.

IIPH 350 Women and Health
A survey of women’s health from the biological, social, economic, and political perspectives, drawing from the interdisciplinary field of public health. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Fall, odd years.

PH 360 Physical Activity and Health
Essential role of physical activity in promoting and maintaining health based on current exercise physiology research. Create and apply physical activity programs for apparently healthy populations and those with common chronic conditions. Students will design, implement, and evaluate a physical activity program. Prerequisites: INPH 175, BIO 230 and BIO 332. Fall, Spring.

PH 380 Addiction: Theory, Practice and Research
The analysis of substance-related and addictive disorders through theoretical perspectives and models, including the Public Health model, family systems, sociocultural and psychological perspectives. Drug research and evidence-based practices are examined. Prerequisites: Public Health majors or Addictions minors only, junior standing or above, or permission of instructor. Fall, Spring.

PH 382 Introduction to Counseling Skills
This course offers an introduction to addiction and mental health counseling techniques and approaches. Topics include individual and group counseling skills. Specific approaches covered include Cognitive Behavioral Therapy, Motivational Enhancement Therapy, Person Centered Therapy and Group Therapy. Prerequisites: Public Health majors or Addiction minors only, junior standing or above, or permission of instructor. Fall, Spring.

PH 385 Behavior Change
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, ISPH 285, PH 380. Fall, Spring.

PH 410 Applied Research in Food Systems
2 credits
Experimental application of food science, foodservice management, and cultural considerations in food product development. Utilize sensory and objective testing to assess product formulation and acceptability. Prerequisite: PH 310. Fall, Spring.

PH 414 Medical Nutrition Therapy I
2 credits
An in-depth examination of nutritional assessment concepts such as anthropometry, dietary intake data collection methods, biochemical measurements, and food/nutrient-medication interactions and their application within the nutrition care process. Prerequisite: PH 318. Fall.

PH 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: PH 215, PH 240, and CHEM 220. Fall.

PH 416 Medical Nutrition Therapy II
Comprehensive coverage around pathophysiology of disease and nutrition care for prevention and treatment of disease. Application of the nutrition care process to various diseases and the metabolic response to critical illness as well as the use of parenteral and enteral nutrition. Integrated application of skills through 1:1 service-learning field experience. Prerequisites: PH 240, PH 414, BIO 230, BIO 332. Spring.
PH 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: Public Health majors or Exercise Science majors or permission of instructor. Spring.

IIPH 445 Human Sexuality
An interdisciplinary examination of human sexual development and behavior, including reproduction, sexual anatomy, psychosexual development, sexual socialization, values, and various forms of sexual expression. This course will explore human sexuality from biological, cultural, legal, and political perspectives. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Summer.

PH 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: PH 313, PH 318, and PH 385. Fall, Spring.

PH 474 Practicum: Population Health
Supervised field experience in population health for the advanced student. Hands-on experience aimed at developing professional skills in the application of theory to practice. Prerequisites: PH 325 and application completion with permission of instructor. Spring.

PH 485 Health Promotion Practice
Development of planning, implementation, evaluation, and management skills to effectively deliver health promotion programming. Application of theory to practice, including community-based assessment, risk management, financial planning, quality assurance, marketing, and personnel management. Prerequisites: PH 385. Fall, Spring.

PH 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: PH 380. Summer.

PH 490 Advanced Special Topics
1-4 credits
Study in an area of Public Health beyond that provided in other courses. May be repeated as topics change. Prerequisite: Varies with topic. Fall, Spring.

PH 491 Addiction and Pre-Professional Mental Health Treatment: Critical Issues
This course examines new or developing theories, methods, models, techniques, and concepts in addiction and pre-professional mental health. Prerequisite: PH 382. Fall.

PH 492 Internship in Addiction and Pre-Professional Mental Health
4-8 credits
Field-based internship opportunity for students to apply theory, strategies, interventions, and knowledge learned in the classroom. Prerequisites: PH 382 and PH 491 or PH 493, and application completion with permission of instructor. Spring.

PH 493 Co-Occurring Disorders: Continuum of Care
An in-depth examination of co-occurring mental health and substance use disorders. The course will cover an introduction to assessment, diagnosis, intervention, treatment, recovery, and relapse prevention for co-occurring disorders. Prerequisites: PH 380, Public Health majors or Addiction minors only, junior standing or above, or permission of instructor. Spring.

PH 494 Public Health Capstone
This senior-level class is designed to integrate, examine, and enhance the knowledge, skills, and attitudes learned throughout the Public Health major. It provides academic and professional development activities including the completion of a senior portfolio. Prerequisites: PH 385, Public Health major with senior standing, or permission of instructor. Fall, Spring.
PH 495 Seminar: Public Health Research
This senior-level course is designed to integrate, examine, and enhance the knowledge, skills, and attitudes learned throughout the Public Health major. Students engage in an extensive Public Health research project and present results in a public forum. This course is recommended for students who intend to pursue graduate education. Prerequisites: PH 385, Public Health majors with senior standing, or permission of instructor. Fall.

PH 498 Independent Study
1-8 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 8 credits. Prerequisite: Permission of instructor. Fall, Spring.

PH 601 Food Systems and Sustainability
2 credits
This course examines emerging food systems trends and issues, considers sustainable food system attributes and explores how food production, principles and practices impact the environment, nutritional status, health and the human condition at the local, state and global levels. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Summer.

PH 602 Food and Nutrition Policy
2 credits
This course provides an in-depth review of the public policy process and the development of health policy in the United States. Students will develop professional skills in management of nutrition programs including legislative advocacy and analysis of current nutrition programs at local, state and federal levels. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Summer.

PH 603 Advanced Nutrition Counseling
3 credits
This course will examine effective counseling strategies and techniques. Students will acquire skills to motivate patients towards healthy lifestyles through the application of nutrition knowledge and behavior change theories. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Spring.

PH 604 Learning Theory
3 credits
An exploration of the biological, psychological and sociological theories and issues related to an individual's ability to learn. Students will use learning and behavior change theory and community needs assessments to identify problems, develop program objectives and intervention strategies appropriate for a target audience. Students must be enrolled in the Master of Science in Public Health Nutrition Program to register for this course. Online. Fall.

PH 605 Nutritional Epidemiology
3 credits
This course will examine principles and methods of epidemiology and their application in public health with an emphasis on nutrition. Students will critically evaluate epidemiological literature relevant to public health. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Spring.

PH 608 International Health
3 credits
An examination of global health issues focusing on priority setting and community participation in health development, infectious and chronic diseases, maternal/child health, immigrant and refugee health, the relationship between political and cultural processes and health, and factors contributing to disparate health outcomes in population groups. Students must be enrolled in the Master of Science in Public Health Nutrition Program to register for this course. Online. Summer.
PH 612 Public Health Nutrition I: Capstone
3 credits
Students will start the process of applying skills and competencies acquired in the program with an in-depth examination of an area within public health. Application-based activities include community assessment, strategic planning, intervention development, program evaluation, coalition building and preparing grant applications. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Fall.

PH 614 Public Health Nutrition II: Capstone
3 credits
This course is a continuation of PH 612. Students will complete their in-depth examination of an area within public health. Students will develop a culminating written project that integrates all aspects of program planning with a final presentation. Prerequisite: PH 612. Spring.

PH 615 Nutritional Biochemistry
3 credits
An in-depth analysis of digestion, absorption, transport and cellular metabolism of macronutrients with an emphasis on certain micronutrients. Disorders of energy metabolism such as obesity, diabetes and malnutrition will be integrated into the course. Students must be enrolled in the Master of Science in Public Health Nutrition Program to register for this course. Online. Fall.

PH 616 Research Methods and Design
3 credits
An examination of research methods, ethical principles, bio-statistical concepts, and the process within quantitative, qualitative, and mixed designs. Students will be guided through issues to inform future research. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Spring.

PH 618 Advanced Nutritional Biochemistry
3 credits
This course integrates previous knowledge in physiology, biochemistry and medical nutrition therapy to understand micronutrient metabolism concepts and their application in human health and disease. Prerequisite: PH 615. Students must be enrolled in the Master of Science in Public Health Nutrition Program to register for this course. Summer.

PH 620 Advanced Medical Nutrition Therapy
3 credits
This course expands knowledge on pathophysiological conditions while integrating medical nutrition therapy concepts. Students will apply the nutrition care process to a variety of acute and chronic conditions from pediatrics to geriatrics. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Fall.

PH 630 Dietetic Internship
2-3 credits
The Dietetic Internship includes a minimum of 1,200 hours of supervised practice including but not limited to food service management, clinical settings and public health programs with an emphasis on chronic disease prevention, food systems and behavioral nutrition interventions. Students must be enrolled in the Master of Science in Public Health Nutrition Program. Course must be repeated to a minimum total of 14 credits. Summer, Fall, Spring.

Safety and Occupational Health Applied Sciences

ISSAFE 101 Safety Awareness
Studies the impact of accidents, develops strategies to eliminate, mitigate accident outcomes through education and awareness. Identifies 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 Internship 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 205 Construction Methods
This course provides a basic understanding of construction methods, processes, equipment and project management tools. It explores their use and impact on risk management in construction. Prerequisites: CSS majors and minors only. Spring

SAFE 206 Construction Safety Standards
Compliance with OSHA standards specific to construction, including rights and responsibilities under OSHA, inspections, citations, appeals, and record keeping. The course will also cover the most frequently referenced OSHA, NFPA, ACGIH, CGA, NIOSH, ANSI, and ASTM standards in the construction industry. Prerequisites: SOHAS/CSS majors or minors, SAFE 202 or permission of the instructor. Fall, Spring.

SAFE 207 Human Factors in Construction
This course will provide students with the understanding of the importance of ergonomic design and evaluation of workplaces and the work environment. This enables the student to understand physiological and psychological stresses, human capabilities and limitations, and their importance in designing work spaces, processes, tools, equipment, and products. Prerequisites: SOHAS and CSS majors or minors and SPDI majors only, or permission of instructor. Fall.

SAFE 208 Construction Boot Camp 1
Utilizing subject matter experts/OSHA instructors, this course explores a series of subjects and most frequent causes of accidents and fatalities on construction sites. Topics include: electrical safety, excavation/trenching, confined space hazards, incident investigation. Course meets for 2 weeks in the classroom with remainder of work online through summer. Prerequisites: CSS majors and minors only. Summer.

SAFE 209 Construction Boot Camp 2
Utilizing subject matter experts/OSHA instructors, this course explores a series of subjects and most frequent causes of accidents and fatalities on construction sites. Topics include: electrical safety, excavation/trenching, confined space hazards, incident investigation. Course meets for 2 weeks in the classroom with remainder of work online through summer. Prerequisites: CSS majors and minors only. Summer.

SAFE 210 Construction Internship 1
Internship 1 serves as the first opportunity to gain professional experience in the construction safety field. Students will attain program learning objectives through hands-on application of classroom theory, collaboration with professionals and mentors in the field as well as faculty on campus. This internship is 200 hours of on-site work. Prerequisites: Permission of internship program coordinator, SAFE 202, SAFE 205, SAFE 206, CSS majors only. Summer.

INSAFE 213 Safety Chemistry
Lecture-lab survey course of introductory chemistry principles applied for professionals in, but not limited to, the safety field. Topics covered span from a basic understanding of matter to the properties of gases and chemical effects on biological and environmental processes. Knowledge of basic algebra is mandatory. 3.5 hour lecture, 1.5 hour laboratory. Prerequisites: MATH 120. Fall, Spring.
SAFE 214 Safety and Health Standards
Familiarizes students with OSHA general industry standards, including responsibilities under OSHA regulations, inspections, citations, appeals, and record keeping. Highlights frequently cited standards by OSHA in general industry, hazard identification and control. Explores safety standards from ANSI, NFPA and DOT. Prerequisites: Safety or Construction Safety major/minors only. SAFE 202 - may be taken at the same time. Fall, Spring.

SAFE 215 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 and psychological stresses, human capabilities and limitations, and their importance in designing work spaces, processes, tools, equipment, and products. Prerequisite: Safety or Construction Safety major/minor only. SAFE 214 or by permission of 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 Risk Management
Introduces key Risk Management and Loss Prevention principles through exploration of allied consensus standards including OSHA’s Voluntary Protection Program, OHSAS 18001 Safety Management System, LEAN Management and Environmental Management Systems ISO 14001. Prerequisites: SAFE 214, SOHAS majors or minors, CSS majors, or permission of the instructor. Fall, Spring.

SAFE 302 Law and Ethics in Safety
Introduction to federal and state regulatory authorities governing safety in industry and the environmental impacts of industrial activity. Discusses ethical dilemmas, management challenges, professional responsibilities, and liability and legal ramifications of accidents. Prerequisites: Safety or Construction Safety majors/minors only. SAFE 214 or permission of instructor. Fall, Spring.

SAFE 304 Environmental Law and Regulation
Develops an understanding of the system of laws and regulations that protect the environment, human health, and natural resources. The role of science in the legal/regulatory process will be emphasized, as will federal/state regulatory processes and requirements. Prerequisite: ENST 253, or SAFE 302, or permission of instructor. Cross-listed as ENST 304. Fall.

SAFE 305 Health Hazard Identification
Reviews health hazards in industry and their effects on humans. Study of hazards involved with chemical, physical and biological stressors at work. Explores methods of hazard identification recognition and control. Prerequisites: Safety or Construction Safety majors/minors only. INSafe 213 Fall, Spring.
SAFE 306 Systems and Behavioral Sciences
The course will cover past, current and new innovations that have been used through the history of occupational safety and health systems. Topics that students can expect to cover may include Behavioral Sciences, Human Performance, Organizational Performance, Serious Injury and Fatality Research, Safety Differently, Emerging Technologies and more. Fall, spring.

SAFE 307 Safety Management Systems
Examination of principles underlying management of organizational activities in accordance with occupational health and safety systems. Emphasizes ANSI Z10 standard. Explores ethical leadership, psychology, training, communication, metrics, human resources, cost benefit analysis, and project management. (Membership in the American Society of Safety Engineers required.) Prerequisites: Safety or Construction Safety majors/minors only. SAFE 214 or permission of instructor.

SAFE 308 Construction Safety Practices
An overview of best safety practices in the construction industry through course work and guest presentations by national professional experts in construction safety. A systematic approach to occupational safety and health management systems into the organizational structure and operations of construction companies will be examined. Prerequisites: Safety or Construction Safety majors/minors only. SAFE 202 or permission of instructor.

SAFE 309 Construction Emergency Action Plans
Emergency Action Plans (EAP) are required by construction sites. Effective EAP requires pre-planning, analysis, and preparation for on-site emergencies such as medical, fire, chemical spill, and communications. This course surveys applicable regulations and best practices including incident prevention, training, regulatory requirements, emergency procedures and response in the construction environment. Prerequisites: SOHAS and CSS majors or minors only, or permission of instructor. Spring.

SAFE 319 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 or Construction Safety majors/minors only. INSAFE 213 or permission of instructor. Fall, Spring.

SAFE 329 Safety Training Methods
Safety Training Methods seeks to prepare future safety leaders in the workplace. The course will focus on training and education methods, via adult learning theory and techniques, as well as communication skills, such as negotiation skills and conflict resolution, and group/organizational dynamics. Prerequisites: SAFE 302, SAFE 305, SOHAS majors/minors only, or permission of 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 16 hours per degree program). 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
Familiarizes students with the various techniques and procedures involved in the practice of the profession of Industrial Hygiene. Course work and laboratory exercises illustrate the equipment and methodologies commonly used by Industrial Hygienists in the anticipation, recognition, evaluation and control of occupational health hazards in today's workplace. Prerequisites: Safety or Construction Safety majors/minors only. SAFE 305 or permission of instructor. 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 214, Safety Studies majors or minors only or permission of instructor. Fall, Spring.

SAFE 403 Construction Industrial Hygiene
Familiarizes students with the various techniques and procedures involved in the practice of the profession of industrial hygiene as related to the construction environment. 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 construction work site. Prerequisites: INSafe 103, SAFE 305, CSS majors or minors only, or permission of the instructor. Spring

SAFE 410 Construction Internship 2
The course builds on SAFE 210, providing an increased contributory role for the student in applying safety and health concepts on a construction work site. This internship is 200 hours of construction on-site safety work, typically over a 5 to 6 week period. Prerequisites: Permission of internship program coordinator, SAFE 210, SAFE 302, SAFE 307, SAFE 309, CSS majors only. Summer.

SAFE 411 Physical Health Hazards
This course builds on SAFE 305 and SAFE 401 by focusing on physical health hazards in the workplace (i.e. noise, heat & cold stress as well as ionizing and non-ionizing radiation). Course and laboratory work illustrate the equipment and methodologies used in the evaluation and control of these health hazards. Prerequisites: SAFE 401, SOHAS majors/minors only, or permission of instructor.

SAFE 444 In-Vehicle Driver Ed Methods
3 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. Analysis of personal and environmental safety factors in real world application based settings. Emphasizes the application of classroom and field experiences accumulated during completion of prerequisite course work. Prerequisites: Senior standing and permission of instructor. 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 investigation. 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 601 Current Issues in Safety
This course examines promotion and management of occupational safety. Globalization, epidemics, foreign workers, and more will be considered. Computer searches, literature reviews, periodicals, and other methods will be used to illustrate the remarkable pathway that occupational safety has taken. Basic research methods are used to enhance the discovery process.

SAFE 602 Best Practices in Safety
Participants research and define best practices of the safety process and explore how programs are developed, implemented, assessed, and modified. Organizations recognized with awards for their excellence by private and governmental agencies are used as case studies to facilitate learning and understand relationships of best practices and beneficial stakeholder outcomes.

SAFE 603 Applied Occupational Health
This course is designed to provide practical knowledge for safety professionals. This course will examine historic examples of occupational diseases and develop an understanding of exposure assessment techniques in today's workplace. Course discussion and instructional assignments provide students knowledge and skills to manage illness risks in Safety and Health Programs.

SAFE 604 Leading Safety Change
What defines leadership, and what about change, can you be a leader without change? This reflective course will study leadership and change concepts by surveying literature, analysis tools, models, and case studies to tease out leadership and change concepts that effectively enhance employee health and safety systems within organizations.

SAFE 605 Safety Management Systems
Surveys leading international safety and environmental management systems, including ISO 14000. Focus on requirements of management systems to identify and implement strategies in organizations. Integration of EMS and SMS is emphasized: management, document control, training, and corrective actions. Students will learn to move organizations beyond basic compliance to innovative performance.

SAFE 610 Risk and Safety
Introduction to scholarly based risk literature in occupational and environmental health. Students learn basic risk concepts and critically evaluate quantitative risk assessment (QRA). The class will examine the interplay of science and policy, especially how scientific uncertainty can become controversial. An innovative decision-making processes will be reviewed.

SAFE 620 Legal and Ethical Issues
Ethical and legal issues faced by safety professionals. Students evaluate issues in terms of their own value system and prudent practices. Case studies and anecdotal presentations examine issues and prepare students for roles in actions such as litigation and worker's compensation claims as well as various court hearings and trials.

SAFE 650 Self-Directed Study
An in-depth study of a topic not available through other course work. Student works with supervising faculty member on a carefully planned, student-initiated project. Prior approval is necessary. Prerequisite: Permission of instructor.
SAFE 655 Advanced Safety Research
Familiarizes students with strategies for identifying, analyzing, and evaluating safety research. Examines advanced concepts in qualitative and quantitative analysis techniques commonly used in safety research. Explores research design in preparation for their Capstone experience. Prerequisite: Permission of instructor. Spring.

SAFE 695 Graduate Practicum
The practicum course experience serves as a central component of our degree program. Prior to the practicum, you will complete core courses in the degree program. Your practicum experience provides you with an opportunity to translate classroom theory into practice in a workplace environment. Prerequisites: 32 earned Safety M.S. program credits and permission of instructor.

SAFE 696 Applied Safety Research
Collection and interpretation of data to produce an applied research project for individual students in consultation with their professor. Emphasis on reviewing interconnected data for interpreting research results and applying that research to contemporary safety issues. Students complete a written project based upon their research. Prerequisite: Permission of instructor. Summer.

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.

SAFE 698 Independent Study
1-4 credits
Advanced individualized study in an area of safety not normally available in the curriculum. Prerequisite: Permission of graduate advisor. Fall, Spring.

SAFE 699 Thesis
Students pursue safety as a profession. Technical, theoretical, and historical aspects of the discipline are studied in an inventive and interconnected manner, with an emphasis on developing cogent and comprehensive safety knowledge rooted in critical thinking. Students are expected to bring their knowledge and critical capacity to bear. Prerequisite: 32 earned Safety M.S. program credits and permission of instructor.

Sociology

ISSOC 125 Introduction to Sociology
Introduces basic concepts, theories, and methods of sociology. Develops a sociological perspective on social issues, problems and events. Provides an overview of major sub-fields in sociology. Also prepares students for the major and a career in sociology and related professions. Fall, Spring.

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: ISSOC 125 - Introduction to Sociology, or permission of instructor. 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 275 Deviance and Social Control
This course studies how a society defines “normal” and “deviant” behavior. The social institutions and processes related to this act of labeling, as well as those concerned with controlling such behavior, are critically analyzed through a survey of the sociological literature on deviance. Fall.
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: ISSOC 125 - Introduction to Sociology, 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: ISSOC 125 - Introduction to Sociology. 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: ISSOC 125 - Introduction to Sociology, or CJS 240 (Min Grade of B), or permission of instructor. 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: ISSOC 125. Fall.

ISSOC 310 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. Prerequisites: 24 credits in ISP, including ITW 101 and QL, and one course from the IS category. 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: ISSOC 125 - Introduction to Sociology, or permission of instructor. Occasionally.

ISSOC 326 Sociology of the Holocaust
Examines the Holocaust from a sociological perspective, applying sociological theories, concepts, and methods. Emphasizes social and cultural forces that led to and sustained the Holocaust; the course also grapples with sociological legacies of the Holocaust. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Cross-listed as ISHGS/ISSOC Fall, odd years.

SOC 328 Social Policy
In this course students will use a comparative and historical approach to study social policy. Students will learn about how US social policies have evolved over time, analyze theoretical debates related to citizen rights and access to government services, and compare policies in the US to those in other countries. Prerequisite: ISSOC 125 - Introduction to Sociology. Fall, even years.

ISSOC 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women’s and gender studies, psychology, communications, and popular culture. Cross-listed with IIWGS 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.
SOC 335 Practicum in Sociology
This course provides an opportunity for students to use sociological learning in a community setting for 8 to 10 hours each week. Students may select from among applied research, human services, or other social change settings. Prerequisites: SOC 301. Fall.

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: ISSOC 125 - Introduction to Sociology, 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: ISSOC 125 - Introduction to Sociology. Fall, odd years.

SOC 352 Sociology of Deviance
This course examines the processes involved in labeling behaviors and people as “deviant” within society. We will explore theories of why individuals engage in deviance as well as those discussing societal reactions to deviance. We will also explore popular forms of deviance in American culture through a theoretical lens. Cross listed with CJS 352. Prerequisites: CJS 240 or ISSOC 125 - Introduction to Sociology, or permission of instructor. Fall.

ISSOC 355 Sport in Society
The sociological analysis of sport: issues discussed include the history, definition, and functions of sport; role of sport in the socialization of children; the relationship between sport and values; athletics within the social organization of education; deviance, crime, and violence in sport; the business and economics of sport. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

ISSOC 357 Global Ethnic Relations
This course applies sociological theories and methods to the study of ethnic relations, conflict, and peacebuilding efforts across the globe. Students also study social problems related to ethnic relations from multiple perspectives and evaluate policies to address them. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall, even years.

SOC 370 Homeless in NH & US
In this service-learning course, students study homelessness, while developing research and professional skills. After hearing from experts and reviewing scholarship on homelessness, they work on a statewide needs assessment, interview shelter residents, craft a grant proposal, volunteer at a shelter, and engage in education and advocacy for the homeless. Prerequisite: ISSOC 125 - Introduction to Sociology. Spring.

SOC 372 Law and Justice in Society
This course examines the institutions and practices of the criminal justice system with reference to substantive and procedural laws, criminal and civil laws, and regulatory laws. Prerequisite: CJS 240 or ISSOC 125.

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: ISSOC 125 - Introduction to Sociology. 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: ISSOC 125 - Introduction to Sociology. Occasionally.

SOC 427 Rwandan Society and Genocide
This course involves intensive sociological study of Rwandan society, with a particular focus on its 1994 genocide. Topics include historical, social, and cultural background; assessment of theoretical explanations for the genocide; the extent of international intervention to stop it; and post-genocide social institutions and culture. Prerequisite: IIHGS 255 or SOC 305, or permission of instructor. Cross-listed as HGS 427. Spring, even years.
SOC 433 Social Movements
This seminar focuses on the key theoretical paradigms used in social movement studies. These paradigms will be examined with an emphasis on movements in the areas of democratization, civil rights, migration, labor, women, the environment, and globalization. Prerequisite: SOC 305. 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 470 State Crimes
This course will review a wide variety of political crimes committed by state actors. The students will learn how governments routinely participate or collude in coverups, corrupt practices, violence, and human rights abuses. Prerequisite: SOC305 or CJS342. Spring.

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 485 Science and Society
This is a seminar course on the relationship between science and society. We will look at the historical development of science as a social institution and the institutional practices of modern science. We will also study the relations between science and other social institutions, including politics, culture, and the economy. Prerequisite: SOC 305. 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 305 or permission of instructor. 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.

SOC 499 Senior Honor Thesis
Planning, executing and completing a senior thesis in Sociology is the goal of this sequence. With guidance from a faculty sponsor and a committee of readers, student will identify and pursue a topic of interest in the field. Written and oral
presentation of the project is required for credit. Prerequisites: Senior standing; SOC 301, 303 and 305; overall and major GPA of 3.50 or above; and application to and approval by the Department Faculty. Must be repeated (8 credits total) to qualify for Sociology honors. Fall, Spring.

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**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. 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.

**IHSP 103 Elementary Spanish III**
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.

**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.

**SP 201 Spanish and Social Change**
Students will enhance their Spanish language skills (speaking, listening, reading, and writing) while gaining a deeper awareness of contemporary issues and social change in the Spanish-speaking world. Open to students with 3-4 years of high school Spanish or 2 semesters of lower-level college Spanish. 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 315 Cultures of Spain**
Students will investigate the cultures of Spain while reviewing all language skills (speaking, listening, reading, and writing). Activities focus on the expansion of cultural knowledge, vocabulary and the development of composition and oral communication skills. Texts and films in Spanish expose students to ideas that challenge stereotypes about Spain. Prerequisite: SP 201. Fall, Spring.

**SP 316 Latin American Cultures**
Students will investigate Latin American cultures while reviewing all language skills (speaking, listening, reading, and writing). Activities focus on the expansion of cultural knowledge, vocabulary and the development of composition and oral
communication skills. Texts and films in Spanish expose students to ideas that challenge stereotypes about Latin America. Prerequisite: SP 201. Fall, Spring.

**SP 325 Introduction to Spanish Literature**
Study of various critical approaches to Spanish literature. Conducted in Spanish. Prerequisite: SP 315 and SP 316 or permission of instructor.

**SP 350 Study in Spain or Latin America**
12 credits
Study away, for a full semester, in a Modern Languages and Cultures-approved program that meets Global Education Office guidelines. Students must meet with Modern Language faculty for pre-approval and additional proficiency requirements. May be used to meet the Arts and Humanities language requirement. All majors must take the ACTFL Oral Proficiency Interview, and complete a reflective essay in the target language, within 30 days after their study abroad experience. Permission of instructor. Minimum of 12 credits per semester. Fall, Spring.

**SP 405 Contemporary Spanish Usage**
Advanced study of syntax, semantics, phonology, lexicon, and language contact, based on actual usage in the contemporary Hispanic world as well as the United States. Prerequisite: SP 316 or permission of instructor. Spring.

**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. Fall.

**SP 495 Seminar**
The capstone experience for Spanish majors. Topics based on needs and interests of the group. Prerequisites: SP 325, 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.

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**Sustainable Product Design and Innovation**

**SPDI 110 Electricity and Electronics Fundamentals**
An introductory course that 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. Two-hour lecture, three-hour lab. Fall, Spring.

**SPDI 121 Design Visualization in Product Design and Engineering**
Design Visualization in New Product Design, Development and Engineering is fundamental in bringing new ideas to life. Design Sketching, Engineering Drawing, Pictorial representations, modeling and Computer Aided Design (CAD) are explored using classic and contemporary methods to help develop your design and engineering processes. Lecture/Lab. Fall, Spring.

**IISPDI 151 Product Design Principles**
Human-Centered Design: Product Design involves the interdisciplinary integration of human, ergonomic and aesthetic needs with technological and production methods to create manufactured products. Product Design Principles cover the human/object interface, product form, innovation, redesign, and eco-design. Research Product Cases with reflective writing. Sketching and hands-on projects emphasize design methods. Not open to students who have completed SPDI 152. Lecture/Lab, Fall, Spring.
SPDI 170 Introduction to Woodworking Technology
Focus on woodworking systems in mass production applications and one-of-a-kind manufacturing. Emphasis is on problem-solving and creativity in laboratory activities. Function, maintenance, safety, and use of tools, machinery, and materials, including supportive theory. Two-hour lecture, three-hour lab.

SPDI 180 Metal Processes and Prototyping
Deals with the processes involved with machining, casting, and fabricating metal. Shop safety, proper use of hand and measuring tools, and the use of machine tools are covered. Valuable prototyping skills are covered. Two-hour lecture, three-hour lab. Fall, Spring.

SPDI 221 Three-Dimensional CAD
Graphic representation of objects intended for manufacture using three-dimensional computer-aided drafting software. Parametric solid modeling of parts and assemblies and creating orthographic view drawings uses SolidWorks software. Previous experience with Windows, Orthographic Drawing, and 2D CAD is expected. SPDI 121 is recommended prior to this course or permission of instructor.

SPDI 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: SPDI 170 or permission of instructor. Fall, Spring.

SPDI 290 Special Topics
1-4 credits
Study of a selected topic in the Sustainable Product Design and Innovation program. May be repeated as topics change. Prerequisites vary with topics. Fall, Spring.

SPDI 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 60 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.

SPDI 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.

SPDI 302 Properties of Materials
2 credits
Materials used in products are selected to perform under a wide array of conditions. This course provides a study and analysis of the structure, behavior, and properties of materials used in contemporary industry. Topics include: materials’ atomic structures and bonding, mechanical and physical properties and the testing of materials. Prerequisite: MATH 120, MATH 130, or MATH 151, or permission of instructor. Spring.

SPDI 304 Materials: A Life-Cycle View
Materials chosen for use in products have important ramifications for the product’s performance and its impacts throughout its life cycle. Emphasis is on the properties and manufacturing processes informing the selection of materials converted to useful products. A material life cycle view provides transparency to human health and environmental effects. SPDI majors - Recommended prior or concurrent registration: SPDI 302 Properties of Materials

SPDI 321 Advanced 3D CAD
Parametric, solid modeling is used to create complex parts, surfaces and assemblies, in the context of problem-solving and critical thinking to generate effective prototyping strategies. Applications using SolidWorks software include sheet metal parts,
SPDI 330 Metrology and CMM
This course will focus on Metrology and the acquisition of knowledge and skills necessary to utilize Coordinate Measurement Machines (CMM) for the inspection of mechanical items. Emphasis is on accuracy and efficient programming, calibration, alignment structure, geometry feature disciplines, and CAD model use for the process of qualifying manufactured items. Prerequisites: SPDI 221, or permission of instructor. Also for individuals with prior industry experience in blueprint reading and inspection. Spring, Fall.

SPDI 351 Product Design II
A continuation of Product Design I, emphasis is on rational methods for developing designs in team settings. Basic engineering methods of analysis are introduced to evaluate design structures and mechanisms. Alternative design options are evaluated using analytical techniques. Project planning fundamentals of time and budget emulate industrial development practices. Prerequisite: IISPDI 151 AND SPDI 121 or SPDI 221 AND SPDI 170 or SPDI 180, or permission of instructor.

SPDI 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. May be repeated once with the permission of instructor. Prerequisites: SPDI 221 and SPDI 351, or permission of instructor. Spring.

SPDI 380 CAD/CAM Using MasterCAM
Parts will be designed, programmed, and created using CAD and MasterCAM software and CNC mills. CNC machine set up and interface are covered. The class will consist of several projects over the semester including the creation of new programming. Two-hour lecture, three-hour lab. Prerequisite: SPDI 180 and SPDI 121 or SPDI 221, or permission of instructor. Fall.

SPDI 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.

SPDI 410 Mechatronics and Automation
Modern manufacturing technologies integrate mechanical and electrical components with computer controls in flexible, automated systems. This lab-based course includes methods for developing multi-station manufacturing and assembly systems using sensors, actuators, conveyors, robotics, vision systems, microprocessors, and other automation equipment used in manufacturing.

SPDI 430 Advanced CMM & Metrology Concepts
2 credits
The Advanced CMM class will build on the acquisition of knowledge and skills necessary to program and run automated Coordinate Measurement Machine (CMM) from learned PC-DMIS Basic course. The programming of CMM with PC-DMIS software will demonstrate advanced methods to enhance programming and efficiency for the process of qualifying product by using drawing, models, and GD&T disciplines. Prerequisite: Prior experience or training in PC-DMIS Basic is required. SPDI 330 or prior PC-DMIS CMM experience is necessary.

SPDI 446 Competitive Manufacturing MGT
Processes utilized in today’s agile and lean manufacturing organizations create tangible products optimizing value to the end consumer. Emphasis is focused in design, implementation, and control of manufacturing processes that are efficient, safe, and environmentally sustainable in the new era of fierce global competition and increasingly scarce natural resources. Cross-listed with MGT 446. Prerequisites: MGT 101 and MGT 140.

SPDI 450 Product Design for Manufacturing and Assembly
Your product design project focuses on exploring, in an open-forum setting, the detail design processes to optimize manufacturability while considering associated cost drivers. Topics include material and process selection, part stress...
identification, and detailed part and tooling design to create production documents to explore a simplified pricing model. SolidWorks proficiency is expected. Prerequisites: SPDI 221 or SPDI 321, or industry experience and permission of instructor. Spring.

**SPDI 456 Portfolio Design**
2 credits
Develop a visual portfolio of your SPDI projects, other KSC experiences and your work and internship experiences to illustrate your knowledge and skills in preparation for career opportunities and/or graduate school applications. All graduating SPDI majors are expected to participate in the Spring Portfolio Review. Spring

**SPDI 490 Advanced Special Topics**
1-4 credits
Study of a selected topic in the Sustainable Product Design and Innovation program at an advanced level. May be repeated as topics change. Prerequisites vary with topics. Fall, Spring.

**SPDI 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 only (normally 60/hours credit) to maximum of 12 credits per program. Prerequisites: SPDI 294, 2.0 cumulative GPA, declaration of major, and permission of instructor. May be repeated for credit. Graded Pass/Fail. Fall, Spring.

**SPDI 495 Seminar**
1-4 credits
Small-group discussion of problems and issues in Sustainable Product Design and Innovation. May be repeated as topics change. Fall, Spring.

**SPDI 498 Independent Study**
1-4 credits
Advanced independent study of various fields of Sustainable Product Design and Innovation 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.

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**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 and the Creative Process**
This experiential course explores the fundamentals of the art and craft of acting. Our work will include play and performance analysis, class exercises, and collaborative projects. Fall, Spring.

**TAD 105 Foundations**
In Foundations we lay the groundwork for an exciting 4-year journey in search of artistic voice. Students explore aesthetics, the creative process, and who, what, where, why and when one identifies as an artist. In TAD 492 Capstone, students will reflect on the development of their artistic voice. Fall.

**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. 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 121 Introduction to Technical Theatre**  
Practical training in the following areas of technical theatre: tools and materials, scenic and costume construction, lighting, stage facilities, and safety. Fall.

**TAD 123 Theatre Scene Shop Laboratory**  
1 credit  
Production training in the scene shop. Projects are assigned according to Theatre and Dance department production needs. Projects will include: scenic construction, painting, lighting, rigging, sound, props. May be repeated as topics change. Fall, Spring.

**TAD 124 Theatre Costume Laboratory**  
1 credit  
Production training in the costume shop. Projects are assigned according to Theatre and Dance department production needs. Projects will include: costume construction, accessories, maintenance, load-in, and strike. May be repeated for credit as topics change. Fall, Spring.

**TAD 140 Voice and Movement**  
Introduces the foundational brain-to-body work that aligns the voice and body to support artistic fluidity in the creative art of communication. Students engage in movement and vocal exercises that provide kinesthetic awareness, aid relaxation and release tension that negatively impacts expressive capabilities of artists, dancers, or educator. Prerequisite: TAD 105. Spring, odd years.

**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 Acting: 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. Course may be repeated once for credit. 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 112 or IATAD 113, 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. 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. Fall.

**TAD 223 Theatre Technology Workshop**  
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
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. Spring, odd years.

TAD 231 Theatre History and Literature I
The history and literature of theatre are examined from Ancient Greece through the 18th century. We will explore great dramatic works and learn the contexts in which they were written through discussion, readings, videotapes, and lectures. Prerequisite: ITW 101. Fall.

TAD 232 Theatre History and Literature II
The history and literature of theatre are examined from the 19th century to the present. We will explore great dramatic works and learn the contexts in which they were written through discussion, readings, videotapes, and lectures. Prerequisite: TAD 231. Spring.

TAD 235 Dance History
The course examines choreography as a creative and evolutionary process. Through lectures, media presentations, readings, and discussions, the course surveys the history of western theatrical dance and explores the interrelationship of dance and world events. Spring, odd years.

TAD 250 Beginning Acting
3 credits
An introduction to acting centered on the Stanislavski System. Coursework includes scene analysis, character study, and scene work. Required for all majors. Offered fall semester of even-numbered years. Co-requisite: TAD 255 Fall, even years.

TAD 255 Ensemble, Voice, and Movement 1
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in TAD 140. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Co-requisite: TAD 250 or permission of the instructor. 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, acrylic, and watercolor. Fall, odd years.

TAD 282 Acting: 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 resoration. Active participation required in warm-ups, articulation drills, memorization for presentations. May be repeated once for credit. Fall.

TAD 290 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 292 Mid-Level Review
0 credits
Presentation of a portfolio of work that illustrates student growth and progression towards the realization of program learning objectives and outcomes. Each portfolio requires specialization-based artifacts, as well as a resume, transcripts, and a personal statement. Students will present portfolio materials for their faculty committee members followed by an interview. Graded Pass/Fail.
TAD 301 Acting: Character Development
Advanced training in actor preparation and building a character, with emphasis on establishing character relationships. Auditioning for all KSC theatre productions required. Course may be repeated once for credit. Prerequisite: IATAD 102 or permission of instructor. Fall.

TAD 311 Modern Dance/Composition III
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 112 or IATAD 113, TAD 212, or permission of instructor. Spring.

TAD 312 Modern Dance/Composition IV
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 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 350 Intermediate Acting
3 credits
An extension of foundational technique acquired in TAD 250 with emphasis on the psychophysical connection and method of physical action. Work includes the impact of detailed scene analysis, milieu study, characterization, relationships, and alignment of thinking. Prerequisite: TAD 250, Co-requisite: TAD 355. Spring, odd years.

TAD 355 Ensemble, Voice, and Movement 2
1 credit
A studio course that provides continuing voice, movement and ensemble based training. Work builds on foundational work explored in TAD 350. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 250, Corequisite: TAD 350. Spring, odd years.

TAD 361 Scenic Design
3 credits
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. Corequisite TAD 371. Spring, odd years.

TAD 362 Lighting Design
3 credits
The lighting designer’s role in the creation of a stage design. Lighting principles, instrumentation, color theory, script analysis, and light plots. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Corequisite TAD 372. Spring, odd years.

TAD 363 Costume Design
3 credits
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 105 and TAD 121, or permission of instructor. Corequisite: TAD 373. Spring, odd years.

IATAD 370 Playwriting
The art and craft of the playwright. Students will be involved in the creation of a dialogue text using Dramatic Imagination. Students will study structure and techniques of writing for dramatic forms, primarily theatrical forms. Students will complete
writing exercises as well as preliminary drafts and a completed script. Prerequisite: 24 credits in ISP, including ITW 101 and QL. Spring.

**TAD 371 Scenic Design Laboratory**

1 credit

Students will work on scenic design application skills such as model making, scenic rendering, drafting, and scenic design related software. Co-requisite TAD 361. Spring odd years.

**IATAD 372 Arts Management: Organizations and Entrepreneurship**

Students will be introduced to different ways arts companies are structured and managed, with a focus on not-for-profit organizations. The course will provide an in-depth exploration of opportunities for creating start-up arts businesses, combining projects tailored to individual students’ interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Fall.

**TAD 372 Lighting Design Laboratory**

1 credit

Students will work on lighting design application skills such as lighting technology, rendering, and drafting and paperwork software. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Co-requisite TAD 362. Spring, even years.

**TAD 373 Costume Design Laboratory**

1 credit

Students will work on Costume design application skills such as human anatomy, drawing clothing on figures, costume rendering, and textile. Prerequisites: TAD 105 and TAD 121, or permission of instructor. Co-requisite: TAD 363. Spring, odd years.

**IATAD 374 Arts Management: Marketing, Development, and Communication**

Students will be introduced to how arts organizations communicate with different constituencies, both internal and external. The course will cover marketing, communication, development/fundraising, and social media, combining projects tailored to individual students’ interests, case studies, and discussion. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

**IATAD 375 The Regional Creative Economy**

How do arts organizations intersect, serve as agents for community vibrancy and economic development? Students engage with Regional Directors, analyze local arts organizations, work on regional asset mapping, and share their research with local leaders. The hands-on approach of this course provides students with a stake in the regional economy.

**TAD 375 The Regional Creative Economy**

How do arts organizations intersect, serve as agents for community vibrancy, and economic development? Students engage with Regional Directors, analyze local arts organizations, work on regional asset mapping, and share their research with local leaders. The hands-on approach of this course provides students with a stake in the regional economy.

**TAD 393 Theatre Internship**

A supervised contracted experience applying theatrical theories and skills in a professional setting. Internships are arranged by the student with approval from the TAD faculty. On-site and faculty supervision are required. Prerequisites: Junior standing and permission of instructor. Summer.

**TAD 397 Production Process**

1-4 credits

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 398 Performance Process
0-4 credits
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 unlimited credit. Prerequisite: Permission of instructor. Fall, Spring.

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/TAD 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 TAD 411 or permission of instructor. Spring.

TAD 450 Advanced Acting
3 credits
Actors explore technique specific to the handling the classical texts of ancient origins through the 18th century. Prerequisite: TAD 350. Corequisite: TAD 455. Fall, odd years.

TAD 455 Ensemble, Voice, and Movement 3
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in Voice and Movement. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 350, or permission of instructor. Corequisite: TAD 450. Fall, odd years.

TAD 460 Directing 1
3 credits
An introduction to directing theory and practice that includes play selection, script analysis, research, directorial concept, character biographies, casting, rehearsal planning, development of a production team, rehearsal management, blocking, integrating sets, lighting, sound, costumes, and music. Culminates in a hands-on directing project. Prerequisite: TAD 350. Corequisite: TAD 465. Fall, odd years.

TAD 465 Ensemble, Voice, and Movement 4
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in TAD 460. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 350, or permission of instructor. Corequisite: TAD 460. Fall, odd years.

TAD 470 Directing 2
3 credits
To prepare students for solo directorial projects this course continues work started in Directing 1 with an additional focus on producing. The course culminates in an evening of one-act plays directed and co-produced by students. Prerequisite: TAD 460. Corequisite: TAD 475. Spring, odd years.

TAD 475 Ensemble, Voice, and Movement 5
1 credit
A studio course to provide continuous voice, movement and ensemble based training. Work builds on foundational work explored in TAD 470. The ensemble provides a platform for education, directing and acting students to collaborate and engage in creative practice. Prerequisite: TAD 460, or permission of instructor. Corequisite TAD 470. Spring, odd years.
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 492 Capstone
In our Capstone course students reflect on the development of their artistic voice and engage in creative inquiry. They research, analyze, explain, manage, and carry out some important aspect of a theatrical production. Depending on the student’s interests, the project may focus on acting, directing, dramaturgy, or design. Prerequisite: Permission of instructor. Spring, even years.

TAD 495 Modern Dance Seminar
The course examines the evolution of artistic ideas in contemporary dance. Through the analysis of the modern dance art form and the examination of 20th-century choreographers and dancers, students will contextualize the work of 21st-century dance artists. Prerequisite: TAD 235 or permission of instructor. Spring, odd years.

TAD 496 Dance Education Practicum 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 Curriculum Framework for the Arts. May be repeated for credit. Prerequisite: Permission of instructor. 01 - Primary, 02 - Intermediate, 03 - Middle School. Fall.

TAD 497 Dance Education Practicum 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 Curriculum Framework for the Arts. May be repeated for credit. Prerequisite: Permission of Instructor. 01 - Primary, 02 - Intermediate, 03 - Middle School. 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 and Gender Studies

IIWGS 101 Introduction to Women’s and Gender Studies
This course is designed to introduce students to the key issues, questions, and debates in the interdisciplinary field of Women’s and Gender Studies. Central to the course will be a focus on the social construction of identity and the myriad ways in which gender, race, class, sexuality, and nationality work to constitute people’s experiences. Fall, Spring.

IIWGS 145 Complexities of Masculinities
An interdisciplinary examination across social sciences, history and gender studies of men’s diverse experiences in the U.S.A. It approaches and explores the relationships between multiple social categorizations such as gender/trans, race/ethnicity, class, sexual orientation, nation, physical abilities and men’s lives. Spring.

IIWGS 210 Reproductive Justice
An interdisciplinary examination of reproductive justice in the U.S. and other countries. Drawing on concepts from critical race theory, critical legal theory, and feminist theory, among others, students will explore the history informing ideas about reproduction, including eugenics, abortion debates, inequality in access to reproductive services, and similar topics. Prerequisites: ITW 101.

IIWGS 220 Starved or Stuffed
When the body is read as text, eating disorders are manifestations of cultural ideas that communicate to the self and the masses. This interdisciplinary course examines eating disorders through the optic of feminism, taking into consideration
feminist discourse, theories of consumption and subjectivity formation, psychology, sociology, and literary analyses. Prerequisites: ITW 101. Fall.

IIWGS 235 Approaches to Latinidades
Introduction to issues and approaches across film, social sciences, literature, queer and gender studies about Latinidades, which refers to a shared sense of a “Latino/Hispanic” identity. Topics considered include language and multiracial identity, citizenship, popular culture, race/ethnicity representation, Latino critical theory and migration among others. Prereq: ITW 101 or permission of the instructor. Fall.

IIWGS 240 Race, Gender, Sexuality, and Pop Culture
We take an interdisciplinary approach to studying representations of race and ethnicity, gender, sexuality, and other social identities in popular culture. Using literature from cultural studies, queer studies, ethnic studies, communication, sociology, and other disciplines, we explore dominant ideologies and how they are perpetuated (or not) in media products. Prerequisites: ITW 101. Fall.

IIWGS 290 Topics in Women’s and Gender Studies
Humanities-based study of a specific issue or topic within the field of Women’s and Gender Studies. May be repeated for credit as topics change. Fall, Spring, odd years.

IIWGS 290 Topics in Women’s and Gender Studies
Interdisciplinary study of a specific issue or topic within the field of Women’s and Gender Studies. Students will develop skills in critical reading and critical thinking. May be repeated for credit as topics change. Prerequisites: ITW 101. Offered occasionally.

WGS 291 Topics in Women’s and Gender Studies
Study of a key issue or topic within the field of Women’s and Gender Studies. May be repeated for credit as topics change. Prerequisite: ITW 101. Offered Occasionally.

WGS 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 and Gender Studies faculty member on a topic not currently offered. Proposals must be submitted to the Women’s and Gender Studies Department by the student for review before the start of the course.

IIWGS 300 Critical Ethnic Studies
This class will investigate interdisciplinary concepts and theories that analyze ethnic group experiences and their relation to colonization, immigration, and issues of identity, both in the United States and globally. Prerequisites: 24 credits in ISP including ITW 101 and QL.

WGS 301 Feminist Theories
This course investigates and interrogates key theoretical debates within the feminist movement and women's and gender 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: WGS 201. Fall, Spring.

WGS 302 Queer Theory
Queer studies provide a range of theoretical approaches that challenge fixed, essentialist identities, drawing attention to incoherencies in the allegedly stable sex/gender system. Placing a variety of queer theories in their historical context, this interdisciplinary course will provide a survey of contemporary arguments and critical terms used in the field. Prerequisite: WGS 201. Spring.

WGS 303 Latina Feminist Theories
This class is an interdisciplinary examination of Latina feminist theories, drawing from history, epistemology, third-world feminisms, creative nonfiction literature, and art performances. The course is organized around the following issues: colonization, immigration, globalization, critical race theory, sexism, and Latina image representation. Prerequisites: IIWGS 101. Offered every other fall.
WGS 304 Feminist Media Theory
We take an interdisciplinary approach to studying the media using theories from cultural studies, communication, sociology, psychology, and other fields. We examine various media artifacts (TV shows, commercials, movie clips) in class. Students use appropriate theories to write a research paper on their choice of media-related topic. Prerequisite: IIWGS 101. Occasionally.

IIWGS 330 Person and Society
Sociological social psychology lies at the intersection of our inner lives and our social worlds. In this interdisciplinary course, we explore socialization, self-presentation, attitudes and behavior, interpersonal relationships, deviance, conformity, and other topics through sources from sociology, women’s and gender studies, psychology, communications, and popular culture. Cross-listed with IIISOC 330. Prerequisites: 24 credits in ISP, including ITW 101 and QL. Spring.

WGS 340 Gender and the Law
Examines the myriad ways law and policy affects our lives, from hiring practices to the creation and dissolution of family, from crime to sports and education through the lenses of legal theories that promise the most fair creation and application of law. This course is crosslisted with CJS 340. Prerequisite: CJS 240. Spring.

WGS 490 Advanced Topics in Women’s and Gender Studies
Advanced interdisciplinary study of theoretical perspectives within Women’s and Gender Studies. Students will develop skills in critical reading and critical thinking. May be repeated for credit as topics change. Prerequisites: One 300-level WGS course or permission of instructor.

WGS 495 Capstone in Women’s and Gender Studies
Students will explore the relationships among knowledge, power, and identities as they research a question related to women’s, gender, and/or queer studies. The specific course topic will depend on the professor’s and students’ interests. Prerequisite: Take one from WGS 301, WGS 302, WGS 303, or WGS 304, or permission of instructor. Spring.

WGS 497 Internship
2-4 credits
An opportunity for qualified students to work on a practicum internship course that must address issues of gender, LGBTQ+, race/ethnicity, among others under supervision of a Women’s Studies faculty. Prerequisite: one WGS Theory course (WGS 301, WGS 302, WGS 303, or WGS 304) and permission of instructor. Fall odd years.

WGS 498 Advanced Independent Study
1-4 credits
Independent reading and writing on an approved topic under direction of a Women’s and Gender Studies faculty member. Prerequisite: Permission of instructor.
Academic Honesty

Updated 3/10/2017

Introduction

Keene State College strongly values the principles of academic honesty. Maintaining academic honesty includes:

- Creating and expressing your own ideas and work
- Properly citing and referencing other people’s ideas and work, giving appropriate credit
- Seeking appropriate, approved assistance from outside sources or persons (e.g. tutors)
- Acknowledging collaboration
- Performing with honesty during examinations, avoiding collusion, collaboration and/or the use of unauthorized resources

Keene State College will not tolerate instances of academic dishonesty and will provide appropriate educational and punitive sanctions for violations of this policy. Sanctions may range from educational programs up to suspension and expulsion. Academic dishonesty may include any cheating on academic work, plagiarism (either intentionally or unintentionally failing to properly document ideas or quotes from sources), and any dishonesty in regard to academic work.

A Brief Overview of the Handling of Academic Honesty Policy Violations

The College review of Academic Honesty Policy violations is an administrative process involving the student, the faculty members, and college administrators.

- Although all cases of academic dishonesty are serious, some are more serious than others.
- The initial sanction will be recommended by the faculty member, but all violations must be reported to the appropriate Assistant or Associate Dean, who will schedule a meeting with the student to discuss the incident, the recommended sanction, and the student’s right to appeal.
- The Assistant or Associate Dean will make a final decision regarding the student’s responsibility in the case based on the preponderance of evidence.
- The Assistant or Associate Dean will report the outcome to the Office of the Provost, 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 kept in the student’s file in the Office of the Dean of Students.

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 expulsion from the college. The due date of any assignment/project/lab or the administration date of a quiz/exam or the date on which the violation is alleged to have occurred is deemed to be the start date for alleged policy violations and a case remains pending until the matter is fully resolved. If found responsible for an Academic Honesty policy violation the sanctions (i.e., grade of F, suspension, etc.) will be applied and enforced regardless of the student’s enrollment status. For a detailed account of this process, see: Procedures for Handling Academic Honesty Violations.

I. Procedures for Handling Academic Honesty 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.

1. A Violation of the Academic Honesty Policy is Identified and recorded

The due date of any assignment/project/lab or the administration date of a quiz/exam or the date on which the violation is alleged to have occurred is deemed to be the start date for alleged policy violations and a case remains pending until the matter is fully resolved. If found responsible for an Academic Honesty policy violation the sanctions (i.e., grade of F, suspension, etc.) will be applied and enforced regardless of the student’s enrollment status. 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 recommended sanction. 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.

2. 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 member shall complete the form without the student present and send the form to the Assistant or Associate Dean. The faculty member should include information regarding the attempted communications with the student. The faculty member should clearly explain to the student the charge, the evidence of an academic honesty violation, and the recommended sanction. The faculty member should explain the academic honesty policy in general and its attendant system of two 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 Faculty Report Form is then forwarded to the Assistant or Associate Dean and the Department Chair/Coordinator. The role of the Department Chair/Coordinator is to clarify questions regarding the process for faculty and students and refer all other questions to the Assistant or Associate Dean.

3. The Assistant or Associate Dean and Faculty Member Meet

The Assistant or Associate Dean 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 recommended sanction and the Assistant or Associate Dean will also address any concerns she/he has with the faculty member’s report.

4. The Assistant or Associate Dean and the Student Meet

Normally, within five business days of meeting with the faculty member the Assistant or Associate Dean will meet with the student. The Assistant or Associate Dean will send communication using the student's KSC.keene.edu account. If the student fails to respond, the case will go forward and the student will receive the outcome in writing. Before the Assistant or Associate Dean meets with the student, she/he will review the student’s Academic Honesty history, to see if there is any prior charge of Academic Honesty on file in the Office of the Provost. When the Assistant or Associate Dean meets with the student, she/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/his account of the incident. At this time, the student may choose to accept responsibility for the charge or dispute it. The Assistant or Associate Dean 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 Assistant or Associate Dean 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 Assistant or Associate Dean will inform the student that should he/she not complete an educational sanction; the outcome of the case will become more serious. The Assistant or Associate Dean will inform the student of the potential non-compliance sanction and include the same information in the “Assistant or Associate Dean’s Report.” The non-compliance sanction should move the final outcome to the next higher level of sanctioning (i.e. if a level one sanction was initially issued, the non-compliance sanction would come from the level two lists of sanctions). If the student is found responsible, the Assistant or Associate Dean may alter the recommended sanction issued by the faculty/library staff member only when the student’s prior Academic Honesty history necessitates a more serious charge. The Assistant or Associate Dean may, however, wish to discuss the severity of the sanction with the faculty member, before or after meeting with the student. A copy of the Assistant or Associate Dean’s report will be sent to the Faculty member.

The Assistant or Associate Dean will explain the appeal process to the student. In most cases, the student will leave the Assistant or Associate Dean’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 Dean of Students Office.

5. Appeals

Either the accused student or the faculty member who filed the original complaint may appeal the findings of the Assistant or Associate Dean to the Dean or his/her designee, except in cases that have resulted in suspension or expulsion. These cases
will be assigned to the Office of the Provost. The role of the Dean, Provost or his/her designee is not to repeat the duties of the Assistant or Associate Dean. Generally, an appeal review is limited to an analysis of the letter of appeal and the record/documents of the meeting with the Assistant or Associate Dean. 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 Dean, Provost or his /her designee within five (5) business days from the date indicated at the top of the Assistant or Associate Dean’s Report form. The Dean, Provost or his/her designee will determine, based on the appeal letter, whether any of the criteria for granting an appeal have been satisfied.

In cases where the outcome has resulted in suspension or expulsion, the student may appeal the case to the Provost or his/her designee. The student may meet with the Provost or his/her designee to make a personal statement and answer questions. 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 Dean of Students Office. Once all appeal processes are complete, the Dean of Students and the Registrar will be notified. No further appeals are possible.

If a student does not appeal, the Provost will confirm the outcome of the Assistant or Associate Dean’s Report Form to the student in an outcome 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 Dean of Students Office. The Dean of Students and the Registrar will be notified.

II. 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:

• A fair, impartial, and equitable process that respects the rights of all participants;
• Be treated with respect by College officials;
• Written and timely notice of charges and hearing absent extenuating or extraordinary circumstances;
• Be presumed not responsible until found responsible by a preponderance of evidence;
• Have an advisor with them throughout the hearing process;
• Review all relevant documentary evidence regarding the allegation, at least two (2) days prior to a Dean’s hearing;
• Have unrelated past behavior excluded from the hearing;
• Choose not to present evidence or speak on their own behalf. A decision will still be rendered based on the information that is presented at the hearing;
• Be informed, in writing, promptly of the outcome, pending all appeals;
• To appeal the decision and/or the sanction imposed based on specific grounds.

III. Determining Student Responsibility

The Academic Honesty system is not a court of law; the rules of evidence do not apply. 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.

IV. 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.

• Presenting others ideas and work as your own
• Failure to cite and/or reference other people’s ideas and work,
• Receiving assistance from outside people and sources when specifically prohibited
• Failure to acknowledging collaboration
Performing with dishonesty during examinations, including collusion, collaboration and/or the use of unauthorized resources

V. Sanction Guidelines

A. 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 that might lean in a more educational direction may be appropriate for first year students than for more experienced students.

B. Violation Definitions
An initial transgression of the academic honesty policy may result in a level-one or level-two violation charge, depending upon the seriousness of the offense. All initial infractions (with the exception of those that result in expulsion) require that the student take the college-designated educational sanction. A subsequent confirmed violation will automatically be charged as a level-two violation. Any subsequent confirmed offense after a level-two violation requires a sanction of immediate expulsion.

Level-One Violations: These violations affect only the individual student. Some may be due to ignorance or misinformation. These violations have minimal impact on the outcome of the course 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 are blatant and have a serious effect on the student’s college career. They may also have a direct or indirect negative effect on other students in the class. Level-two violations require a more severe sanction than level-one offenses.

C. Violation and Sanction Examples

Level - One Violations
Examples (this list is not exhaustive):

- Missing or misleading citation (not meeting MLA, APA, etc. guidelines). In cases where there seems to be minor editorial errors and not a pattern of missing or misleading citation, this may be handled informally at the discretion of the faculty/library staff.
- Not giving proper credit to the ideas or words of others resulting in plagiarism.
- Giving inappropriate 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 or apart from the College sanctioned tutoring services).
- 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).

Sanctions: Participation in the college-designated educational sanction 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 or possibly for the course, depending on the seriousness of the violation.

Level - Two Violations (includes any subsequent Level - One Violation)
Examples (this list is not exhaustive):

- Subsequent confirmed violations of items listed above.
- Cheating on an exam.
- Submitting falsified evidence or data for an assignment.
- Submitting an assignment, completed for one class, in any other class without explicit permission from the faculty.
• Blatantly plagiarizing, either in written format or orally, the work of others, including unacknowledged information from the internet or other electronic databases.
• Stealing, buying and/or selling an academic assignment.
• Misrepresenting one’s identity in an academic context.
• Sabotaging someone else’s academic work.
• Altering or forging college academic documents.

Sanctions: Participation in the college-designated educational sanction, if not previously assigned, is required (with the exception of students who are expelled for this offense) and one or more of the following is possible:

• Other Educational Sanctions such as:
  o Requiring the assignment to be redone on a different topic, or
  o Requiring additional assignments to be completed.
• Receiving an “F” for the course.
• Receiving an “F” for the course with the notation that the grade is a result of an Academic Honesty Policy Violation.
• Academic Probation.
• Academic Misconduct Suspension.
• Academic Expulsion

VI. 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: Students will participate in the College’s official educational sanction in order to learn basic principles of academic honesty and why the behavior displayed is not acceptable within the context of our learning community. Faculty may impose additional educational sanctions specific to the course as noted above.

Academic Probation: Assigned for a specific period of time, generally not less than one semester. Academic probation places restrictions on some of the student’s activities. 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 actions, such as suspension or expulsion from the College.

Academic Misconduct Suspension: An academic misconduct suspension occurs when, as a result of a student’s violating the Academic Honesty Policy, she/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. She/he may not register for or attend classes during any semester including the summer sessions. She/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/he may not attend or participate in any College function during this period except as stipulated by the Provost/Vice President for Academic Affairs. A notation of “Academic Misconduct Suspension” is entered on the student’s transcript. Students suspended for a semester or more must apply to the Director of Admissions for formal re-admission to the College.

Academic Expulsion: 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 re-admission 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 expelled for violations of the Academic Honesty Policy may be allowed on campus for legitimate campus administrative business with the prior approval of the Provost/Vice President for Academic Affairs. The notation of “Academic Expulsion” is entered on the student’s transcript and becomes a part of her/his permanent record.

VII. The Appellate Process

A. Grounds for Appeal

An appeal shall only be granted if it is based on one or more of the following purposes:

• The hearing was not conducted in accordance with procedures prescribed by the College.
• The sanction imposed was not appropriate for the violation and/or the past history of violations.
• There is new evidence that could not have been known during the hearing which is sufficient to alter the decision or outcome.

B. 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/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 Dean, Provost or his/her designee 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 Provost or his/her designee will make a decision regarding the disposition of the case. A written notification of the decision shall be sent to the student requesting the appeal within fifteen (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.keene.edu account and through Registered Mail. The decision of the Provost or his/her designee is final. No further appeals are possible

C. In appeals of suspension or expulsion, the Provost or his/her designee will be solely responsible for the appeal process.

Appellate Review Outline
a. The student may provide a written statement and is not required to be at the appeals hearing. The student also has a right to meet with the Provost or his/her designee in order to clarify the grounds for the appeal.

b. Function of the Appeals Process: 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 Provost or his/her designee will review any new information to determine if it provides substantive evidence to change the outcome of the hearing.

c. Outcome: The decision of the Provost or his/her designee will be final and will be delivered in writing through the KSC email system and through registered mail, fifteen (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 expulsion, 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).

VIII. Records

A. 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 Dean of Students Office. Student academic misconduct files are also maintained in the Office of the Provost. 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 Misconduct Suspension” and “Academic Expulsion” are entered on a student’s academic transcript as well as in his/her official file.

IX. Interpretation and Revision
Upon the request of any member of the College community, the Provost or his/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/her designee. The review meeting shall be arranged as soon as possible, preferably within five (5) 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/her designee, as soon as possible, but within five (5) business days from the date of the review meeting.
The Academic Honesty Policy shall be reviewed every three (3) years starting in 2009, or more often. The Provost or his/her designee shall propose non-substantive changes as necessary. It is the responsibility of the Provost or his/her designee to ensure that adequate notice of any and all changes is given to the College community.

X 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 Provost.

Academic Honesty Violation Reporting Procedures Flowchart

1.) An alleged violation occurs

2.) Faculty member fills out form that includes the following:
   - Charge.
   - Evidence attached.
   - Recommended sanction offered after consulting sanction guidelines.

   *(normally within one business day of discovering the violation)*

3.) 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.
   - Faculty member explains the next step in the process is to meet with the Assistant Dean.
   - Report is forwarded to Assistant Dean and a copy is provided to the Department Chair/Coordinator.

   *(normally within 5 business days of filling out the form)*

4.) Assistant or Associate Dean and faculty member meet
   - Discuss form, evidence and recommended sanction.

   *(normally within 5 business days of receipt of form from faculty member)*

5.) Assistant or Associate Dean and student meet
   - Review student history before meeting.
   - Meet with student and review form (normally within 5 business days after meeting with faculty member).
   - Student gives his/her account.
   - Student states whether or not he/she takes responsibility for incident.
   - Assistant or Associate Dean determines student responsibility (finding must normally be rendered within 5 business days of meeting with student).
   - Assistant Dean explains the appeal process and future consequences of violating policy.
   - Assistant or Associate Dean shares sanction with faculty member.

6.) Assistant or Associate Dean provides the student with a copy of the Assistant or Associate Dean’s Report
   - All case records are filed in the Office of the Provost and the Dean of Students Office.

   *(normally, within 15 business days of final meeting with Student)*

7.) Student Determines if she/he wants to Appeal
   - The Student has 5 business days from the receipt of the Assistant or Associate Dean’s Report to submit a written appeal to the Dean for outcomes less than suspension/expulsion, or to the Provost if case has resulted in suspension or expulsion. The letter must state the grounds and provide a rationale.
   - The Dean or Provost will make final decisions on all cases. If a case involves suspension or expulsion, and if the timing is within the academic calendar parameters, the student may appeal to the Provost or his/her designee.
Academic Leave of Absence

Students may request an academic leave of absence from studies for compelling reasons such as military service, family emergencies, financial, or medical/health-related reasons. All leaves of absence must be requested through and approved by the Dean of Students. A more detailed policy can be found at https://www.keene.edu/administration/policy/detail/leave/.

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 a minimum of 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.

Academic Standing

All degree-seeking (matriculated) undergraduate students (full and part-time) have their academic standing assessed at the conclusion of each fall and spring semester. A matriculated student is required to maintain a cumulative grade point average
(GPA) of 2.00 to be in good academic standing. Grades earned in summer sessions do not alter the academic standing of a student who has been academically suspended, however they may alter the status of a student on academic probation. (Revised May, 2011)

Advanced Placement Exams
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.

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:

The student is admitted to Keene State College. Credits do not duplicate credits from other sources which have been applied toward Keene State College degree requirements. 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. Credits may be applied toward Integrative Studies Program 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 Integrative Studies Program 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. (Revised May, 2011)
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)
- 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.

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 they are enrolled. Any form of attendance used by an individual professor as a criteria for evaluation must be specified in the course syllabus and presented to students during the first week of classes. Instructors must allow students to make up missed in-class work such as examinations, quizzes, writing assignments, and any other criteria used in the computation of grades for excused absences. Students who may miss field experiences for an excused absence, such as but not limited to: methods, practicums, clinical experiences, internships and student teacher experiences shall develop mutually agreeable alternative plans in advance (if possible) with the faculty member. Students must provide documentation of an excused absence upon the instructor’s request.

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. 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 in advance (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 but not limited to: adverse weather conditions, illness, accidents, death in the family, occurrences deemed proper by the instructor, and approved activities. Approved activities include: field trips, scheduled intercollegiate athletic contests, professional and academic conferences, off-campus use of academic resources, authorized special projects, and required military or jury duty. Excused absences do not exempt a student from the course requirements or from the following college-wide policy.

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 their discretion, but if the faculty member wishes to enforce the policy, they 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 faculty member should use Self-Service/Student Planning and under Grading for that course indicate that the student “Never Attended.” The student whose reserved seat has been reassigned must formally drop or withdraw from the course.
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 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.

**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.

**Awarding of Posthumous Degree**

**Undergraduate**

A deceased student who did not complete all requirements for his/her degree at the time of death may be awarded a degree posthumously provided the following conditions are met:

1. The student should have been in academic and disciplinary good standing at the time of death
2. The student has earned a minimum of 90 credits (i.e., senior status)
3. The faculty of the deceased student’s primary major approves the awarding of the degree upon recommendation of the school’s dean after ascertaining that conditions 1 and 2 have been met.

**Graduate**

The policy is unchanged except that condition 2 will require a student to have completed 75% of the credits necessary to complete the degree the student was pursuing.

**Procedure**

Inquiries relative to the awarding of a posthumous degree (normally requested by deceased student's family) should be referred to the dean of the student’s school.

The Registrar will confirm for the dean the student's academic standing and earned credits. The Dean of Students will confirm for the dean the disciplinary standing.

The recommendation of the dean will be forwarded to the Provost for approval.

If approved, the Provost will request the Registrar to complete the transcription, graduation, and diploma procedures. The transcript will reflect that the degree was awarded posthumously.

If the student does not meet the criteria, or if the decision to award the degree is not approved, the Provost will have the option to award an In Memorium Degree.

An In Memorium Degree is a recognition provided to honor a deceased student’s progress to a degree for those students ineligible for a Posthumous Degree. The In Memorium degree is not included in the official count of degrees and is not reported nor recorded to the student’s academic record and transcript. The In Memorium degree may be awarded solely at the discretion of the Provost.

The Provost will be responsible for communicating the final determination to the family.
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 requirements 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. Appeals for exceptions to this provision should be directed to the department/program chair who may in their discretion allow students to follow another catalog year’s (in which the student was matriculated) requirements. Appeals of the chair’s decision in this regard will be heard by the Provost or their designee. In these cases, the decision of the Provost or their designee shall be final.

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.

(Revised April, 2019)

Class Status

Class status is determined according to total credits earned and recorded on the student's permanent academic record at Keene State College.

<table>
<thead>
<tr>
<th>Class Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 - 29</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30 - 59</td>
</tr>
<tr>
<td>Junior</td>
<td>60 - 89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 to completion</td>
</tr>
</tbody>
</table>

Commencement Honors

A graduating student who has earned at least 60 graded credits at Keene State College in a bachelor's degree program is eligible to be recognized at Commencement for academic honors. The 60 credits must be earned at the conclusion of the fall semester prior to Commencement.

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.

(Revised April, 2019)
Commencement Policy

After the Registrar’s Office has received a student’s completed Intent to Graduate Form, an administrator in that office will conduct an “academic audit” of the student’s progress toward graduation and will notify the student of his or her anticipated time to completion.

Since the college has a single Commencement ceremony in May each year, students may participate in Commencement ceremonies if they meet both of the following conditions:

- They are in “good academic standing” (with a cumulative grade point average of 2.0 or higher) at the conclusion of Fall Semester.
- They will be within 16 credits of completing the requirements for their baccalaureate degree(s) at the conclusion of Spring Semester.

Appeals will be decided by the Assistant Dean(s) of the School(s) in which a student appellant has a declared major.

If a student is expected to meet graduation requirements in August or December of the next academic year, the Commencement program will note that fact.

Participation in Commencement does not constitute conferral of a degree. The requirements for a student’s degree must be completed before a degree is awarded and a diploma is issued.

Students may not participate in commencement more than once for the same degree.

(Revised December, 2013)

Course Numbering Policy

All courses carry four credits unless otherwise indicated. Prerequisites, if there are any, are listed at the end of each course description.

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 and 600-level courses are graduate courses but are open to senior undergraduates with permission of the appropriate academic program chair or school dean.

College-Wide Numbering Policy

All courses ending in the two digits “90” will be rotating special topics courses (that may be repeated by students for credit as topics vary).

All courses ending in the two digits “99” will be independent studies.

All courses ending in the two digits “98” will be experimental courses.

The registrar shall be authorized to adjust the numbering of extant catalog courses to bring them into compliance with the standardized numbering system. Before making these adjustments, the registrar shall also consult with chairs regarding any changes to their program’s course numbers. The College ISP numbering requirement: “Numbers for ISP and non-ISP courses cannot have the same number (e.g., HIST 161 and IHHIST 161)”, shall not apply to any of the above types of courses since they are conceptual types of courses rather than indicating course content.

Experimental Course Policy

Experimental courses are numbered as 199 (introductory), 399 (advanced), and 599 (graduate). They may be offered as variable credit (1-4 credits) with permission of the program’s faculty and the appropriate school dean. Any experimental course topic may be offered no more than twice. This policy includes offering an experimental course more than twice with an alteration to the course title or offering the same course topic at a different course level. If a topic is to be regularly offered, then it needs to proceed through the curriculum process and become a course listed in the catalog. Department Chairs and the relevant Dean’s Office shall enforce this policy.

Since courses with the prefix of KSC serve the entire college, the Office of the Provost acts as both the chair and dean in terms of curricular oversight and supervision. The Provost or their designee shall enforce all the above policies regarding KSC
experimental courses. All new KSC courses are sponsored by the Office of the Provost and are reviewed by all school curriculum committees, the Senate Curriculum Committee, and by the College Senate.

NOTE: Since there was no previously clearly articulated administrative oversight of the KSC courses, academic year 2019-20 will be the first year in which the Provost’s office will begin to record KSC experimental course topics in order to enforce the above policy. Thus, any experimental course topic (regardless of whether it might have been previously offered before the Provost’s office began its oversight in AY 19-20) may be offered twice (but not more than twice). This policy will allow necessary KSC courses to be offered in 2019-2020 and give course instructors and the Provost’s office time to prepare formal course proposals for the new KSC curriculum process in which they must be submitted to the school curriculum committees, the Senate Curriculum Committee, and College Senate for approval.

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.

Course Retake Policy

Students may retake a course once to improve a grade lower than C or if the grade earned does not meet admission or progression requirements for a major. Both grades received in the course are entered on the transcript. The higher of the two grades will be used in calculating the grade point average. Credit will be given only once. If, after taking the course a second time, a student has not achieved the required grade, the student should meet with the student’s academic faculty advisor to discuss implications. If a student needs to take a course more than twice to progress in their major, the student must receive written permission from the department responsible for the major. Any course taken more than twice is entered on the transcript regardless of grade earned for progression purposes only. No additional credit or change in gpa will occur.

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 a course retake form and, if necessary, a course substitution form.

Opportunities to use the Course Retake Policy end upon baccalaureate graduation. The Course Retake Policy does not apply to courses taken for graduate credit.

Credit Transfer

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 Provost and 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 Academic and Career Advising 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 the Integrative Studies Program 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 Academic and Career Advising Center in the following categories:

- Credits received at a regionally accredited institution of higher education, if completed with a grade of C or higher.
• Credits received at degree-granting 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.

• Credits received at international institutions recognized as approved exchange program institutions by the National and International Exchange Center (NIEC), if completed with the equivalent of a grade of C or higher. The list of approved exchange program institutions is available on the NIEC website or from the Center itself. If the academic institution that you attended does not issue documents in English, you must submit precise word-for-word translation of all your credentials.

• 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.

• 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.

• 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.

Courses considered to be lower-level at the host institution cannot be accepted in transfer at the upper-level. Credits earned at institutions that are non-accredited 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.

Policy Regarding Credit for Prior Learning for GI Bill Recipients (38 CFR 21.4253 (d)(3) Keene State College maintains a written record of the previous education and training of GI Bill recipients and grants credit appropriately, with the training period (e.g., time to degree) shortened proportionately. All prior credit must be submitted to the College by the end of the second semester of enrollment, or certification of VA benefits will not be continued.

International Baccalaureate (IB) Credits and Diplomas

Keene State College will award 8 semester-credits for each Higher Level International Baccalaureate (IB) Examination passed with a score of 5, 6, or 7 and limits the total number of credits awarded for IB Exams to 24.

Keene State does not award credit for scores lower than 5, nor do we award credit for Subsidiary Level Examinations. IB Language Exams, if passed with a score of 6 or 7 will fulfill the Keene State College language proficiency requirement.

IB credits used to fulfill either Integrative Studies Program or core degree requirements are at the discretion of the College and individual departments.

**Cumulative Grade Point Average (GPA)**

The Cumulative Grade Point Average is determined (1) by multiplying the grade value (A=4, AB=3.5, B=3, BC=2.5, C=2, CD=1.5, D=1, F=0) for each course completed at Keene State College by the number of credits for the course to determine the quality grade points for each course; (2) adding all grade points earned; and (3) dividing this total by the total number of credits for all courses attempted.

The semester grade point average may be calculated in the same way using only the grades earned for the particular semester.

Credits earned in a Pass/No Pass course are used to determine total credits earned by the student toward graduation; however, the credits in such courses are not used in calculating grade point averages. While Pass/No Pass grades don’t impact GPA, a failure in a Pass/Fail situation does. Non-credit courses are not included in grade point averages.

(Revised May, 2011)

**Dean’s List**

A matriculated (degree-seeking) undergraduate student will receive Dean’s List recognition at the conclusion of a given semester if the student has completed a minimum of 12 graded (i.e., conferred grade points) credits and earned at least a 3.5
grade point average. Semester grade point averages are not “rounded” in the determination of eligibility for the Dean’s List, nor is eligibility for the Dean’s List determined retroactively (e.g., upon completion of an incomplete, etc.).

(Revised June, 2015)

Declaration of a Major

Students are expected to declare a major by the time they have earned 60 credits. Students must have officially declared their major (with signature of their faculty advisor on the Declaration of major form submitted to the Registrar’s Office) to take any course designated “majors only”. Some majors have entrance requirements and students are responsible for understanding and meeting those requirements in order to declare the major.

(Revised May, 2011)

Dual Major

Students pursuing a dual major complete one degree with a minimum of two majors. The student must complete all courses required by each major.

(Revised May, 2011)

Earning a Second Undergraduate Degree

Simultaneous Second Degree. The conferring of two bachelor’s degrees at the same commencement requires completion of a minimum of 144 credits, including fulfillment of requirements for both degree programs. Each degree must follow the same catalog year.

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. If there has been a break in matriculated status, the student must apply through the regular admission process. In all instances, completion of a consecutive second degree requires a minimum of 144 credits. The second degree must follow the catalog year of readmission.

(Revised April, 2019)

Enrollment Status

Course Load. The maximum credit load for matriculated undergraduate students is 20 credits. Exceptions to this policy must be approved by the Office of Academic and Career Advising prior to registration for more than 20 credits. A student requesting an exception must do so in writing, including the number of credits to be attempted, specific courses, and rationale. Additional tuition will be charged for credit overloads.

Academic Year. Full- and part-time enrollment status for fall and spring semesters and summer session is determined according to the following table.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>Full-time</td>
</tr>
<tr>
<td>9 - 11</td>
<td>3/4 time</td>
</tr>
<tr>
<td>6 - 8</td>
<td>Half-time</td>
</tr>
<tr>
<td>1 - 5</td>
<td>Less than half-time</td>
</tr>
</tbody>
</table>
Graduate
Graduate student enrollment status is described in the “Graduate Study in Education” section of the catalog.
(Revised May, 2011)

Family Educational Rights and Privacy Act (FERPA)

What is FERPA?
The Family Educational Rights and Privacy Act of 1974, (FERPA) as amended establishes requirements regarding the privacy of student records. FERPA governs:

- the release of educational records maintained by the College
- access to educational records

The College must notify students annually of their rights to:

- inspect and review their education records
- request to amend their education records
- limit disclosure of personally identifiable information contained in education records
- file a complaint with the Department of Education concerning an alleged failure by the College to comply with FERPA

Directory Information
The following is considered public “Directory Information” at Keene State College unless the student notifies the Registrar’s Office in writing (Privacy Hold Request form).

- Name
- Mailing, local, and campus addresses and telephone numbers
- KSC e-mail address
- Place & Date of birth
- Major(s)
- Dates of attendance
- Degree(s) and Awards conferred

Parental Access to Student’s Educational Record
When a student reaches the age of 18 or is attending a postsecondary institution, regardless of age, FERPA rights transfer from the parent to the student. Parents of Keene State College students may not receive non-directory information. However, parents of dependent (Internal Revenue Code) students may receive a copy of the student’s semester grade report by completing and submitting a Parental Grade Report form available at the Registrar’s Office. The Registrar’s Office keeps that consent on file and it remains in effect until the Office is notified, the student leaves the College or graduates from the College.

In general, you must not discuss the student with his or her parent and advise the parent that the student is responsible for providing appropriate information to the parent(s). Direct related questions to the Registrar’s Office.

FERPA Privacy Waiver Information Release Form – Students may designate up to three different individuals who can contact Keene State College on their behalf. Students, please complete this form online.

Student Records (Privacy) Policy

What is an Educational Record?
Any record, with certain exceptions, maintained by the College in any medium that is directly related to a student, or information from which an individual student can be personally identified is considered an education record. Examples include personal (non-Directory information), social security number, grades, and GPA and class rosters/semester schedules.
Violations of Confidentiality

Potential violations of confidentiality can be avoided if you DO NOT:

- use the Social Security Number or DID of a student in a public posting of grades
- link the name of a student with that student’s social security number or DID in any public manner
- leave graded tests or other graded papers in a stack for students to pick up by sorting through the papers of all students
- circulate a printed class list with student name and social security number/DID or grades as an attendance roster
- discuss the progress of any student with anyone other than the student (including parents) without the consent of the student
- provide anyone with lists of students enrolled in your classes for any commercial purpose
- provide anyone with student schedules or assist anyone other than College employees in finding a student on campus

Keene State College provides secure web applications for students (Canvas and MyKSC) to view course specific information, semester grades and full academic record. Students should be routinely advised to use these tools to view personal information.

Notification of grades via e-mail is not recommended as there can be no guarantee of confidentiality.

Legitimate Educational Interest

In accordance with FERPA, a school official has a legitimate educational interest if the official requires access to an education record in order to fulfill his/her professional responsibility. This includes such purposes as:

- performing appropriate tasks that are specified in her/his position description or by a contract agreement
- performing a task related to a student’s education;
- performing a task related to the discipline of a student;
- providing services for the student or the student’s family, such as health care, counseling, job placement, or financial aid.

Legitimate educational interest does not convey inherent rights to any and all student information. The law discriminates between educational interest, and personal or private interest; determinations are made on a case-by-case basis. Educational interest does not constitute authority to disclose information to a third party without the student’s written permission.

The Media

FERPA does not allow the College to discuss a student’s educational record publicly - even if a lawsuit has made the information a matter of public record. The official spokesperson for the College is the Campus Spokesperson in the College and Media Relations Office.

Penalties for Violating FERPA Regulations

The Family Policy Compliance Office reviews and investigates complaints of violations of FERPA. If the Office finds that there has been a failure to comply with FERPA, it will notify the institution about the corrections that need to be made to bring the institution into compliance. The Office will establish a reasonable period of time for the institution to voluntarily accomplish the specified changes.

If the Secretary of Education finds, after this reasonable period of time that an institution has failed to comply with FERPA and determines that compliance cannot be secured by any means, he or she can, among other options direct that no federal funds under his or her administrative control (financial aid, education grants, etc.) be made available to that institution.

Updated: September 19, 2016 by Tom Richard, Registrar
Resource: The AACRAO 2012 FERPA Guide

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.
Grade Appeals

The purpose of the Grade Appeal Policy is to provide the student with a safeguard against receiving an unfair final grade while respecting the instructor’s academic freedom.

Keene State College recognizes that:

- Every student has the right to receive a grade based on a fair and unprejudiced evaluation using a method that is neither arbitrary nor capricious; and,
- Instructors have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students, and applied equally.

If a student believes that they were not graded according to the stated criteria in the syllabus, or if the grades were applied in a prejudicial, arbitrary, or capricious manner, the student can appeal the grade. This policy applies to grades for assignments during the course and end-of-term grades. Procedures:

If a student believes that they were not been graded according to criteria contained in the course syllabus, or have been graded unfairly or inaccurately, the student should first consult with the course instructor about the course requirements and grading procedures. The student must contact the faculty member via KSC email to request a formal meeting to discuss the grade within five business days of receiving the grade. In cases of appeals of final course grades, the student should contact the instructor via KSC email as soon as possible, but NO LATER than four months after the end of the semester or term in question. Students who are completing work from a grade of Incomplete (I) from a previous semester or term must file their grade appeal no later than four months after the due date of the work for the incomplete. The faculty member will then schedule a meeting with the student within five business days of being contacted by the student. In the meeting, the student will explain their concerns and questions regarding the grade. The faculty member will explain how the assignment was graded and, if mutually agreed upon between the faculty member and student, change the grade.

If the student still has concerns, they may appeal to the faculty member’s chair in writing within five business days of meeting with the faculty member. The chair will meet with the faculty member and the student. The chair will seek to bring the parties to a mutually agreeable solution, if possible. The chair cannot change the grade or summarily stop the student from further appeal.

If concerns continue, the student may submit a written appeal to the appropriate academic dean within five business days of the meeting with the chair. The dean will meet separately with the student, faculty member, and the chair. The dean is only expected to evaluate whether the student was graded in accord with the criteria in the syllabus, inaccurately, or unfairly, not to re-grade the assignment. The dean has the option of removing the grade in question from course grade record without penalty to the student.

If serious concerns continue, the student or faculty member may appeal in writing to the Provost and Vice President for Academic Affairs or their designee. The Provost or their designee may meet with the student, faculty member, and or the dean. The Provost or their designee has the option of removing the grade in question from course grade record without penalty to the student. The decision of the Provost or their designee in regard to the student or faculty appeal is final.

Note that at any point in these procedures, the instructor may choose to change the grade or the student may choose to withdraw the appeal.

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).

Some courses are graded Pass/Fail (P/F) or Pass/No Pass.

Withdrawal: a grade of “W” is recorded on the permanent record (transcript) for any course which a student withdraws from after the Schedule Adjustment period. A “W” grade does not affect the student’s grade point average (see ‘Schedule Adjustment and Course Withdrawal” policy).

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.

Audit: A grade of ("AU") will be listed for Audited courses. (see ‘Auditing’ policy)
An (“IX”) No Grade Submitted, is assigned when a grade has not been submitted by the instructor within the appropriate time for grading. The “IX” will become a “W” if the course has not been graded by the end of the seventh week of the following spring or fall semester. Exceptions to the above stated procedure require approval of the appropriate dean.

The grade In Progress (“IP”) is given only for courses requiring more than one semester to complete. The 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 dean.

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.

(Revised 12/6/2017)

Graduation Requirements

1. Students intending to participate in the May commencement ceremony (including August and December graduates) must apply to graduate by May 1 of the year previous to the commencement ceremony in which the student intends to participate.

2. To earn a degree, a student must complete at least 30 credits and no fewer than 25% of credits required in the major at Keene State College. Credits taken through the Global Education Office and the New Hampshire Consortium will be considered credits earned at Keene State College. Note: Refer to the Transfer of Credit policy in the current Keene State College catalog.

3. All students entering in Fall 2012 or later will be required to complete 40 credits of coursework at the 300-level or higher.

4. A student must satisfactorily complete the prescribed requirements of the curriculum in which s/he is enrolled and must present a cumulative grade point average of 2.0 or higher.

5. A student must be in good financial standing to receive an official transcript.

The Associate Provost must approve exceptions to graduation requirements.

(Revised April, 2019)

Progress Reports

Progress Reports, or a suitable grade report, allow a student to have access to his/her grade. Though not required, faculty can issue mid-semester progress reports to students in 100- and 200-level courses. Faculty are encouraged to provide a progress report when students request one.

(May, 2011)

Re-matriculation Policy

Students are eligible for re-matriculation through the Registrar’s Office as determined by the graduation auditor if ONE of the following conditions is met:

1. Student was on a Diminished Care Leave of Absence at the time of withdrawal.

OR

2. Student was withdrawn or placed on a Leave due to active military deployment.

OR

3. Student left in good disciplinary and academic standing with a 2.0 GPA or higher from Keene State College with no other institutional holds, it has been 10 years or less since student was last matriculated and/or been accepted to Keene State College through Admissions, and student has 16 credit hours or fewer remaining to complete all degree requirements.

(Revised April, 2019)
Schedule Adjustment and Course Withdrawal

Adding a Course
Students may add a course (without fee if the total credits is 20 or fewer credits) 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 or department chair 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 if the total credits is 20 or fewer credits) any time from the start of the semester through the seventh calendar day after the course start date. The instructor or department chair’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. In the case of Independent Studies, the Schedule Adjustment form must be submitted during the first week of classes to avoid a late addition fee. The Special Permission form may follow later once all parties have signed off.

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 schedule adjustment 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 Office of Academic and Career Advising and possibly Student Financial Services.

Prior to the end of the course withdrawal period 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. 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 for the course as assigned by the course instructor. This grade will be recorded on the student’s official academic record and, depending on the grade, will be included in the student’s grade point average. The default grade for a student who has registered for a course that he or she did not attend will be a “W”.

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.

(Revised April, 2012)
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.

Please note that as of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

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.

The following options are available to students:

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 announcements. 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 Registrar’s Office 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:

Student Accounts Office – Elliot Center
Registrar’s Office – Elliot Center
Dean of Students’ Office – Elliot Center

The following offices maintain education records for some of the students enrolled at the College:

Academic and Career Advising – Elliot Center
Office of Intercollegiate Athletics – Spaulding Gymnasium
Arts and Humanities – Parker Hall
Professional and Graduate Studies – Rhodes Hall
Sciences and Social Sciences – Science Center
Center for Health and Wellness – Elliot Center
Residential Life Office – 29 Butler Court
Student Financial Services Office – Elliot Center
Student Loans Office – Elliot Center
Teacher Education and Graduate Studies Office – Rhodes Hall

For more information concerning the Buckley Amendment 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.

(Revised June, 2012)

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. The College communicates with students through MyKSC. All students are responsible for checking MyKSC for essential College communication.

Students must meet certain academic requirements before the College grants a degree. 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. A student may graduate only upon fulfillment of all requirements for a degree.

(Revised May, 2011)

Transcript (Academic Record)

A transcript is a record of all credit or undergraduate non-credit courses a student has registered for, and is updated upon completion of any given semester. Ungraded courses do not appear on the transcript. Current students may access unofficial transcript information via Self-Service in their MyKSC account.

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 four months of the conclusion of the semester or term in question. This limitation does not apply in an area recognized as the responsibility of Keene State College.
Withdrawal from College

Students wishing to withdraw from the College must notify the Dean of Students.

Not registering for a subsequent term of enrollment does not retain active student status and may result in an administrative withdrawal from the College. Students leaving the College during the course of a semester without officially withdrawing are held responsible for their registration for that semester resulting in failure in all courses and consequent suspension or dismissal action, as well as loss of any refund privileges.

Admissions Policies

Applying to college can be overwhelming and we want to make the process easier for you. Whether you’re a freshman, transfer, veteran or international student, you are assigned an admissions counselor to answer your questions and help you along the way. Now is the best time to apply to Keene State! The sooner we receive your application and all supporting documents, the sooner you’ll get a decision, which allows you to narrow down your college choices and begin the financial aid process earlier.

- Freshman and Transfer students can apply online using either the Keene State Application or the Common Application¹
- Transfer students currently enrolled at a NH community college apply using NHTransfer

¹ https://www.keene.edu/admissions/apply/

Applying for Admission

First-Year or High School Applicants

- Complete and submit either the Keene State Application¹ or the Common Application¹ You only need to submit one to be considered for admission.
- Submit the $50 application fee with your application
- Submit your official high school transcripts
- SAT/ACT is optional for all students except those applying for an honors program or pursuing a nursing degree. Students will need to submit scores upon enrollment.
- Complete the FAFSA² and ask that your ISIR be shared with KSC. Our FAFSA number is 002590
- Letter of recommendation encouraged but not required.
- Residency Statement – New Hampshire residents that have been offered admission to KSC will be required to submit a notarized residency statement after May 1.

¹ https://www.keene.edu/admissions/apply/
² https://fafsa.ed.gov/

Home-Schooled Applicants

- Complete and submit either the Keene State Application¹ or the Common Application¹ You only need to submit one to be considered for admission
- Submit the $50 application fee with your application
- Documentation of completion of high school studies in the form of a final transcript, High School Equivalency Test (HSE), General Equivalency Diploma (GED) or certificate of completion from a local school district or state board of education. If your program does not provide a diploma, please call the KSC Admissions office.
- SAT/ACT is optional for all students except for those applying for an honors program or pursuing a nursing degree. Students will need to submit scores upon enrollment.
- Complete the FAFSA² and ask that your ISIR be shared with KSC. Our FAFSA number is 002590

¹ https://www.keene.edu/admissions/apply/
² https://fafsa.ed.gov/

Transfer Students

- Complete and submit the Transfer Application¹
- Students currently enrolled at one of the seven NH community colleges complete and submit the Transfer Connections Application²
- Submit official final high school transcript

¹ https://www.keene.edu/admissions/apply/
² https://fafsa.ed.gov/
Submit all official college transcripts
Submit Confidential Recommendation Form¹
Complete the FAFSA³ and ask that your ISIR be shared with KSC. Our FAFSA number is 002590
Review information regarding transfer of credit at keene.edu

¹ https://www.keene.edu/admissions/assets/documents/transfer-application/download/
² https://www.nhtransfer.org/
³ https://fafsa.ed.gov/
https://www.keene.edu/admissions/transfer/

Veterans

If you are a first-time Freshman, complete and submit either the Keene State Application¹ or the Common Application¹ You only need to submit one to be considered for admission.
If you are a transfer student, complete and submit the Transfer Application¹
Submit official final high school transcript
If you are transferring to KSC, submit all official college transcripts and the Confidential Recommendation Form²
Complete the FAFSA³ and ask that your ISIR be shared with KSC. Our FAFSA number is 002590
Review information regarding Veterans Education Benefits

¹ https://www.keene.edu/admissions/apply/
² https://www.keene.edu/admissions/assets/documents/transfer-recommendation/download/
³ https://fafsa.ed.gov/
https://www.keene.edu/admissions/veterans/

International Students

Keene State College welcomes well-qualified students from outside of 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 in its recognition by the educational authorities in the home country, and an evaluation of the content, level, and comparability of the study of courses and programs at Keene State.

A complete application for an international student requires the following:

A completed application using the common application
Official copies of secondary and postsecondary academic records with official English translations, when necessary, including:
  o Transcripts/marks sheets/grade reports of all course works completed with grades or marks for each course indicated
  o 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, 603-258-2348.
International students living in the United States for two or more years attending high school must take the SAT if applying for an honors program or pursuing a nursing degree.
For students whose primary language of instruction is not English: Demonstrated proof of language proficiency can either be established by on-campus interviews, or successful completion of the Test of English as a Foreign Language (TOEFL) with total scores of 550 or above on the paper based or 213 on the computer-based test or 80 (internet version) 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 also accepts the IELTS International English Language Testing System English language proficiency examination in lieu of TOEFL; the minimum acceptable proficiency grade is 6.5. IELTS scores must be sent directly from the testing agency.
Documentation of financial support. Applicants must complete the Certification of Finances¹ as well as submit a certified bank statement that funds are available. The demonstrated level of support, not only covers tuition, room and board, but also for living expenses (pocket money, books, etc.), is necessary.

¹ https://www.keene.edu/admissions/assets/documents/finances/download/

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:

- Have completed at least two courses with a minimum grade of C in each course and a minimum cumulative average of 2.0 in liberal arts courses since separation.
- Have no outstanding financial obligation to the College at the time of application for readmission.
- Be able to provide evidence of personal responsibility as a student at Keene State College and the community at large.
- If under a 2.0, 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 may seek readmission to the College under the New Start Program. Only students with a cumulative grade point average of below 2.0 are eligible for New Start. 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 grade of 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 or her current standing.

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 C- 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.

**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 or courses not commonly offered at every institution, thus reducing duplication of programs and utilizing more efficiently the higher education facilities for each state.

New England Regional entering matriculated students may request participation in or be identified as an eligible participant in NERSP at the time of matriculation to the College. An “Intent to Participate” form is available in the Admissions Office and will be mailed to eligible students. In addition, the student must submit a “Declaration of Major” form identifying one of the Keene
State College eligible programs during the first six weeks of school. These forms are available at Academic and Career Advising.

<table>
<thead>
<tr>
<th>Bachelors Degree Programs</th>
<th>Available to Residents of</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A. American Studies</td>
<td>RI, VT</td>
</tr>
<tr>
<td>B.A. Holocaust and Genocide Studies</td>
<td>CT, MA, ME, RI, VT</td>
</tr>
<tr>
<td>B.S. Sustainable Product Design and Innovation</td>
<td>CT, MA, ME, RI, VT</td>
</tr>
</tbody>
</table>

Information about this program may be obtained from the Admissions or Academic and Career Advising Offices, high school guidance counselors, or New England Board of Higher Education
45 Temple Place, Boston, MA 02111
617-357-9620

**Art Applicants**

Starting in the Academic Year 2017-18 students are no longer required to submit a portfolio to be admitted into the Bachelor of Arts program in Studio Art or Graphic Design.

There are portfolio reviews for admittance into the Bachelor of Fine Arts degree in the sophomore year for Graphic Design and in the junior year Studio Art. Students who wish to pursue in the B.F.A. in Art & Design must participate in both the Graphic Design and Studio Art portfolio reviews.

**Music Applicants**

Music candidates: If you are interested in the Bachelor of Music degree in either performance or music education or the Bachelor of Arts degree with any of the music specializations, or if you are interested in a minor in music, admission is a two-step process.

- Complete either the Keene State Application¹ or the Common Application¹
- Arrange for an audition. For more information or to schedule an audition, please contact the Music Department at 603-358-2177 or e-mail music@keene.edu.

Admission to the music program does not guarantee admission to the College, and, conversely, non-admission to the music program does not mean that you cannot be admitted to the College.

¹ https://www.keene.edu/admissions/apply/

**Deferrals**

The college considers students who have previously applied for deferred admissions. This enables students to reserve a space while taking time off from school for work or travel. Requests for deferrals must be put in writing and sent to the Admissions Office at admissions@keene.edu. Enrollment Deposits can be carried forward and applied to the following semester or year.

**Tuition and Fees**

**Overview**

Tuition and fee rates are approved by the University System of New Hampshire Board of Trustees and are subject to change at any time.

<table>
<thead>
<tr>
<th>2020-21 Charges</th>
<th>Resident of NH</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (full-time)</td>
<td>$11,754</td>
<td>$21,466</td>
</tr>
<tr>
<td>Room (average)</td>
<td>$8,406</td>
<td>$8,406</td>
</tr>
</tbody>
</table>
2020-21 Charges

<table>
<thead>
<tr>
<th></th>
<th>Resident of NH</th>
<th>Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board (Hootie's Choice Plus)</td>
<td>$4,118</td>
<td>$4,118</td>
</tr>
<tr>
<td>Mandatory Fees</td>
<td>$2,884</td>
<td>$2,884</td>
</tr>
<tr>
<td>Total</td>
<td>$27,162</td>
<td>$36,874</td>
</tr>
</tbody>
</table>

Students will also spend an average of $900 for books and supplies and will need to budget for personal and travel expenses during the academic year.

Refunds & Cost Adjustments

- Student Accounts evaluates and refunds credit balances on a regular basis.
- Setting up an account for e-refunding is encouraged.
- Students should not plan to use their refund check to pay for rent for an off-campus residence. We cannot guarantee that a refund check will be ready by a student’s rent deadline.

- If a paper check is issued and a ready for pick up, notification will be sent to the KSC email account.
- If a student is participating in a semester or year-long payment plan and has also been awarded financial aid, our office will be unable to refund any credit balance until the student’s payment plan has been fully paid.

- If a student’s financial aid exceeds the balance due on the payment plan, it is the student’s responsibility to contact the payment plan servicer and reduce the plan amount if they choose.

Please Note:

- Some financial aid programs may not be disbursed until well into the semester, especially for first-time KSC students; please plan accordingly.
- Credit balances from federal financial aid (Title IV funds) cannot be held from one academic year to another.
- Regardless of who remitted the payment to the student account, the refund will be made payable to the student (unless the student requests in writing that they would like the refund made payable to someone other than themselves), except for credit balances produced by a Federal Parent PLUS loan.

Cost Adjustments

Students who change their course load or withdraw from the College:

- Before the first day of the semester will have their costs adjusted with the exception of non-refundable deposits.
- After the first day of the semester will have their costs adjusted, with the exception of mandatory fees, based on the College’s Policy (below). There is no adjustment of Mandatory Fees after the semester begins.

Please Note:

- Course load definition: 12–20 credits is full-time; 11 credits or fewer is part-time.
- Cost adjustments may or may not result in a refund.
- Financial aid recipients, including Federal Direct Student and/or Parent PLUS loans, are subject to federally mandated guidelines that must be applied before any money is returned.

A student who withdraws from the College or changes her or his course load will have their Tuition, Room, and Board (meal plan) costs adjusted as follows:

Fall/Spring Semester

- 75% within 7 calendar days of the first day of the semester.
- 50% within 8–30 calendar days after the first day of the semester.
- No adjustment beyond 30 days after the beginning of the semester.

Summer Semester

- 75% within 3 calendar days of the first class.
- 50% within 4–14 calendar days of the first class.
- No adjustment beyond 14 days after the beginning of the semester.

Important:
- Students who are studying away under the auspices of KSC’s Global Education Office’s off-campus programs should refer to the acceptance letter or program materials for specific withdrawal and cost adjustment policies regarding their program.
- Students who are suspended or dismissed for disciplinary reasons forfeit their right to any cost adjustments.

### Miscellaneous Fees

Each student is responsible for timely payment of all outstanding charges on his or her account. Failure to remit payment in full by the published deadline may result in late payment fees, account holds, and deregistration from classes. Payment of the bill is solely the responsibility of the student regardless of who remits the actual funds.

<table>
<thead>
<tr>
<th>2020-21 Fees</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Hall Damage Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>Enrollment Services Fee</td>
<td>$425</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$50 to 150</td>
</tr>
<tr>
<td>Applied Music Fees (1 credit)</td>
<td>$160</td>
</tr>
<tr>
<td>Applied Music Fees (2-3 credits)</td>
<td>$280</td>
</tr>
<tr>
<td>Parking Fees</td>
<td>$40 to 300</td>
</tr>
<tr>
<td>Parking Tickets</td>
<td>$25 to 300</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Teacher Education Program Fee</td>
<td>$130</td>
</tr>
<tr>
<td>Student ID Replacement</td>
<td>$25</td>
</tr>
<tr>
<td>Returned Check Service Charge</td>
<td>$20</td>
</tr>
<tr>
<td>Transcript Charge</td>
<td>$9</td>
</tr>
<tr>
<td>Electronic Transcript Charge</td>
<td>$6.25</td>
</tr>
</tbody>
</table>

You may or may not incur the following fees, depending on choices you make, including living on campus, eating in the dining hall, parking on campus, and other options:

**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 enrolled until the fee is paid.

**Orientation Fee.** A one-time fee charged to all new students. This fee covers the administrative and technical costs for the mandatory orientation program. It also covers up to two parents’/guardians’ attendance at the orientation program.

**Residence Hall 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 to students each semester based on the outstanding balance due after the payment deadline.
**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 Service Charge.** Charged to all persons who issue a check that, for any reason, is returned from the bank unpaid.

**Transcript Charge/Electronic Transcript Charge.** Charged to students requesting copies of their official transcript.

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**Financial Aid**

Keene State College Financial Aid Office (FAO) is responsible for the administration of student financial assistance and for helping students develop plans for paying for their education.

The student budget used to calculate financial aid eligibility includes tuition, room and board, fees, books and supplies, and an allowance for personal and travel expenses.

The Financial Aid Office (FAO) at KSC uses the Free Application for Federal Student Aid (FAFSA) to determine a family’s unmet need. By completing the FAFSA, the expected family contribution (EFC) is determined; if that number is less than the cost of attendance (COA), then the student has demonstrated financial need. The FAO then determines the student’s eligibility for federal, state and institutional funds to help make up the difference between the COA and the EFC.

When calculating the family contribution, the College considers such factors as total parent and student income (including untaxed and taxable income), assets, including trusts, number of dependents in the household, and number of dependent children attending undergraduate college. Siblings attending graduate school or parents attending college are not considered in determining the family contribution.

**Applying for Financial Assistance**

Starting after October 1, complete and submit the Free Application for Federal Student Aid (FAFSA) for the 2020-2021 year online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for Keene State College is 002590.

Upon acceptance to the College, and receipt of a completed FAFSA, the student will receive a financial aid award letter.

**International Students**

Limited KSC scholarship aid is awarded to international applicants. Awards are based on merit, as determined by College guidelines.

**Renewal Applications**

All students must reapply for financial aid every year. The FAFSA is available October 1 each year, and continuing students may apply for financial aid, regardless of their previous year’s financial aid application status. The deadline for submitting the FAFSA is March 1.

**The Financial Aid Award**

Students with financial aid eligibility will receive a financial aid award that generally consists of a combination of scholarships/grants, loans, and work-study. These three types of assistance may be funded by institutional, federal, and state sources.

**Grants and Scholarships**

- **Federal Pell Grants** are based on financial need established by the FAFSA and range from $650.00 to $6345.00 annually based on full-time enrollment.
- **Federal Supplemental Educational Opportunity Grant (FSEOG)** are awarded to students with high demonstrated need. Recipients of the Federal Pell grant are given priority for FSEOG awards. The annual amount is $600.
- **Keene Tuition Grant** are awarded based on financial need, and is re-determined every year using the results of the FAFSA, which must be received by March 1. Students must be enrolled at least half-time.
- **Keene State College Merit Scholarships** are determined at the time of acceptance, and are renewable for up to 8 semesters as long as the student meets the renewal (President-3.0, Deans-3.0, Enrichment-2.5, and KSC Promise-2.0.) criteria. Students must be enrolled full-time (12 credits or more).
Keene State College Talent Scholarships provides students with exceptional performing and artistic talents with renewable scholarships. Recipients are selected by faculty committees for theatre and dance, music, art and graphic design, and film. Selections are based on auditions, and art student portfolios.

Granite Guarantee at Keene State College is our promise to cover the cost of tuition for all eligible students. An eligible student must be eligible for a Federal Pell grant, and be a New Hampshire resident. An eligible student can be a first-time college student or a transfer student. Students must be enrolled full time, and meet the March 1 financial aid deadline.

Endowed and Annual Scholarships: The College reviews these funds annually to determine what funds will be offered each academic year. Returning students are eligible to apply for a number of select scholarships via an online application available in early February for the following academic year. Visit our home page in February for more information. The scholarship application is typically due early April. Eligible recipients will be notified with communications from both the Advancement Office and the Financial Aid Office over the summer.

Private Scholarships: KSC encourages students to apply for outside scholarships. Outside funding reduces the amount of student loan or the student work commitment. Students receiving a scholarship should inform the Financial Aid Office as soon as possible. Information about outside scholarships can be obtained from high school counselors and local libraries, or by using scholarship search engines found at sites such as www.finaid.org or www.fastweb.com.

KSC students are required to report to the Financial Aid Office all anticipated outside resources; including any scholarships, grants, fellowships, tuition benefits, veteran benefits, or any other type of financial resources. In certain instances, these outside resources or awards may reduce eligibility for other financial aid or loans.

Generally, total financial aid will not exceed the cost of attendance (tuition and any fees, room, board, and books) which would result in an over-award. When a KSC student becomes eligible for additional outside financial support above the cost of attendance resulting in an over-award, that revenue may be used to reduce any self-help portions of the award.

Student Employment

The College participates in the Federal Work-Study Program, a need-based program that funds student earnings for on-campus jobs. Students work an average of 8-10 hours per week when school is in session. The College also funds a non-need based campus student employment program through our Student Hourly program. In addition to on campus employment opportunities, many local employers hire students on a part time basis. Students can view all job opportunities on JobWise available via the MyKSC portal and the Academic and Career Advising Center.

Student Loans

Borrowing money for college is an expected part of the process. We can offer several options for the student to consider. The student may use one, two, or all of the options presented here. All students who borrow through the Federal Direct Student Loan Program are required to complete entrance counseling and a master promissory note (MPN) to ensure students know and understand their rights and responsibilities as borrowers. The Financial Aid Office will guide the student through the process. Information on interest rates, payment options and fees associated with the loan programs all can be obtained online at www.studentaid.gov.

Federal Direct Student Loans

Subsidized and unsubsidized loans are federal student loans for eligible students to help cover the cost of higher education. There are limits on the amount of subsidized and unsubsidized loans you may be eligible to receive each academic year (annual loan limits) and the total amount that you may borrow for undergraduate and graduate study (aggregate loan limits). The actual loan amount you are eligible to receive each academic is determined by the FAO. These limits vary depending on what year you are in school, enrollment status, and borrowing history.

After you graduate, leave school, or drop below half-time enrollment, you will have a six-month grace period before you are required to begin repayment. During this period, you’ll receive repayment information from your loan servicer, and you’ll be notified of your first payment due date. Payments will be due monthly.

Loan funds are disbursed directly to the student’s account at the beginning of each semester. Loan funds will not be disbursed until the student signs a master promissory note and completes entrance counseling, which can be completed online at www.studentaid.gov.

The master promissory note need only be signed once to cover additional federal student loans borrowed in future years. The average federal student loan debt upon graduation from KSC is $22,000.
Federal Direct Parent Loan (PLUS)
The U.S. Department of Education makes Direct PLUS Loans to eligible borrowers. A complete description of the Federal Parent PLUS Loan, including FAQ’s is available at www.studentaid.gov.

Direct PLUS Loan Overview:
- The U.S. Department of Education is your lender.
- You must not have an adverse credit history.
- The maximum loan amount is the cost of attendance (determined by the school) minus any other financial aid received.
- The current interest rate and estimated payment amounts can be obtained at www.studentaid.gov.
- PLUS loan funds are disbursed directly to the student account at the beginning of each semester.

Keene State College Loan
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. For more information about this loan, contact the FAO.

Private Loan Programs
These loans may be used to supplement or to bridge any funding gaps. Students will need a co-signer, and payment is typically deferred until after graduation. Before considering private loan options, you should apply for federal, state, and institutional financial aid, including federal student loans which have a fixed interest rate. Keene State College strongly encourages all students to apply for financial aid before considering a private educational loan. Students must be enrolled at least half time in a degree-seeking program to participate in all private loan programs. More information can be found at www.elmselect.com.

Other Sources of Assistance
To be sure students have explored every possible source of financial assistance, we suggest the following:
- Your high school guidance counselors about local and national scholarship opportunities in your state of residence.
- Apply to state grant or scholarship programs in your home state. Most of these may be applied for by using the Free Application for Federal Student Aid.
- Inquire at local banks regarding special programs/scholarships providing educational assistance to students.
- Check with local Veterans Administration, and/or Vocational Rehabilitation offices if you think you are eligible for these programs.

Financial Aid for Summer Study
Financial aid is available in limited amounts for KSC students enrolled during a summer session.

Requests for Additional Aid/Appeal Process
The Higher Education Act of 1992 allows financial aid administrators to make professional judgment decisions when there are special or unusual family or student circumstances that may call for adjustments in determining a student’s eligibility for financial aid. Circumstances requiring professional judgment must be analyzed on a case-by-case basis.

Reconsideration may increase or decrease a student’s EFC or cost of attendance.

Circumstances that may warrant review include, but are not limited, to the loss of employment or change in income, divorce, separation, or death of a parent, or unexpected medical expenses. The FAO will request documentation based on the circumstances presented. The documentation must be complete before review and approval will be considered.

Professional judgment situations are unique, and addressed on a case-by-case basis.

Circumstances other than those listed may be considered and will require additional documentation specific to that situation. The Financial Aid Office has the final authority on all professional judgment decisions.
Independent Status

When determining eligibility for institutional funds, the College reviews requests on a case by case basis. Federal regulations narrowly restrict the definition of “Independent Student” to meeting at least one of the following criteria:

- Be at least 24 years old by December 31 of the award year
- Be an orphan or ward of the court after age 13
- Be the ward of a court-appointed legal guardian
- Be an unaccompanied youth who is homeless or at risk of being homeless
- Be married
- Be a person with legal dependents other than a spouse
- Be a veteran of U.S. military service or currently serving on active duty for purposes other than training

Financial Aid Policies

Accepting and Declining Awards

Acceptance of all awards is assumed. If the student wishes to decline all or a portion of the aid offered, the student must notify the Financial Aid Office in writing.

Disbursing Funds

Financial Aid funds cannot be disbursed to a student’s tuition account until the Financial Aid Office receives all required financial aid documents. Students should check with the Financial Aid Office for information on missing documents. Funds are disbursed on a per-semester basis and will be disbursed at the beginning of each semester provided a student’s file is complete. For both new and returning applicants, a student cannot enter classes or move into a residence hall until the appropriate semester fees have been paid in full or provisions for payment plans and/or loans have been approved.

Renewal of Aid

Financial aid awards are based on the information contained in each year’s application materials. Since your family’s resources are subject to change during your career at KSC, we reserve the privilege of reviewing and revising awards each year you apply for aid based on your demonstrated need and the availability of funding on federal, state, and institutional levels. Awards are made for a one-year period only.

Default

You may not receive Title IV Federal Aid or Keene State College financial aid if you have a defaulted federal student loan. In addition, if you owe a refund of federal grant aid received from any institution, you won’t receive additional federal money until you’ve repaid the money you owe.

Satisfactory Academic Progress

In accordance with requirements of the Higher Education Act (34 CFR-668.34), Keene State College has established certain standards for evaluating the Satisfactory Academic Progress (SAP) of Title IV Financial Aid recipients. The College reviews its Satisfactory Academic Progress policies and procedures when changes at the federal or institutional level require us to do so to ensure compliance with federal regulations. This policy also extends to state and institutional aid programs (grant, loan, and work study).

Satisfactory Academic Progress (SAP) is the measurement of a student’s academic progress towards the completion of their degree. The measurement evaluates three components to determine eligibility for financial aid. The review of a student’s SAP status is based on his or her entire academic record, even if he/she did not receive financial aid for previous semesters of enrollment. In order to be eligible for financial aid, students must satisfy all three components.

Undergraduate students must meet the following SAP criteria:

1. Minimum cumulative grade point average (GPA) of 2.0
2. Minimum completion rate of 67%
3. Maximum time frame of 150% of defined academic length for bachelor’s degree programs

Graduate students must meet the following SAP criteria:

1. Minimum cumulative grade point average (GPA) of 2.0
2. Minimum completion rate of 67%
3. Maximum time frame of 150% of defined academic length for master’s degree programs
The completion rate is calculated by dividing total attempted credits by total earned credits. A student’s completion rate must stay above 67% to be considered satisfactory for this component.

Attempted credits include successfully completed courses (i.e., grades of A, AB, B, BC, C, CD, D, P), non-passing grades (i.e., grade of F, IX), incomplete (i.e., grade of I, IP, XF), withdrawn courses (i.e., grade of W), transfer credits and repeated courses. Audited coursework are not included in attempted credits or GPA. Earned credits include successfully completed courses (i.e., grades of A, AB, B, BC, C, CD, D, P) and transfer credits. Audited coursework not included.

The maximum time frame is calculated by multiplying the published program length by 150 percent. Example: Published program length of 120 credits X 150% = 180 credits maximum time frame allowed to complete degree requirements.

Implication: A student has attempted (not necessarily earned) 180 credits and has now exhausted his/her eligibility for financial aid.

Evaluations and Notifications

The Financial Aid Office evaluates SAP annually at the end of each spring term for undergraduates and graduates, or upon re-enrollment into the college. SAP is also reviewed at the end of each probationary period as applicable. Students must be making SAP to continue to receive financial aid in a subsequent payment period, including summer term. Financial aid applicants not meeting SAP standards will be deemed ineligible to receive financial aid and will be sent notification to the student’s college email account.

Financial Aid Termination

Students that do not meet the college SAP standards are not eligible to receive financial aid. SAP status applies to financial aid eligibility and does not impact registration or academic standing.

Appeal Process

Students who do not meet the minimum SAP requirements for continuance of financial aid have the right to appeal when special circumstances exist. Conditions when a student may appeal include:

- If you or an immediate family member experiences a serious injury, illness or mental health condition, please attach a statement from your physician or mental health professional, reflecting date(s) of occurrence/treatment.
- If you experienced the death of immediate family member, please attach a copy of the death certificate, paper obituary/link to online obituary, or statement from physician.
- If you experienced other circumstances beyond your control, please attach documentation that supports the situation.

If you chose to appeal, you will need to:

1. Complete an SAP Appeal Form: or write a letter detailing the circumstances. Student statement must include why the student failed to meet SAP and what has changed that will allow the student to meet SAP at the end of the next evaluation period.
2. Meet with Academic Advising Office and develop an academic plan: Both student and Academic Advising Office representative must sign SAP Academic Plan Form.
3. Submit completed forms and supporting documentation to the Financial Aid Office for review. Appeals will not be reviewed until ALL required forms have been completed and submitted.

Appeal documents submitted for a specific term will not be granted for that term if the student has stopped attending that term or the student withdraws from all courses or the college while waiting for an appeal decision during that term.

An appeal reviewed by the Appeals Committee does not guarantee reinstatement of financial aid eligibility.

All appeals are reviewed by representatives of the Financial Aid Office. Students will be notified of the appeal decision within 3–4 weeks of submission. ALL appeal decisions are final.

Approved Appeals

Approved appeals will result in a period of financial aid probation. Written SAP approval notification will be sent to the student’s College email account.

Denied Appeals

Students whose appeals are denied are ineligible for financial aid. The student may enroll in coursework but will be responsible for payment in full of all incurred costs. Written denial notification will be sent to the student’s College email account. Students may wish to explore private/alternative education loans at https://www.keene.edu/admissions/aid/borrowing/alternative/; however, please note that some private loan lenders require
SAP for participation in their loan program. Be sure you are selecting a lender that does not require SAP (SAP denied students are not eligible to receive a PLUS loan).

**Financial Aid Probation**

A student who fails to meet SAP but has successfully appealed will be placed on financial aid probation for one semester. During this probationary period, the student is considered eligible for financial aid. At the end of the probationary period, the Financial Aid Office will re-evaluate the student's academic record to determine a current SAP status. Students who meet the requirements of their probation will remain eligible for financial aid. Students who do not follow their academic plan will lose eligibility and subsequent appeals may not be considered. Students who withdraw without extenuating circumstances while on an academic plan will not be allowed to appeal until they have met all SAP requirements.

**Re-Establishing Financial Aid Eligibility**

A student may regain financial aid eligibility by successfully meeting the College’s SAP policy requirements or successfully meeting the requirements of the established academic plan. Students must notify the office in writing of their intent to use financial aid again.

The merit-based scholarships will not be renewed if funding is lost due to being placed on academic probation or in cases of required withdrawal or suspension.

**Return of Title IV Calculation**

The Return of Title IV calculation is a proration of earned versus unearned financial aid during a period of enrollment. The earned financial aid percentage is calculated by dividing the days attended in the period by the total days in the period. This percentage is multiplied by the total amount of aid disbursed and aid that could have been disbursed to ascertain the earned financial aid. Subtracting earned aid from aid that was awarded and disbursed determines the amount of unearned aid that must be returned. The responsibility to repay unearned aid is shared by both the school and the student in proportion to the aid each is assumed to possess.

Any unearned loan funds the student (or parent, in the case of a PLUS loan) is required to return are repaid in accordance with the terms of the promissory note. Unearned grant funds the student must return are classified as an overpayment. Students must repay half of the unearned amount of any grant overpayments.

If the student did not receive all of the funds that were earned, the student may be due a post-withdrawal disbursement.

**Funds.** The R2T4 calculation may include federal funds which have already been disbursed or could have been disbursed to the student's account. Those funds are limited to: Pell Grant, FSEOG, Direct Student Loans, and PLUS Loans.

**Disbursed Aid.** Generally, funds are considered disbursed when a student account is credited or funds are paid directly to the student or parent. Aid is considered “disbursed” if it disbursed before the date of determination. The exception to this rule is an inadvertent overpayment, which is treated as aid that could have been disbursed.

If a student has earned 100% of the aid that has been disbursed, no further steps are necessary. If the result of the Return of Title IV calculation determines that the student has received more aid than she earned, the unearned funds must be returned to the fund source. The responsibility of returning funds may fall on the school, the student or both. Federal regulations have set the order in which funds must be returned, up to the net amount disbursed during the payment period for each fund source. Funds the School Must Return. The school must return unearned funds for which it is responsible to the fund source within 45 days of the date of determination.

**Funds the Student Must Return.** The calculation determines an initial amount of unearned aid which the student must return. It then separates this amount into loans and grants. The unearned loan funds for which the student is responsible are repaid in accordance with the terms of the promissory note.

Withdrawn students are identified by The Dean of Students Office, through an official withdrawal process or administrative withdrawals. Once the Financial Aid Office is notified, the refund is calculated and all withdrawn students then receive notification of the need to complete exit counseling.

_Students considering withdrawing from Keene State College are advised to contact the Dean of Students Office._

**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 the group online at https://studentaid.gov/feedback-ombudsman or by phone at 877-557-2575.
Student Conduct

The Student Handbook is the official statement of rules and regulations. All items contained in this document are in effect at the date of publication. All rules, regulations, and policies of Keene State College are subject to change through the appropriate departments, divisions, offices, and legislative bodies empowered by the constituencies, the President of Keene State College, and the Board of Trustees of the University System of New Hampshire. Any change in the items contained in the Student Handbook will be published in the appropriate campus media.

All students are responsible for acquainting themselves with the contents of the Student Handbook including the Student Code of Conduct. If questions arise, do not hesitate to call the Dean of Students’ Office for clarification or assistance (358-2842).

Facilities

Keene State College academic facilities are located in nineteen buildings on campus, along with associated athletic playing fields. In addition, the Continuing Education program has OSHA related facilities located in Manchester, NH.

There are approximately 80 general purpose classrooms on campus (general classrooms, lecture halls, seminar and conference rooms). Almost all of these classrooms have appropriate academic technology such as instructor computers, data projectors, internet access etc. All campus facilities meet Americans with Disabilities standards.

In addition, there are over 60 specialized spaces such as science labs, art, music, film and theatre studios, computer classrooms, nursing and health science labs, and athletic facilities. Most of these facilities meet the standards required by various accrediting bodies.

NH College and University Council

Keene State College is a member of the New Hampshire College and University Council (NHCUC), a consortium of public and private educational institutions whose mission is to strengthen educational services and improve operating efficiencies among and between its member institutions.

The Student Exchange program is an opportunity for students in good academic, financial, and disciplinary standing to enroll in courses not offered at their home institution. The visiting student pays tuition to the home institution and may be required to pay fees to the host institution. Good academic standing is defined as follows:

- For full-time enrollment at a host campus the student must have a minimum cumulative grade point average of 2.50
- For dual-enrollment at host and home campus the student must be in good academic standing as defined by the home institution
- For participation in the ROTC program, the student must have a minimum cumulative GPA of 2.00

Arrangements for registration for such courses is made through the Registrar’s Office. The Host institution reserves the right to deny participation.

In addition to Keene State College, Council members participating in the student exchange program include Colby-Sawyer College, Franklin Pierce University, Granite State College, Hellenic American University, New England College, including the Institute of Art & Design, Plymouth State University, Rivier University, St. Anselm College, Southern New Hampshire University, and the University of New Hampshire, including the University of New Hampshire at Manchester.

Eligible students must be enrolled full-time during the fall and spring semesters. All on-line courses, summer school programs and courses, January term and continuing education courses are excluded from the exchange agreement. Courses taken through the Student Exchange program shall equal no more than the equivalent of a full academic year. Interested students should direct questions to the Keene State College Registrar /NHCUC coordinator regarding the transfer of credit for courses taken under the Exchange Agreement.

Veterans Services Information

The Student Accounts Office Veterans’ Certifying Official assists students in receiving their VA educational assistance entitlement. Enrollment certifications are completed by this office and reported to the appropriate VA regional office (Buffalo, NY). You may contact the Certifying Official at 603-358-2263 if you have any questions.

Applying for Educational Benefits or Changes in Enrollment Status
If you require assistance on how to get started applying for educational benefits, please contact Bert Poirier or Ellen Proshansky in Admissions at 603-358-2276. For changes in enrollment status, please contact the Veterans' Certifying Official at (603) 358-2263 or stop by the Student Accounts Office. You may check the status of your benefits by visiting the VA Educational Benefits Home Page, or calling the automated phone system at 1-888-GIBILL1. This allows you to check your status with the VA, 24 hours/day.

USNH policy addresses Section 702 of the Veterans Access, Choice and Accountability Act of 2014 ("Choice Act") regarding military residency requirements in Board of Trustees Financial Policies, subsection E, Classification of Students for Tuition Purposes (Residency Rules):

(10.1) A member of the Armed Forces of the United States stationed in this state under military orders shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as the member remains on active duty in this state pursuant to such orders.

(10.2) Individuals receiving educational assistance under 38 U.S.C. § 3001 et seq. or 38 U.S.C. § 3301 et seq., including children or spouses of active service members or veterans eligible for educational assistance under 38 U.S.C. § 3311(b)(9) or 38 U.S.C. § 3319, shall be eligible for the in-state rate while living in this state.

Starting with our fall 2018 semester, Keene State College now participates in the Yellow Ribbon Program. If you are not a New Hampshire resident, please visit the website to read about the Yellow Ribbon Program and if you qualify, the cost of your out-of-state tuition will be covered:

https://www.keene.edu/life/services/veterans/

Please be aware that we are required by law to notify the VA whenever a change in enrollment affects your enrollment status. This will most likely affect your VA payments.

Instructions for Receiving Educational Benefits

First-time veteran students should:

1. Complete VA Form 22-1990 (application for educational benefits). In many cases you can complete the process online through the VA website. This should be done at the earliest possible time after you have been accepted to Keene State College. It may take 6 to 8 weeks for your claim to be processed, so file as early as possible. If you have already applied for the benefits, please provide a copy of your Certificate of Eligibility, issued by the VA, to the Veterans’ Certifying Official.
2. Provide a copy of your separation papers, DD214 (active duty) or an original "Notice of Basic Eligibility" from your reserve unit (reservists), or, if you have already applied for the benefits, please provide a copy of your Certificate of Eligibility, issued by the VA.
3. Veterans’ Dependents applying for educational benefits need to complete form 22-5490 (Application for Survivors’ & Dependents’ Educational Assistance), and submit to the certifying official.
4. For Veterans’ Educational Benefits financial aid process information, contact the Financial Aid Office at 800-572-1909 or 603-358-2280, Fax: 603-358-2794.
5. Contact the Veterans’ Certifying Official in the Student Accounts Office at (603) 358-2263 for assistance in obtaining or filing the forms.

Faculty and Administration

Keene State Administration

Melinda Treadwell · President
Ockle Johnson · Interim Provost and Vice President for Academic Affairs
Kemal Atkins · Vice President for Student Affairs
Susan LaPanne · Vice President for Finance and Administration
MB Lufkin · Chief Enrollment Officer
Veronica Rosa · Vice President of Advancement and Constituent Relations
Kirsti Sandy · Dean of the School of Arts, Education, and Humanities
Karrie Kalich · Dean of the School of Sciences, Sustainability, and Health
Celia Rabinowitz · Dean of Mason Library
Gail Zimmerman · Associate Vice President and Dean of Students
President’s Cabinet

Melinda Treadwell · President
Ockle Johnson · Interim Provost and Vice President for Academic Affairs
Kemal Atkins · Vice President for Student Affairs
Susan LaPanne · Vice President for Finance and Administration
MB Lufkin · Chief Enrollment Officer
Dottie Morris · Associate Vice President for Institutional Diversity and Equity
Veronica Rosa · Vice President of Advancement and Constituent Relations
Karen Crawford · Director of Human Resources

USNH Board of Trustees

The University System of New Hampshire is governed by a 29-member Board of Trustees comprising the Governor of the State, the President of the Senate, the Speaker of the House, 10 members appointed by the Governor and Executive Council, 7 alumni-elected members, 2 student-elected members, the Commissioner of Education, the Commissioner of Agriculture, the presidents of the University System’s four colleges and universities, and the Chancellor.

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James P. Burnett III · Vice Chair
Kassandra Spanos Ardinger · Secretary

Faculty by School

American Studies (Arts, Education, and Humanities)
Antonucci, Michael A.
Orelup, Margaret A.

Art and Design (Arts, Education, and Humanities)
Bogonovich, Megan L.
Crawford, Mary K.
Ferrari, Julia A.
Fletcher, Molly A.
Gendron, Heather B.
Gitelson, Jonathan S.
Hoyt, Randall E.
Kostick, Robert G.
Lambert, Nicole
Lucey, Stephen J.
McMullan, Paul R.
Nichols, Stephanie G.
Nicolai, Walter C.
Pan, Yuan
Richardson, Lynn (on sabbatical leave Fall 2020)
Rooney, Katharina
Thornblad, Vernon C.
Warner, Miles John

Biology (Sciences, Sustainability, and Health)
Cangialosi, Karen R.
Chowdhury, Priyanka Roy
Hays, Cynthia G.
Launen, Loren A.
Pelletieri, Jason P.
Piscopo, Susan E.
Smith, Douglas E.
Strong, Scott J.

Business Management (Sciences, Sustainability, and Health)
Beaudry, David N.
Benson, Emily T.
Blossom, Dudley S.
Bohannon, Andrew S.
Erb, Rodney K.
Johnson, Kathleen R.
Li, Ke
Morton, Vicky L.
Schaumann, Robert C.
Simoneau, Robert
Warner, Tammy E.

Chemistry (Sciences, Sustainability, and Health)
Anderson, Brian J.
Baures, Paul W.
Blatchly, Richard A.
Geran, Timothy J.
Haskell, Heath W.
Junge, Denise M.
Kaplan, Elliot
Kraly, James R. (on leave, assuming administrative role for 2020-2021)
Monroe, Christin B.
Woudenberg, Richard C.

Communication and Philosophy (Arts, Education, and Humanities)
Akkoor, Chitra V.
Couch, James R.
Davisson, Amber L.
Doubleday, Deborah
Falzo, Holly R.
Halford, Jeffrey B.
Hudak, Nicole
Lee, Sander H. (on sabbatical leave Spring 2021)
Malcolm, Nigel I.
McCarthy, Michael
McGill, Emily C.
Mount, Allyson L.
Pacilio, Elizabeth
Partello, Peggie
Schaumann, Robert C.

Computer Science (Sciences, Sustainability, and Health)
Bemis, Shari L.
Castriotta, Suzanne M. (on leave, assuming administrative role for 2020-2021)
Cruz, Meenalosini Vimal
Foster, Elvis C. (on sabbatical leave Spring 2021)
Lu, Wei
Onyon, Matthew D.
Wilder, Charles G.
Continuing Education
Arsenault, Brent E.
Beaudry-Torrey, Ann F.
Dube, Mary
Heuslein, Richard S.
Hull, Roderick C.
Nannicelli, Richard N.
Sheaff, Charles A.
Spencer, Beth Ann
Wozniak, Peggy J.

Economics (Sciences, Sustainability, and Health)
Dolenc, Patrick
Duggan, Marie C.
Gezici, Armağan
McColloch, William E. (on sabbatical leave Fall 2020)

Education (Arts, Education, and Humanities)
Alexander, Jennifer L.
Beaudry-Torrey, Ann F.
Bigaj, Stephen J.
Black, Deborah J.
Bohannon, Kimberly J. (on sabbatical leave Spring 2021)
Caron, Lorilyn V.
Dubois, Elizabeth E.
Fisk, Carrah G.
Gong, Alan Y.
Hansel, Elizabeth Anne
Hines, Jayme I.
Hucks, Darrell C.
Jones, Donna C.
Lafleur, Daniel Gerald
Mahon, Sheila E.
McLoughlin, Shirley J.
Merchant, Deborah J.
Nannicelli, Richard N.
Neeper, Lance
Nuffer, Ellen L.
O’Neill, Erin L.
Peck, Nancy E. Farstad
Pelkey, Heather Marie
Sandy, Leo R.
Smith, Paul G.
Sturtz, John P.
Sturtz, Tanya I. (on leave, assuming administrative role for 2020-2021)
Warner, Kristen L.
Wozniak, Peggy J.
Youga, Janet M.

English (Arts, Education, and Humanities)
Charry, Brinda S. (on sabbatical leave Spring 2021)
Fagley, Kathleen A.
Foster, Andrew Erskine
Friedman, Jeffrey H.
Kessler, Steven C.
Lebeaux, Richard M.
Long, Mark C.
Pagès, Meriem (on sabbatical leave Fall 2020)
Parsons, Christopher
Parsons, Molly B.
Sandy, Kirsti A. (on leave, assuming administrative role for 2020-2021)
Schur, Anna D.
Seligman, Leaf
Sharpe, Emily Robins (on sabbatical leave Fall 2020)
Stroup, William J.
Tirabassi, Katherine E.

Environmental Studies (Sciences, Sustainability, and Health)
Allen, Tim
Burchsted, Denise (on sabbatical leave Academic Year 2020-2021)
Kerwin, Charles M.
Lorette, John D.
Matathias, Robin T.
Pokras, Edward M.
Schreiber, Tatiana
Seaver, Karen J.
Semmens, Ronald Scott
Taylor, R Frederick
Traviss, Nora
Webler, Thomas
Wengerd, Nicole M.

Film Studies (Arts, Education, and Humanities)
Ahn, Jiwon
Benaquist, Lawrence
Cook, Thomas R.
Dery, Johanna A. (on sabbatical leave Academic Year 2020-2021)
Dunne, Taylor
Gonthier, David F.
Leimbacher, Irina Z.
Levesque, Lance R.
Podlesney, Teresa
Stewart, Eric L.
White, Ted A.
White-Stanley, Debra M.

Geography (Sciences, Sustainability, and Health)
Brehme, Christopher E.
Cusack, Christopher D.
Davis, Jeffrey B. (Sasha)
Heaney, Kevin W.
Pearo, Zachary T.
Pokras, Edward M.
Woodward, John C.

History (Arts, Education, and Humanities)
Crocker, Matthew H.
Germana, Nicholas A.
Knouff, Gregory T.
Lund, John M.
Wade, Susan W.
Warder, Graham D.
Whitcomb, Thomas E
Wilson, Andrew

**Holocaust and Genocide Studies (Arts, Education, and Humanities)**
DiGiovanni, Lisa R.
Greene, Ashley L.
Smith, Dana
Sturtz, John P.
Waller, James E.

**Human Performance and Movement Sciences (Sciences, Sustainability, and Health)**
Adams, Melanie M.
Destani, Fitni
King, Beverly R.
McNamara, Ashley N.
Smyth, Donna
Swiger, Wanda S.
Testo, Martin W.
Testo, Sarah H.
Timmer, Jeffrey M.
Wishart, Ellen M.

**Integrative Thinking and Writing**
Boever, Nicholas E
Botting, Tracy L.
Gigliello, Heather A.
Greene, Peter H.
Kessler, Steven C.
Lebeaux, Richard M.
Lund, John M.
Russell, George H.
Schreiber, Tatiana
Scull, Amanda R.
Seligman, Leaf
Wakefield, Michael C.
Wengerd, Nicole M.

**Journalism, Multimedia, and Public Relations (Arts, Education, and Humanities)**
DelSesto, Julio G.
Martin, Rodger C.
Nye, Chad F.
Salcetti, Marianne
Timney, Mark C.
Wakefield, Michael C.

**Mason Library**
Dionne, Caitlin E.
Dolinger, Elizabeth (on sabbatical leave Spring 2021)
McGarrity, Irene K. (on sabbatical leave Fall 2020)
Obien, Rodney G.
O’Brien, Patrick M.
Shannon, Eric
Mathematics (Sciences, Sustainability, and Health)

Cullinane, Michael J.
Degenkolb, Charles E.
Ferlini, Vincent
Ferrucci, Beverly
Gauvreau, Kenneth D.
Hunter, Allysha J.
Johnson, Ockle E. (on leave, assuming administrative role for 2020-2021)
Lagace, Patrick J.
O’Brien, Thomas Gerard
Parmelee, Caitlyn M.
Phillips, Eileen
Simpson, Kimberly Jean
Stanish, Karen B.
Taft, Kaitlyn A.
Tiebout, Robert
Witkowski, Joseph C.

Modern Languages and Cultures (Arts, Education, and Humanities)

Acevedo, Gladys P.
DiGiovanni, Lisa R.
Graboski, Peter J.
Hawes, Stephen B.
Huntley, Daniel J.
Hyde, Nan J.
Perez-Perogil, Maria del Carmen
Ponce-Cordero, Rafael E.
Russell, George H.
Witkowski, Griselda

Music (Arts, Education, and Humanities)

Benoit, Hannah G.
Cady, Steven
Carberg, Daniel J.
Darby, Joseph E.
Evatt, Christopher L.
Garapic, Amy R.
Gilligan, Heather M.
Ginsberg, Elaine B.
Hart, John T.
Hartka, Rebecca
Howard, Sandra A.
Jenkins, Stephanie A.
Kelley, Michael R.
Krause-Hardie, Alice Rebecca
Kuder, Elise M.
Leese, Matthew W.
Lehninger, Marcia
Leontis, Evangelia S.
Lezcano, Jose M.
Lipartito, Diane Susan
Manickam, Devaseelan P.
Mann, Ted N.
Matathias, Robin T.
Paul, Amanda Joy
Robinson, George S.
Rogers, Timothy H.
Sharrock, Cheryl A.
Sharrock, James R.
Smith, Andrew F.
Stevens, Pamela T.
Swist, Christopher P.
Sylvern, Craig S. (on sabbatical leave Academic Year 2020-2021)
Wirzburger, Stephanie A.
Wright-Ivanova, Christina
Zaffini, Erin J. D.

Nursing (Sciences, Sustainability, and Health)
Breidt, Sharon
Conklin, Eileen M.
Ernst, Carolyn Lee
Grover, Kimberley G.
Houghton, Brooke W.
Lagasse, Lynn A.
Sanger, Kirk

Physics and STEM Education (Sciences, Sustainability, and Health)
Ferm, Megan A.
Goodale, Keith A.
Harfenist, Steven A.
Lybarger, David Eric
McGregor, Sarah
Pleasants, Jacob
Pokras, Edward M.
Romano, Susan M.
Whittemore, George C.

Political Science (Sciences, Sustainability, and Health)
Barker, Philip W.
Bendix, William C.
Martin, J. Wesley
Welsh, Michael M.

Psychology (Sciences, Sustainability, and Health)
Bassarear, Thomas J.
Bonitatibus, Gary J.
Brown, Martin W.
Clark, Stephen J.
Couture, Karen A.
Fichtenholtz, Harlan M.
Green, Joshua J.
Hueckel, Glen A.
Jennings, Karen E.
Menees, Susan M.
Scioli, Anthony
Speaks, Mitchell R.
Strifert, Patrice L.
Viveiros, Donna M.
Welkowitz, Lawrence A.
Public Health (Sciences, Sustainability, and Health)

Boyer, Jeanelle D.
Dunn, Rebecca L.
Finneran, John P.
Gerrior, Jessica E.
Henning, Margaret J. (on leave for academic year 2020-2021)
Hickey, Amanda M.
Hudak, Nicole
Kimber, Stephanie L. B.
Langill, Melissa R.
Lavoie, Katherine L.
Mathews, Tiffany G.
Mundahl, Beth Ann
Piscopo, Susan E.
Prosper, Lisa J.
Reilly, Kristen A.
Saari, Jeffrey D.
Shields, Dena B.
Smith, Margaret A.

Safety and Occupational Health Applied Sciences (Sciences, Sustainability, and Health)

Bethel, Brian B.
Bohannon, Brian B.
Brown, Colin J.
Chace, Gina T.
Dechant, Darrell L.
Giotto, Angela R.
Grudzien, Wayne C.
Hartz, Wayne E.
Jackens, Joseph J.
Keene, Brady
Martin, Linda F.
Morel, Jeffrey W.
Mulroy, John M.
Rennix, Christopher
Richardson, Jessica L.
Robinson, Adam L.
Stuart, Ralph B.
Sun, Yun

Sociology, Anthropology, and Criminal Justice Studies (Sciences, Sustainability, and Health)

Baker, Ronald K.
Barlow, Angela M.
Deka, Nathaniel P.
Ghatak, Saran
Green, Brian E.
Heed, Peter W.
Lugo, Meredith V.
Monahan, Christopher M.
Moran, Niall G.
Schiffelbein, Benjamin M.
Seibert, M. Therese
Stemp, W. James
Stevenson, Peter R.
Walker, Arthur
Walsh, Margaret M. (on sabbatical leave Fall 2020)
Wengerd, Nicole M.

Sustainable Product Design and Architecture (Sciences, Sustainability, and Health)

Arnold, Barbara J.
Bickford, Matthew C.
del Ama Gonzalo, Fernando
French, Michael W.
Godfrey, James T.
Habib, MD Ahasan
Hix, Lisa C.
Joyce, Patrick V.
Katz, Malcolm R.
Kyle, James H.
Mead, Curtis W.
Paley, Donna J. (on sabbatical leave Spring 2021)
Pelto, James L.
Petrovick, Michael J.
Ruland, Timothy E.
Walter, Randall S.
Yost, Peter A.

Theatre and Dance (Arts, Education, and Humanities)

Blaha, Joseph S.
Bove, Meredith G.
Brown, Jeannie-Marie
Davis, Daniel B.
Johnson, Peggy Rae
Lass, Sarah E.
Lindsay, Craig R.
Lynch, Molly F.
McLaughlin, Cynthia
Perron, Celine M.
Riegler, Kirsten R. Hensley
Robarge, Mary
Sanders, Susan E.
Stevens, Keith E.
Weidman, Lailye M.
Wilcox, Douglas R.
Wilson, Patricia B.

Women’s and Gender Studies (Arts, Education, and Humanities)

Honeycutt, Karen S.
Husain, Taneem S.
Pedroza Gonzaléz, Patricia
Strifert, Patrice L.
Wiley, Anne M.

Faculty Listing

Acevedo, Gladys, Lecturer; BED, University of San Martin de Porres; M.A., School for International Training

Adams, Melanie, Associate Professor; B.S., Keene State College; M.Ed., University of Virginia; Ph.D., University of North Carolina
Ahn, Jiwon, Associate Professor; B.A., Yonsei University, Seoul, Korea; M.A., Northwestern University; M.A., University of Southern California; Ph.D., University of Southern California

Akkoor, Chitra, Associate Professor; B.A., University of Madras, India; M.A., Western Michigan University; Ph.D., University of Iowa

Alexander, Jennifer, Lecturer; B.S., University of Wisconsin -- Oshkosh; M.Ed., Lesley University

Allen, Timothy, Professor; B.A., Harvard University; M.S., Dartmouth College; Ph.D., Dartmouth College

Anderson, Brian, Associate Professor; B.A., Skidmore College; Ph.D., Dartmouth College

Antonucci, Michael, Professor; A/B, Brown University; M.A., Emory University; Ph.D., Emory University

Arnold, Barbara, Lecturer; B.S., Keene State College

Augustyn, Rita, Assistant Professor; B.S., University of Nebraska at Omaha; M.A., University of Nebraska at Omaha; Ph.D., University of Nebraska at Omaha

Baker, Ronald, Lecturer; A.A., Santa Ana College; B.A., California State University -- Fullerton; M.A., California State University - Fullerton

Barker, Philip, Associate Professor; B.A., Texas A & M University; M.A., University of Colorado at Boulder; Ph.D., University of Colorado at Boulder

Barlow, Angela, Associate Professor; B.S., Tennessee State University; M.A., Tennessee State University; Ph.D., Virginia Polytechnic Institute and State University

Bassarear, Thomas, Professor Emeritus; B.A., Claremont-McKenna College; M.A., Claremont Graduate School; Ed.D., University of Massachusetts - Amherst

Baures, Paul, Professor; B.S., Winona State University; M.S., University of Minnesota; Ph.D., University of Minnesota

Beaudry, David, Assistant Professor; A.S., Keene State College; B.E., University of New Hampshire; MBA, Southern New Hampshire University; M.S., Boston University; Ph.D., Southern New Hampshire University

Beaudry-Torrey, Ann, Lecturer; B.S., Keene State College; M.Ed., Keene State College

Bemis, Shari, Professor; B.S., Keene State College; M.S., Walden University; Ed.D., Walden University

Benaquist, Lawrence, Professor Emeritus; B.A., SUNY Buffalo; M.A., New Mexico Highlands University; Ph.D., Syracuse University

Bendix, William, Associate Professor; B.A., University of Waterloo; M.A., University of Waterloo; Ph.D., University of British Columbia

Benoit, Hannah, Lecturer; B.M., Keene State College; M.M., Boston University

Benson, Emily, Associate Professor; B.A., Vassar College; MBA, Plymouth State University; Ph.D., University of Massachusetts - Amherst

Bethel, Brian, Assistant Clinical Professor; B.A., Quinnipiac University; MBA, University of New Haven

Bickford, Matthew, Lecturer; B.A., Keene State College; M.B.A., Franklin Pierce University; M.Ed., Castleton College

Bigaj, Stephen, Professor; B.A., Saint Norbert College; M.A., University of Minnesota; Ph.D., University of Connecticut

Blaha, Joseph, Lecturer; B.F.A., Missouri State University; M.F.A., New York University

Black, Deborah, Professor; B.A., University of Massachusetts - Amherst; M.Ed., Smith College; Ed.D., University of Massachusetts - Amherst; Ph.D., University of Massachusetts - Amherst

Blatchly, Richard, Professor; B.A., Williams College; Ph.D., Columbia University (New York City)

Blossom, Dudley, Assistant Professor; B.A., Trinity College (CT); MBA, University of Arizona; Ph.D., Trinity College (CT)

Boever, Nicholas, Lecturer; B.A., University of Massachusetts -- Lowell; M.F.A., New Hampshire Institute of Art

Bogonovich, Megan, Lecturer; B.F.A., Maryland Institute College of Art; M.F.A., University of Montana at Missoula

Bohannon, Andrew, Lecturer; B.S., Keene State College

Bohannon, Brian, Lecturer; A.S., Keene State College; B.S., Keene State College

Bohannon, Kimberly, Associate Professor; A.S., Keene State College; B.S., Keene State College; M.Ed., Keene State College; Ed.D., Rivier University
Bonitatibus, Gary, Professor; B.A., Emory University; Ph.D., Stanford University

Botting, Tracy, Lecturer; B.A., Franklin Pierce College; M.A., University of New Hampshire

Bove, Meredith, Lecturer; B.F.A., University of the Arts; M.F.A., Hollins College

Boyer, Jeannelle, Associate Professor; B.A., Lycoming College; B.S., Lycoming College; M.S., Cornell University; Ph.D., Cornell University

Brehme, Christopher, Professor; B.A., University of Southern Maine; M.S., University of Idaho; Ph.D., State University of New York at Buffalo

Breidt, Sharon, Clinical Assistant Professor; B.S., Trenton State College; MSN, Walden University

Brown, Colin, Lecturer; B.S., Indiana University of Pennsylvania; M.S., University of Toledo; Ph.D., Indiana University of Pennsylvania

Brown, Jeannie-Marie, Assistant Professor; B.A., Fordham University; M.F.A., University of Massachusetts - Amherst

Brown, Martin, Associate Professor; B.A., Tufts University; Ph.D., University of Maine

Brown, Rebecca, Professor Emerita; B.S., Brigham Young University; M.A., Northern Arizona University; Ed.D., Church College of Hawaii; Ed.D., Brigham Young University

Burchsted, Denise, Associate Professor; B.S., University of Connecticut; MFS, Yale University; Ph.D., University of Connecticut

Cady, Steven, Jazz Ensemble Director; B.A., Keene State College; BM, Keene State College

Cangialosi, Karen, Professor; B.A., University of Maryland at Baltimore; M.S., University of Cincinnati; Ph.D., Miami University - Ohio

Carberg, Daniel, Associate Professor; BM, University of Massachusetts - Amherst; MM, University of Massachusetts - Amherst; DM, Indiana University - Bloomington

Caron, Lorilyn, Lecturer; B.S., Wheelock College; M.S., Southern Connecticut State University

Castriotta, Suzanne, Associate Provost; B.S., Worcester Polytechnic Institute; M.Ed., Lesley College; Ed.D., University of Massachusetts - Amherst

Chace, Gina, Assistant Clinical Professor; B.S., University of New Haven; M.A., Saint Joseph Coll (Ct)

Charry, Brinda, Professor; B.A., Mount Carmel College; M.A., Bangalore University; MPHIL, Bangalore University; Ph.D., Syracuse University

Clark, Stephen, Associate Professor; B.S., Brown University; Ph.D., Brown University

Conklin, Eileen, Lecturer; B.S., William Jewell College; M.S., Northeastern University; M.S., New England College

Cook, Thomas, Professor; B.A., Purdue University; M.F.A., University of Southern California

Couch, James, Lecturer; B.A., Miami University; MLA, Oklahoma City University; Ph.D., Southern Illinois University

Couture, John, Professor Emeritus; B.A., Marist College; M.Ed., Keene State College; Ph.D., University of Massachusetts - Amherst

Couture, Karen, Associate Professor; B.A., Colby College; M.S., Purdue University; Ph.D., Purdue University

Crawford, Mary, Lecturer; B.A., Vassar College; MALS, Wesleyan University; M.F.A., University of Massachusetts - Amherst;

Crocker, Matthew, Professor; B.A., Macalester College; M.A., University of Massachusetts - Dartmouth; Ph.D., University of Massachusetts - Amherst

Cullinan, Michael, Professor; B.S., University of New Hampshire; M.S., University of New Hampshire; Ph.D., University of New Hampshire

Cuper, Prudence, Professor Emerita; B.S., Centenary College (La); M.Ed., North Carolina State University; Ph.D., North Carolina State University

Cusack, Christopher, Professor; B.A., State University of New York at Geneseo; M.A., University of Akron; Ph.D., University of Akron

Darby, Joseph, Professor; BM, University of Cincinnati; MM, University of Illinois at Urbana-Champaign; Ph.D., City College of New York
Davis, Daniel Bear, Lecturer; B.A., Prescott College; M.F.A., University of California - Davis
Davis, Jeffrey (Sasha), Associate Professor; B.S., Northern Arizona University; M.A., Northern Arizona University; Ph.D., Pennsylvania State University
Davison, Amber, Associate Professor; B.A., William Jewell College; M.A., Western Illinois University; Ph.D., Rensselaer Polytechnic Institute
Dechant, Darrell, Assistant Professor; B.S., Colorado State University; M.S., Colorado State University; J.D., University of Wyoming; Ph.D., Colorado State University
Degenkolb, Charles, Lecturer; B.S., University of California - Davis
Deka, Nathaniel, Lecturer; B.A., Michigan State University; M.S., Wayne State University
Del Ama Gonzalo, Fernando, Assistant Professor; M.S., University CEU San Pablo, Madrid; Ph.D., University Politecnica de Madrid
DelSesto, Julio, Associate Professor; B.A., Keene State College; M.F.A., Academy of Art University
Dery, Johanna, Associate Professor; B.F.A., Rhode Island School of Design; M.F.A., Goddard College
Destani, Fitni, Associate Professor; A.S., Bergen Community College; B.A., University of California - Santa Barbara; M.A., San Francisco State University; Ph.D., University of Utah
DiGiovanni, Lisa, Associate Professor; B.A., Northern Arizona University; M.A., Middlebury College; Ph.D., University of Oregon
Dolenc, Patrick, Professor; B.S., University of Utah; Ph.D., University of Utah
Dolinger, Elizabeth, Associate Professor, Information Literacy Librarian; B.A., Mass College of Liberal Arts; MLS, Simmons College
Doubleday, Deborah, Lecturer; B.A., Keene State College; M.Ed., Keene State College
Dubois, Elizabeth, Lecturer; B.Ed., Keene State College; M.Ed., Keene State College
Duggan, Marie, Professor; B.A., Tufts University; M.A., The New School; Ph.D., The New School
Dunn, Rebecca, Professor; B.S., Keene State College; M.A., Immaculata College; Ph.D., University of New Hampshire
Dunne, Taylor, Assistant Professor; B.A., The New School; M.F.A. University of Colorado at Boulder
Durnford, Thomas, Professor Emeritus; B.A., University of Connecticut; M.A., State University of New York; Ph.D., University of Connecticut
Erb, Rodney, Lecturer; BSN, College of New Rochelle; M.A., Norwich University; M.S., Columbia University
Ernst, Carolyn, Lecturer; A.S., Springfield Technical Community College; B.S., University of Massachusetts - Amherst; M.S., University of Vermont; M.S.N., University of Massachusetts - Lowell; DNP, University of Massachusetts - Lowell
Evatt, Christopher, Lecturer; B.M, University of Texas at Austin; M.M., University of Texas at Austin; D.M., Eastman School of Music
Fagley, Kathleen, Lecturer; B.A., St. Joseph College; M.F.A., New England College
Falzo, Holly, Lecturer; B.A., Trinity College (VT); MAT, Keene State College
Ferlini, Vincent, Professor; B.S., Notre Dame College; M.S., University of Oregon; Ph.D., University of Michigan
Ferrari, Julia, Lecturer; B.A., Mount Holyoke College;
Ferrucci, Beverly, Professor; BSMATH, Boston University; MMATH, Rhode Island College; Ph.D., Boston University; Ph.D., University of Massachusetts - Boston
Fichtenholtz, Harlan, Assistant Professor; B.A., Oberlin College; Ph.D., Duke University
Finneran, John, Professor; B.A., Suffolk University; M.Ed., Suffolk University; Ph.D., Union Institute & University
Fletcher, Molly, Lecturer; B.F.A., Keene State College; M.F.A., University of Delaware
Foster, Andrew, Lecturer; B.A., University of Vermont; M.F.A., University of Iowa
Foster, Elvis, Professor; B.S., University of the West Indies; Ph.D., University of the West Indies
French, Michael, Lecturer; BME, Clarkson University; BMED, Clarkson University, Potsdam; MM, Cornell University
Friedman, Jeffrey, Lecturer; B.A., Macalester College; M.A., University of Missouri - Columbia; M.F.A., University of Iowa;

Garapic, Amy, Lecturer; BM, Ohio State University; MM, Eastman School of Music; MM, University of Rochester

Gauvreau, Kenneth, Lecturer; B.S., University of Maine; B.S., University of Maine; M.S., New England College

Gendron, Heather, Lecturer; B.A., Keene State College

Geran, Timothy, Lecturer; B.S., Purdue University

Germana, Nicholas, Professor; B.A., Keene State College; Ph.D., Boston College

Gezici, Armağan, Associate Professor; B.S., Middle East Technical University; M.A., University of Massachusetts - Dartmouth; Ph.D., University of Massachusetts - Dartmouth

Ghatak, Saran, Professor; B.A., Presidency College; M.A., University of Delhi, India; MPhil, University of Delhi, India; Ph.D., New York University

Gianno, Rosemary, Professor Emerita; B.A., Queens College; M.A., Yale University; Ph.D., Yale University

Gigliello, Heather, Lecturer; B.A., St Joseph's College; M.A., Dartmouth College; M.S., University of New Hampshire

Gilligan, Heather, Professor; B.S., Lehigh University; MM, Longy School of Music; DMA, Boston University

Gonthier, David, Lecturer; B.A., University of New Hampshire; M.F.A., Goddard College; M.S., Boston University

Goodale, Keith, Lecturer; B.S., Keene State College

Graboski, Peter, Lecturer; B.A., University of Connecticut; B.A., University of Connecticut; M.A., University of Connecticut

Green, Brian, Professor; B.A., Pennsylvania State University; M.A., Kent State University; Ph.D., Ohio State University

Greene, Ashley, Assistant Professor; B.A., Whitworth College; Ph.D., University of Notre Dame

Greene, Peter, Lecturer; B.A., Westminster College; M.A., London School of Economics; Ph.D., University of Notre Dame

Grover, Kimberley, Lecturer; A.S., Trocaire College; B.S.N., Franklin Pierce University; M.S., Chamberlain University

Grudzien Wayne, Lecturer; B.S., Springfield College

Habib, MD Ahasan, Assistant Professor; B.S. Bangladesh University of Engineering and Technology; M.S. Bangladesh University of Engineering and Technology; Ph.D., University of North Dakota

Halford, Jeffry, Associate Professor; B.A., Oklahoma State University; M.A., Oklahoma State University; Ph.D., University of Arizona

Hanrahan, Michael, Professor Emeritus; B.S., Keene State College; M.B.A., Plymouth State University; Ph.D., Capella University

Hansel, Elizabeth, Lecturer; A.B., Kenyon College; M.Ed., Keene State College

Harfenist, Steven, Associate Professor; B.S., State University of New York at Buffalo; M.S., Georgia Institute of Technology; Ph.D., State University of New York at Buffalo

Hart, John, Assistant Professor; B.A., Gettysburg College; M.M., University of Hartford; Ph.D., University of Hartford

Hartka, Rebecca, B.A., Oberlin College; M.A., Boston University; DMA, Boston University

Hartz, Wayne, Professor; A.A., Morrisville Agricultural and Technical College; B.S., East Tennessee State University; M.S., Cornell University; Ph.D., Antioch New England

Haskell, Heath, Lecturer; B.A., Castleton State College

Hawes, Stephen, Associate Professor; B.A., Keene State College; M.A., University of Massachusetts - Amherst; Ph.D., University of Massachusetts - Amherst
Hays, Cynthia, Associate Professor; B.S., Duke University; M.S., Florida State University; Ph.D., University of California

Heaney, Kevin, Lecturer; B.A., State University of New York at Potsdam

Heed, Peter, Lecturer; AB, Dartmouth College; JD, Cornell University

Henning, Margaret, Associate Professor; B.A., New England College; DIH, Oregon State University; M.A., Columbia University (New York)

Hickey, Amanda, Assistant Professor; B.S., University of Massachusetts - Amherst; M.S., University of Massachusetts - Amherst; Ph.D., University of Massachusetts - Amherst

Hines, Jayme, Assistant Professor; B.S., Saint Bonaventure University; M.Ed., College of Charleston; Ed.D., College of Saint Mary -- NE

Hix, Lisa, Associate Professor; B.A., Rhode Island School of Design; MBA, Plymouth State University; Ph.D., University of Massachusetts - Lowell

Honecutt, Karen, Associate Professor; BGS, University of New Hampshire; M.A., University of California; Ph.D., University of Michigan

Houghton, Brooke, Lecturer; B.A. University of New Hampshire; A.D.N, New Hampshire Community Technical College; M.S.N., Franklin Pierce University

Howard, Sandra, Professor; BM, University of Maine; MM, University of Maine; Ph.D., University of Missouri - Kansas City

Hoyt, Randall, Associate Professor; B.F.A., Plymouth State University; M.F.A., Yale University

Hucks, Darrell, Associate Professor; B.A., Rutgers University; M.A., Columbia University (New York); Ph.D., New York University

Hudak, Nicole, Assistant Professor; B.S., Minnesota State University; M.A., James Madison University; Ph.D., Ohio University

Hueckel, Glen, Lecturer; BM, Berklee College of Music; M.A., Norwich University

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