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# Plymouth State University

## ACADEMIC CATALOG 2014–2015

### Catalog Limitations

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## President's Message

In choosing Plymouth State University, you have joined an exciting and energetic academic community. We are a regional comprehensive university with a heritage of excellence in teaching and learning and a commitment to innovation and engagement.

At PSU, you will participate in a challenging curriculum designed to ensure that you will graduate well prepared to succeed, having both broad-based knowledge and the focus of a major. You will work side-by-side with faculty mentors who are nationally and internationally known in their fields; and PSU faculty and staff members are dedicated to your academic and personal success. We are proud that our graduates go on to wonderful careers around the globe.

You will live and study in facilities with first-rate technology, from the award-winning Langdon Woods Residential Complex to the Lamson Library and Learning Commons and the Silver Center for the Arts. The hub of campus social life is the Hartman Union Building, where you can study, stop at a coffee shop or bookstore, gather around the fireplace with friends, or play basketball. You will be able to choose from student organizations according to your interests, and I encourage you to enhance your classroom learning by participating in campus activities and performances, community service, study abroad, or an internship.

Plymouth State University is a personal place, with a beautiful campus in a Main Street New England town, located in one of the most spectacular wilderness and recreational areas in the country. Whether you like skiing, snowboarding, hiking, golfing, kayaking, or contemplating an inspiring landscape, there is something here for you to enjoy.

Welcome to our community.

A handwritten signature in black ink that reads "Sara Jayne Steen". The script is fluid and cursive, with a large, stylized 'S' at the beginning.

Sara Jayne Steen  
President





## The University

Plymouth State University is a public comprehensive university of approximately 7,300 students, 4,800 undergraduate students and 2,500 graduate students, with a tradition of academic excellence in liberal arts and professional fields. PSU's attractive residential campus of wide greens, tree-lined walkways, and traditional brick buildings is located in the foothills of the White Mountains and the Lakes Region of New Hampshire, a pristine rural setting of great natural beauty and multiple outdoor recreational opportunities. Online opportunities also are abundant.

### Accreditation

Plymouth State University is accredited by the New England Association of Schools and Colleges, the nationally recognized, non-governmental organization whose mission is to evaluate the quality and integrity of educational programs. Institutions earning this accreditation are judged to be providing educational experiences that can be transferred to any other accredited college or university in the nation.

In addition to being accredited by the New England Association of Schools and Colleges, Plymouth State University is approved by the New Hampshire Department of Education—Division of Higher Education—Higher Education Commission. The professional education programs at Plymouth State University are accredited by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington DC 20036; phone (202) 466-7496. This accreditation covers initial

teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the US Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other school personnel.

Program-specific accreditations include the following: athletic training program by the Commission on Accreditation of Athletic Training Education Programs of the American Medical Association; social work program by the Council on Social Work Education; the bachelor's degree programs in accounting, business administration, finance, management, and marketing, and the Master of Business Administration by the Association of Collegiate Business Schools and Programs; and the mental health and school counseling programs by the Council for Accreditation of Counseling and Related Educational programs.

### Mission

As a regional comprehensive university, Plymouth State University serves New Hampshire and New England by preparing well-educated graduates, by offering ongoing opportunities for graduate education and professional development, and by extending to communities partnership opportunities for cultural enrichment and economic development. In each of these roles, Plymouth State University has a special commitment of service to the North Country and the Lakes Region of New Hampshire.

## Values

The University motto, *Ut prosim* (That I may serve), underscores the values upon which the Plymouth State University mission is built. These values are supported by the faculty, staff, and administration through a commitment to excellent teaching based on scholarship, research, and creative endeavor; active involvement in University activities, and service to the wider community. Plymouth State University emphasizes sustainability. Plymouth State University creates an environment that supports diversity, equity, and inclusiveness for the entire community and actively prepares students to participate respectfully and responsibly in a pluralistic society. Plymouth State University is committed to providing truly excellent educational programming and strives for continuous program improvement through comprehensive institutional assessment.

The educational philosophy of the University is based on academic excellence, learner-centered teaching, experiential learning, applied research, regional service, and leadership. The Plymouth State University education features a complementary relationship between liberal arts and professional studies, between academic and personal development, between service and individual growth, and between the University campus and the larger community.

## Academic Programs

Programs of study are designed to engage students and to prepare them for gratifying and productive careers. The Undergraduate General Education program gives students a broad perspective on ideas and an awareness of diverse human experiences and cultures. Academic majors and minors build on this foundation by providing concentrated learning in areas of choice. Graduate programs provide professional competency and leadership as well as the advancement of knowledge in specialized areas. In both undergraduate and graduate programs, experiential learning in the world of career and professional practice such as internships, field experiences, service learning, study abroad programs, and other practical learning partnerships allow students to become directly involved in testing and applying academic theories.

Education in the liberal arts and sciences and in several professional fields is provided through baccalaureate and advanced degree programs. Plymouth State University is authorized to confer the bachelor of arts (BA), the bachelor of fine arts (BFA), and the bachelor of science (BS) degrees to students who complete these programs of study. The University offers more than 50 four-year major programs of study, many of which have specialized curricular options within them, including 15 state-approved and NCATE-accredited teacher certification programs. In addition, a degree in interdisciplinary studies allows a student to concentrate in two or more areas. A wide variety of minors are available, giving students an opportunity to study outside their chosen major and to enhance their academic experience in other fields of interest. If students are uncertain of the specific field of study they want to follow, PSU allows them to experience the strong liberal arts general education program at the core of every undergraduate degree program while they decide on a major during their first year or two. The Department of University Studies assists these deciding students with choosing a major or program. For further information, see the description of the Department of University Studies in the Academic Resources section.

Advanced degrees offered at Plymouth State University include the master of arts in teaching (MAT), the master of business administration (MBA), the master of education (MEd), the master of science (MS), the certificate of advanced graduate studies (CAGS), and the doctor of education (EdD). The master of education degree program offers courses in a variety of disciplines. Bachelor's degree studies dovetail nicely with graduate study; in fact, students who choose undergraduate courses wisely can earn a bachelor's degree and an MAT, MBA, or MEd at Plymouth State University in five years. By taking classes each Winterim and summer, it is possible for a talented, highly motivated student to complete his or her degree in three years or complete both a bachelor's and master's degree in four (some majors do not apply). For more information, please consult the Division of Online and Continuing Studies and the College of Graduate Studies.

Hundreds of resident faculty members share a commitment to teaching and to preparing students for successful careers. They are nationally renowned scholars in their fields, exceptional educators, former CEOs, and critically acclaimed authors, artists, and scientists. Faculty members are active in their respective fields—presenting papers, workshops, and seminars; working as consultants; participating in exhibitions; performing in concerts; and writing books, articles, plays, and musical compositions. The student-faculty ratio is 16:1. Each student has a faculty member as an advisor.

Opportunities exist for service learning and internships within the larger community and for international study. Students are encouraged to broaden their academic experience by studying for a semester or a year as part of a national or international exchange program. PSU has official affiliations with programs around the world, including the First Year/Freshman Abroad Program at the University of Limerick. For further information, see the section on Study Away Opportunities in the Academic Resources section of this publication.

## History

Plymouth State University evolved from Holmes Plymouth Academy, which dates back to 1808 as a pioneer institution for teacher training. As early as 1836, the Reverend Charles Brooks lectured before the legislature of New Hampshire and throughout the state on the subject of normal schools. An “act for the establishment and management of a state normal school for the better training of teachers” was passed in 1870.

The board of trustees located the New Hampshire State Normal School in Plymouth in 1871; the town of Plymouth had offered support to the new school. In 1874, at least 20 years before the system was attempted in any other normal school in the country, the grade and high schools of Plymouth had been organized as training schools under the supervision of the normal school. A new school building (Rounds Hall) and a new dormitory were built in 1890.

In 1911, Ernest L. Silver, with experience as a superintendent of schools and as principal of Pinkerton Academy, began a 35-year administration of the school, which saw the school grow both professionally and physically. Poet laureate Robert Frost, who taught in Rounds Hall and lived on campus from 1911 through 1912, wrote of Silver on the occasion of the 75th anniversary of the institution and the 35th year of Silver's presidency in 1946: “We all owe Mr.

Silver a debt of gratitude for the large and liberal way he encouraged our individualities both as teachers and students under him. I went to Plymouth with him when he began his presidency and I have kept up friendly interest in the whole 35 years of his unusually long administration. It warms the heart with reassurance to look on at anything that persists so successfully in this world of broken pieces.”

In 1927, the American Council of Teacher Colleges evaluated Plymouth Normal School and rated it Grade A—a rating it has held ever since. In 1937, New Hampshire’s state legislature officially changed its name to Plymouth Teachers College and, in 1963, to Plymouth State College. In 1948, the College offered its first graduate degrees. In 2003, the state legislature changed the name to Plymouth State University in recognition of the range and depth of its programming.

## Location

Students come to Plymouth State University for its first-rate academic programs and friendly campus, the Main Street New England setting, and easy access to New Hampshire’s great outdoors. With the White Mountains to the north, the Lakes Region to the south, and the Pemigewasset River bordering the town to the east, Plymouth is home to some of the country’s most spectacular wilderness. Plymouth State University students step outside every morning into a natural landscape that provides four seasons of recreational and educational opportunities. Here, the outdoors offers a laboratory, a classroom, and a playground. Students in the arts and sciences sketch, describe, and study the area’s distinctive seasonal landscapes. Meteorology students forecast the local weather and work in the surrounding areas on grant projects involving wind energy and climate changes. Geology students hike local trails and track the glacial migration of the last Ice Age. Archeological field school students dig the land and dive the waters to discover lost pieces of our heritage.

Residence halls and student apartments sit in a landscaped, wooded section of the campus. PSU’s recent Langdon Woods Residential Complex was New Hampshire’s first building—and one of the nation’s largest residences halls—to earn gold-level certification by the US Green Building Council’s Leadership in Energy and Environmental Design (LEED) program. Receiving the gold LEED certification symbolizes the University’s commitment to developing an environmentally sustainable plan that will have a positive effect for the future. PSU’s oldest residence hall, Mary Lyon Residence Hall, has undergone a large-scale renovation, bringing together historic preservation with environmental sustainability.

During their free time, students are cycling the area’s back roads and highways; jogging wooded paths; skiing the slopes at Cannon, Loon, Waterville Valley, or a number of other mountains; and snowshoeing and hiking dozens of trails within a short drive. Neighboring Rumney is world-famous for rock climbing. The Pemigewasset and Baker Rivers provide whitewater to kayakers and canoeists. The lakes—Little and Big Squam, Newfound, and Winnepesaukee—are popular for sailing, flatwater paddling, water skiing, even scuba diving. The campus is nestled in the town of Plymouth and is less than a two-hour drive from Boston on Interstate 93. Two hours to the east is Portland, ME; two hours northwest is Burlington, VT; and Montreal, Canada, is a three-and-a-half hour drive north.

## Campus

In the midst of New Hampshire’s Lakes Region and the foothills of the White Mountains, PSU’s main campus in the picturesque town of Plymouth is just minutes from Interstate 93. The University has five sites listed on the New Hampshire Heritage Trail, including its landmark Rounds Hall, home to the Departments of Education and Social Science. The bell in the Rounds Hall clock tower was cast by apprentices of Paul Revere. Frost House is where poet Robert Frost lived from 1911 to 1912 while he taught education and psychology at Plymouth. Holmes’ Rock marks the site of Holmes Plymouth Academy, established in 1808, the first training school for teachers in New Hampshire. Mary Lyon Hall was recently added to the New Hampshire State Registry of Historic Places.

The beautifully restored Draper & Maynard Building, home to the Departments of Art and Health and Human Performance, was originally a factory for the country’s largest supplier of sporting goods. The world champion Red Sox visited the factory in 1916, an event memorialized by a now-classic photo of Babe Ruth sewing a cover on a baseball.

The Silver Center for the Arts, which hosts world-class performers year-round in Plymouth, stands on the site of a house that was once a stop on the Underground Railroad for slaves escaping to Canada. Silver is home to the University’s Department of Music, Theatre, and Dance, and is equipped with a 665-seat main stage theatre, a 174-seat recital hall, and a multipurpose black-box studio theatre, as well as classrooms and practice facilities for music, theatre, and dance students.

The Boyd Science Center houses the Judd Gregg Meteorology Center, the Mark Sylvestre Planetarium, the Center for the Environment, and state-of-the-art teaching and research laboratories. From the work of professors and their students to interaction with community members, environmental organizations, and researchers, Boyd is truly the center for scholarly dialogue, ongoing research, fieldwork and experimentation, and a gathering place where science is put into action.

The Hartman Union Building (known as the HUB) in the center of campus features a snack bar and café, the University bookstore, fitness and aerobics rooms, a gymnasium, meeting rooms, administrative offices, and offices for student government, media, and activities. Nearly 2,500 meetings, receptions, programs, and conferences are held there annually.

The Herbert H. Lamson Library and Learning Commons houses a million print and non-print items, a rare books collection, online facilities for database searches, a public-access catalog, and an automated circulation system. Lamson Library, with its extensive electronic infrastructure, was built to serve generations of students well into the twenty-first century.

The Eugene and Joan Savage Welcome Center and Hanaway Rink ice arena, opened in 2010, serves as a teaching facility for instruction and research in ice activities, a home for Panther varsity men’s and women’s ice hockey teams, and a site for student and community recreation. The Hanaway Rink accommodates 850 spectators and the Welcome Center features an expansive lobby and facilities



that provide an attractive meeting place for prospective students, parents, and visitors to the campus and towns of Plymouth and Holderness and the wider region. Among the highlights of its energy efficient design and construction, the welcome center and ice arena was built to meet the US Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver standards by installing a sophisticated geothermal heat/cooling design to maximize energy conservation opportunities. The combination of geothermal and the capture of waste heat generated by ice making equipment provides heat for the facility, thereby removing reliance on a traditional fuel-based heating system and honoring the University's commitment to sustainability.

In 2013, the campus opened the Enterprise Center at Plymouth, a business incubator and accelerator where students learn about entrepreneurship, and a Museum of the White Mountains, a trans-disciplinary center for teaching and research about the art, science, history, and culture of the White Mountains.

## Admissions, Financial Aid, Tuition, and Fees

### ADMISSION TO PLYMOUTH STATE UNIVERSITY

#### Creating the Right Fit

The admission process is really a series of choices. First, students decide where to apply. Then, colleges and universities select an incoming class. Finally, students decide, from the schools where they have been accepted, which institution to attend based on their individual needs. This third choice is very important to one's success as a student.

When the Plymouth State University admissions committee reviews a student application, the key question committee members ask is, "Will this student succeed at Plymouth State University?" While many factors are considered in the admission process, a student's academic record is regarded as the best predictor of University grades. Therefore, the greatest emphasis is placed on previous courses taken and grades. Other important factors include recommendations, the admission essay, class standing, test scores, and activities. Personal experiences such as work, travel, or community service are also considered in the decision process. Students are encouraged to include as much information as possible in their applications to assist the admissions committee in making its best decisions.

#### Interviews and Campus Tours

Interviews are not usually required. However, an interview may be requested if it is necessary for a student to make a proper decision.

A visit to the campus is very important for students prior to making a final decision about which institution to attend. It is the best way to learn about the University. Visits should be made during regular sessions when students and faculty are on campus (see Academic Calendar). Prior to visiting campus, applicants may also request a meeting with a professor who teaches a subject in which the student has an interest.

Tours conducted by student admissions representatives are available Monday through Friday when the University is in regular session. Student tour guides are prepared to answer questions on topics of concern to prospective students and their families. For more information about campus visits and tours, contact the Admissions Office.

Open house events are held on selected dates during the academic year. For more information or to sign up for these sessions, contact the Admissions Office.

#### Admission Policy

Plymouth State University considers applications for both the fall and spring semesters. Deadlines for priority consideration are as follows: completed applications should be received by April 1 for the fall semester and December 1 for the spring semester.



The Admissions Office administers a rolling admission program, which provides applicants with prompt action on their request for admission. For additional information, please visit [plymouth.edu/admissions](http://plymouth.edu/admissions).

*New students must attend New Student Orientation to enroll for their first semester.* Exceptions to this policy will be made only under extraordinary circumstances by appeal to the Admissions Office. For more information, please visit: [plymouth.edu/new-student-orientation](http://plymouth.edu/new-student-orientation).

To provide reliable assurance of the quality of the educational preparation of its applicants for admission, Plymouth State University supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation status.

#### Admission Standards

*Reading Your Application:*

There is no single answer to the frequently asked question, "What grades and standardized test scores do I need to be admitted to PSU?" However, most successful applicants have completed at least:

- four years of English,
- three years of mathematics,



- three years of science,
- three years of social studies, and
- two years of foreign language.

Most students have taken at least Algebra I, Geometry, and Algebra II (or an equivalent sequence). Students who do not have this minimum mathematics background, but are otherwise qualified, will need to satisfy the mathematics proficiency requirements within the first 45 credits taken at PSU.

Although no minimum standardized test score is required for admission, most admitted students have earned a combined critical reading and math score of between 900 and 1100 on the SAT (or a composite score between 19 and 24 on the ACT). While a student's academic record is most important, consideration is also given for character, leadership, initiative, and special talents.

In certain cases, the director of admissions may require students to complete university-level courses with at least a 2.00 grade point average in addition to, or in lieu of, regular admission requirements.

## Application Requirements

Students often ask, "What do I need to send to the Admissions Office when I apply to Plymouth State University?" The following information should answer that question for students entering PSU under a variety of circumstances. Students who feel that special circumstances might affect how their application is reviewed are welcome to share that information with the Admissions Office.

### First Year Students

1. Completed Common Application for PSU and application fee (\$50 nonrefundable).
2. An official secondary school transcript and evidence of secondary school graduation or a satisfactory secondary school equivalency certificate (GED). Work of high quality in a program that is well balanced is very important. For more information concerning secondary school preparation, students should refer to the section of this catalog pertaining to the specific academic program.
3. SAT scores. Applicants are responsible for making arrangements to take the College Entrance Examination Board's SAT and for having the results forwarded to Plymouth State University. The SAT score reports should be sent to Plymouth State University directly from the College Entrance Examination Board in Princeton, NJ. Information as to time, place, and fees may be obtained from any high school guidance counselor or by visiting [collegeboard.com](http://collegeboard.com).
4. ACT scores can be accepted in place of, or in addition to, SAT scores.
5. One recommendation (academic).
6. An essay.
7. New Hampshire residents must complete and have a notarized statement regarding residency.
8. DD214 military record (if applicable).

### Transfer Students

1. Completed Common Application for PSU and application fee (\$50 nonrefundable).
2. An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certificate (GED).

3. Official transcripts of all post-secondary work attempted. A minimum grade point average of 2.00 on a 4.00 scale is required for admission consideration. Credits earned with grades of C and above at regionally accredited degree-granting institutions may be considered for transfer at the time of admission to Plymouth State University. Academic work attempted, but not reported at the time of admission, will not be retroactively transferred after enrollment.
4. An essay.
5. DD214 military record (if applicable) and/or Joint Services Transcript (JST).

### International Students

1. Completed Common Application for PSU and application fee (\$50 nonrefundable).
2. An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certification, with English translations if appropriate.
3. Language Proficiency:
  - TOEFL (Test of English as a Foreign Language) results with a minimum score of 520 on the paper test, 190 on the computer test, 68 on the online test; or
  - IELTS (International English Language Testing System) results with a minimum score of 5.5; or
  - Attainment of level 112 from ELS; or
  - Other evidence of ability to use and understand the English language must be submitted by students from non-English speaking countries.
4. Declaration and Certification of Finances form.
5. For international transfer students entering from a non-American institution, transfer credit must be evaluated by the Center for Educational Documentation, Inc., PO Box 231126, Boston MA 02123-1126, (617) 338-7171, fax (617) 338-7101, [cedevaluation.com](http://cedevaluation.com).

### Adult Learners

1. Completed Common Application for PSU and application fee (\$50 nonrefundable).
2. An official secondary school transcript and evidence of secondary school graduation or a satisfactory secondary school equivalency certificate.
3. At least one letter of recommendation from a present employer or someone who is in a position to comment on character and personal qualities.
4. DD214 military record (if applicable) and/or Joint Services Transcript (JST).
5. Waivers. In certain circumstances, the senior associate director of admission can grant a waiver of regular admission requirements. For more information, the adult learner should contact the Admissions Office at (800) 842-6900 or [plymouthadmit@plymouth.edu](mailto:plymouthadmit@plymouth.edu).

### Home-Schooled Students

1. Completed Common Application for PSU and application fee (\$50 nonrefundable).
2. Admission essay.
3. Outline of academic studies (may include reading lists, course syllabi, writing samples or work portfolio).
4. SAT or ACT scores.

5. Letter of recommendation from non-family member (e.g., tutor, employer, clergy, civic leader).
6. Satisfactory secondary school equivalency certificate or home school diploma if available.

### Advanced Standing

Outstanding secondary school work is recognized by advanced placement and credit for enriched or accelerated courses. Students may qualify for credit by satisfactory achievement on PSU-approved placement exams, including the College Board Advanced Placement (AP) Test, the College Level Examination Program (CLEP), or DANTES. See Appendix for acceptable scores.

The University also recognizes credit earned through the International Baccalaureate (IB). Of the two IB examination levels (Higher Level and Standard Level), the University recognizes the Higher Level examinations where a score of 5, 6, or 7 has been achieved. Credit will not be given for Standard Level examinations. Students who have taken both AP and IB examinations do not receive credit/placement for both.

### New Hampshire Transfer Connections Program

The New Hampshire Transfer Connections Program (NHTCP) is designed for students currently enrolled at Granite State College (GSC) or one of the campuses of the Community College System of New Hampshire (CCSNH) to enroll in a bachelor program at Granite State College (GSC), Keene State College (KSC), Plymouth State University (PSU), the University of New Hampshire at Manchester (UNHM), or the University of New Hampshire at Durham (UNH).

Students applying through NHTCP are guaranteed acceptance and housing at PSU if they have completed a minimum of 24 credits and have a cumulative GPA of 2.5 or above at GSC or the CCSNH college they are attending. A student currently enrolled at GSC or a CCSNH college who does not meet these criteria is still eligible to apply to PSU via the NHTCP.

**Completing the Transfer.** In the student's last semester at GSC or CCSNH, the student must notify the PSU Admissions Office that he/she plans to transfer to PSU. The regular transfer application deadline does apply to NHTCP students, but there is a special form designed exclusively for them that will greatly facilitate their transfer. Copies of this form are available from the GSC or CCSNH transfer advisor.

Successful completion of the NHTCP guarantees on-campus housing at PSU. Visit [nhtransfer.org/nhtcp.html](http://nhtransfer.org/nhtcp.html) for further details.

### Transfer Agreements

Agreements exist between Plymouth State University and the following institutions for specific bachelor programs, which facilitate the transfer of credit:

Community College of Rhode Island

*BS Accounting, Management, Marketing (inactive)*

Dean College (MA)

*BS Physical Education (inactive)*

Maricopa Community Colleges (AZ)

*General Education curriculum satisfies lower-division general education requirements*

Community College System of New Hampshire\*

Great Bay Community College, Portsmouth

*BS Art Education (K–12)*

*BS Biotechnology*

*BA Criminal Justice*

*BS Early Childhood Studies/Early Care and Education*

*BS Early Childhood Studies/Teacher Certification (PreK–3)*

*BS Elementary Education (K–8)*

*BS Social Studies Education (5–12)*

*2+2 Agreement for AS Criminal Justice and BA Criminal Justice*

Lakes Region Community College, Laconia

*BA Art/Painting*

*BFA 2D Studio Art*

*BS Art Education (K–12)*

*BS Business Administration*

*BS Early Childhood Studies/Early Care and Education*

*BS Early Childhood Studies/Teacher Certification (PreK–3)*

*BS Elementary Education (K–8)*

*BS Social Science*

*BS Social Studies Education (5–12)*

*BS Sports Management*

*2+2 Agreement for AA Fine Arts and BA Art/Painting*

*2+2 Agreement for AS Accounting, Business Concentration and BS Business Administration*

*2+2 Agreement for AS Accounting, Computer Concentration and BS Business Administration*

*2+2 Agreement for AS Business Management and BS Business Administration*

Manchester Community College, Manchester

*BS Art Education (K–12)*

*BS Business Administration*

*BS Early Childhood Studies/Early Care and Education*

*BS Early Childhood Studies/Teacher Certification (PreK–3)*

*BS Elementary Education (K–8)*

*BS Social Science*

*BS Social Studies Education (5–12)*

*2+2 Agreement for AA Liberal Arts, Business and BS Business Administration*

*2+2 Agreement for AS Accounting and BS Business Administration*

*2+2 Agreement for AS Computer Science and BS Computer Science*

*2+2 Agreement for AS Management and BS Business Administration*

*2+2 Agreement for AS Marketing and BS Business Administration*

*2+2 Agreement for AS Nursing and BS Nursing, RN Completion Program*

Nashua Community College, Nashua

*BS Business Administration*

*BS Early Childhood Studies/Early Care and Education*

*BS Early Childhood Studies/Teacher Certification (PreK–3)*

*BS Elementary Education (K–8)*

*BS Information Technology*

*BS Mathematics*

*BS Mathematics/Middle School Teacher Certification (5–8)*



BS Mathematics/Secondary Teacher Certification (7–12)  
 BS Social Science  
 BS Social Studies Education (5–12)  
 2+2 Agreement for AA Liberal Arts, Business and BS Business Administration  
 2+2 Agreement for AA Liberal Arts, Mathematics and BS Mathematics  
 2+2 Agreement for AS Business Administration, Accounting Concentration and BS Business Administration  
 2+2 Agreement for AS Business Administration, Management Concentration and BS Business Administration  
 2+2 Agreement for AS Business Administration, Marketing Concentration and BS Business Administration  
 2+2 Agreement for AS Business Administration, Small Business Entrepreneurship Concentration and BS Business Administration  
 2+2 Agreement for AS Software Development and BS Computer Science

River Valley Community College, Claremont

BS Accounting  
 BS Business Administration  
 BA Criminal Justice  
 BS Early Childhood Studies/Early Care and Education  
 BS Early Childhood Studies/Teacher Certification (PreK–3)  
 BS Elementary Education (K–8)  
 BS Mathematics  
 BS Mathematics/Middle School Teacher Certification (5–8)  
 BS Mathematics/Secondary Teacher Certification (7–12)  
 BS Social Studies Education (5–12)  
 BS Sports Management  
 2+2 Agreement for AS Accounting and BS Accounting  
 2+2 Agreement for AS Accounting and BS Business Administration  
 2+2 Agreement for AS Business Management and BS Business Administration  
 2+2 Agreement for AS Criminal Justice and BA Criminal Justice

White Mountains Community College, Berlin

BS Business Administration  
 BA Criminal Justice  
 BS Early Childhood Studies/Early Care and Education  
 BS Early Childhood Studies/Teacher Certification (PreK–3)  
 BS Elementary Education (K–8)  
 BS Social Science  
 BS Social Studies Education (5–12)  
 2+2 Agreement for AS Accounting and BS Business Administration  
 2+2 Agreement for AS Business Administration and BS Business Administration  
 2+2 Agreement for AS Criminal Justice/Homeland Security and BA Criminal Justice  
 2+2 Agreement for AS Information Technology and BS Information Technology  
 2+2 Agreement for AS Nursing and BS Nursing, RN Completion Program

NHTI, Concord's Community College\*

BFA 2D Studio Art  
 BFA 3D Studio Art  
 BS Art Education  
 BA Criminal Justice  
 BS Early Childhood Studies/Early Care and Education

BS Early Childhood Studies/Early Intervention  
 BS Early Childhood Studies/Teacher Certification (PreK–3)  
 BS Elementary Education (K–8)  
 BS Social Work  
 2+2 Agreement for AS Addiction Counseling and BS Social Work  
 2+2 Agreement for AS Criminal Justice and BA Criminal Justice  
 2+2 Agreement for AS Early Care and Education for Young Children with Disabilities and BS Early Childhood Studies, Early Intervention Option  
 2+2 Agreement for AS Human Service and BS Social Work  
 2+2 Agreement for AS Nursing and BS Nursing, RN Completion Program  
 2+2 Agreement for AS Tourism Management and BA Tourism Management and Policy

\*The AA in Liberal Arts at the Community College System of New Hampshire institutions satisfies the lower-division general education requirements at PSU. Visit [nhtransfer.org](http://nhtransfer.org) for further details.

For current information, please contact the director of curriculum support in the Office of Undergraduate Studies.

### Preliminary Mathematics Requirement for Students Admitted with Mathematics Deficiency

Students admitted to PSU without high school credit for Algebra I, Algebra II, and Geometry (or equivalent experiences) will be required to remedy that deficiency within the first 45 credits attempted. To remedy a mathematics deficiency, the student must complete one of the following:

- successfully complete MA 1200, or
- earn Level Two on the Mathematics Placement Assessment.

Students who have not completed the preliminary mathematics requirement must continually enroll in courses that lead to the completion of this requirement until the requirement has been met.

Students admitted with mathematics deficiency and who fail to complete the preliminary mathematics requirement within the first 45 credits attempted will not be allowed to continue as matriculated students. These students will be allowed to take courses as part-time, non-matriculated continuing education students, and will be eligible to apply for readmission as matriculated students once they have fulfilled the preliminary mathematics requirement.

### Residency

All students attending Plymouth State University are charged tuition at a rate to be determined by their domicile or residency. Those living within the state of New Hampshire are charged the in-state rate. Those living elsewhere will pay the out-of-state rate.

Students are classified as residents or non-residents for tuition purposes at the time of admission to the University. The residency decision, made by the Admissions Office, is based on information furnished in the student's application and other relevant information.

All applicants living in New Hampshire are required to submit a notarized statement to the effect that they (if financially independent)

dent) or their parents (if financially dependent) have been legally domiciled in New Hampshire continuously for a period of at least 12 months immediately prior to registering for the term for which the student is claiming in-state status. If students maintain residency apart from that of their parents, they must clearly establish that they are financially independent and that their residence in New Hampshire is for some purpose other than the temporary one of obtaining an education at the University. To qualify for in-state status, independent students must have been legally domiciled in New Hampshire continuously for a period of at least 12 months prior to registering for the semester for which in-state status is claimed.

Students admitted from states other than New Hampshire or from foreign countries are considered non-resident throughout their attendance at the University unless they have acquired bona fide domicile in New Hampshire. The burden of proof in all cases of residence is upon the applicant. The University reserves the right to make the final decision concerning residency status for tuition purposes. Students applying for admission should contact the Admissions Office if they have questions regarding residency. Enrolled students should contact the Office of the Registrar.

### Establishing/Changing Residency

The residency status of undergraduate students is determined at the time of admission to Plymouth State University, and may be changed only by applying for reclassification. Undergraduate students who are currently enrolled may obtain further information on residency changes in the Residency section of the registrar's website: [plymouth.edu/office/registrar/residency-information](http://plymouth.edu/office/registrar/residency-information).

Applications for reclassification for a fall semester are due no later than September 1 of the semester. Applications for a spring semester are due no later than January 1 prior to the beginning of the semester.

If the student is successful in his or her application for reclassification, the change will be effective at the beginning of the semester. Reclassifications do not occur mid-semester.

### New England Regional Student Program

Plymouth State University participates in a regional cooperative program administered by the New England Board of Higher Education. The Regional Student Program enables residents of New England to attend an out-of-state public college or university within New England at reduced tuition for certain degree programs that are not available within their own state's institutions and have been designated by PSU. To be eligible for the program, students must have declared an eligible major before the beginning of the semester in which they want New England Board of Higher Education status. There are no exceptions to this deadline.

Eligible PSU programs and states include:

- BA Humanities for Maine, Massachusetts,
- BS Meteorology (Forecasting) for Maine, Massachusetts, Rhode Island, Vermont,
- BS Public Management for Connecticut, Massachusetts, Rhode Island,
- BA Theatre Arts, Music Theatre Performance for Massachusetts, and
- BA Tourism Management and Policy for Connecticut, Rhode Island, Vermont.

The purpose of the program is to expand opportunities in higher education for New England residents by making available on an equal basis courses not commonly offered at every institution. This tends to reduce duplication of courses among institutions and to utilize more efficiently the higher education facilities of each state. Information about this program may be obtained through the PSU Admissions Office, any high school guidance counselor, or the New England Board of Higher Education, 45 Temple Place, Boston MA 02111, (617) 357-9620, [nebhe.org/programs-overview/rsp-tuition-break/overview](http://nebhe.org/programs-overview/rsp-tuition-break/overview).

### Readmission

Students who have matriculated at Plymouth State University but who have interrupted their enrollment must apply for readmission through the Admissions Office. Regular application deadlines apply to readmission applicants. Students who have attended another college during their absence from PSU must submit an official college transcript. Students returning for Winterim or summer session to complete their degree do not need to apply for readmission but must submit a Degree Request to the registrar.

## FINANCIAL AID

Financial Aid is intended to assist qualified students who need assistance in meeting their educational expenses. Plymouth State University views financial aid as an investment in PSU students' futures. The major objective is to assist in educational access for those who may lack the financial resources to pursue a degree.

Programs administered by the Financial Aid Team include the University's need-based scholarship, grant, and employment programs, and the federal campus-based programs (Federal Supplemental Educational Grants [SEOG], Federal Perkins Loans, and Federal Work Study). PSU merit awards are coordinated with the Admissions Office or PSU departments offering endowed or annual awards. In addition, the Financial Aid Team certifies eligibility and administers other awards, such as Federal PELL Grants, state scholarships and grants, Federal Direct Loans, Federal Direct PLUS loans, private loans, and external scholarships. More information is available online at [plymouth.edu/office/financial-aid](http://plymouth.edu/office/financial-aid).

Financial aid applications are processed at Plymouth State University upon receipt of the information from the Department of Education as a result of students/families filing the Free Application for Federal Student Aid (FAFSA). Students must be accepted to a degree or certificate program at PSU before financial aid can be awarded; however, the FAFSA should be submitted prior to official acceptance to PSU, as the priority deadline for filing for aid is **March 1**.

### Application Process

To be considered for financial aid, applicants must complete the FAFSA (priority date is March 1) for federal, state, and University aid. The FAFSA cannot be completed before January 1. If possible, federal tax returns should be completed prior to filing the FAFSA. Families may provide *estimated* income **to meet filing deadlines** and update information later. Parent(s) and student IRS transcripts (1040/1040A/1040EZ/1040TEL) and W2 forms may be requested **if verification is required by the federal government or PSU**. If requested, determination of aid eligibility will not be possible without requested documentation.



Financial aid information is included in the PSU Student Handbook and in greater detail at [plymouth.edu/office/financial-aid](http://plymouth.edu/office/financial-aid).

### Priority Filing Date

PSU's priority filing date is **March 1** for the FAFSA or Renewal FAFSA to be received by the processor. All applicants should adhere to the March 1 priority filing date, or they will be considered late and will only receive award consideration pending availability of funds. Normally only Federal PELL Grants, Federal Direct Loans, and eligible state scholarships or grants are available for **late** student applicants. Parents may also apply for optional Federal Parent PLUS Loans.

### Satisfactory Progress

The Education Amendments of 1976 require that institutions limit federal financial assistance to those students who, according to institutional standards, are in good standing and making satisfactory progress. At Plymouth State University, students must be in good academic standing and be making satisfactory academic progress (SAP) in order to be eligible for financial assistance. Good academic standing (qualitative progress) is defined in the Academic Warning, Probation, and Severance section of this catalog.

All degree candidates must maintain academic standing consistent with PSU's graduation requirements, which are based on a graduated scale with a 2.0 cumulative grade point average required for graduation. Continuing students' quantitative progress (earned credits) is reviewed once a year prior to the award/disbursement of financial aid for the next academic year. Readmitted students' quantitative progress is reviewed at the point of re-entry. Transfer students will also have their prior enrollments considered when reviewing for SAP. The following chart determines satisfactory academic progress:

### Standards for Satisfactory Academic Progress [for Federal Aid] Full-time Undergraduate Students Baccalaureate Degree

Years Enrolled	Number of Credits Required	
	Minimum	Cumulative
1	15	15
2	18	33
3	24	57
4	24	81
5	24	105

*To graduate in four years (eight semesters), bachelor's degree students must complete an average of 15–15.5 credit hours per semester for eight semesters.* PSU expects that full-time students are capable of earning more credits in succeeding semesters. For example, the following minimums are expected:

- 1st semester 6 credits
- 2nd–4th semester 9 credits
- 5th–11th semester 12 credits

Summer and Winterim session credits are included in the annual minimums. Less than full-time enrollment periods are considered on a pro-rata basis. For an undergraduate program (associate or bachelor's degree), the maximum time frame for eligibility may not exceed 150 percent of the published length of the educational program (bachelor's: six years). Courses transferred from other institutions during the period of matriculation at PSU are included in the number of credits earned. Minimums for transfer students are based on the number of credits transferred from a prior institution(s) or the number of semesters/years if it is beneficial to the student's progress.

Incomplete, withdrawn, or repeated courses are appropriately counted as indicated on the student's academic transcript in determining the number of credits earned.

Students who are not successfully completing courses at the minimum levels are not considered to be making satisfactory academic progress and will not receive further financial aid until satisfactory progress status is achieved. Students are allowed to file an appeal if they feel there are mitigating circumstances (e.g., death of a family member, student illness/hospitalization) that prevented them from successfully meeting SAP requirements.

Students will receive communication from the Financial Aid Committee regarding their INELIGIBLE status and will be advised of appropriate requirements needed to file an appeal. If an ineligible student does not appeal, reinstatement for financial aid consideration will only occur once the student earns the necessary credits as indicated on the Standards for Satisfactory Academic Progress chart. Students may earn credits above the semester minimums and/or attend a summer or Winterim session to meet this requirement. In addition, students must submit all requested documentation.

If an appeal is approved, a student will be placed on PROBATIONARY status for the following term of enrollment and will be required to successfully complete (with passing grades) all courses attempted for that term. Successful completion of all classes (with passing grades) will allow a student to return to an ELIGIBLE status for financial aid. Failure to meet these requirements will automatically place a student back to INELIGIBLE status.

INELIGIBLE satisfactory academic progress status will result in the loss of all federal, state, and PSU aid, including grants, scholarships, loans, and work-study employment, until the student has met required guidelines and returns to an ELIGIBLE status.

## TUITION AND FEES 2013–2014

Important Note: Tuition and fees for academic year 2013–2014 are listed below. In June of each year the University System of New Hampshire Board of Trustees sets tuition and fee rates for the next academic year. Updated tuition and fees for the 2014–2015 academic year will be listed at [plymouth.edu/office/student-account-services/tuition-and-fees/](http://plymouth.edu/office/student-account-services/tuition-and-fees/) when they become available.

### Undergraduate Tuition

#### COST PER ACADEMIC YEAR

	Resident	Non-Resident	New England Regional Program
Fall/Spring (full-time)*	\$10,410	\$17,830	\$16,656

#### COST PER CREDIT HOUR

Fall/Spring (part-time)	\$435	\$743	\$696
Summer 2013 Session	\$435	\$475	N/A
Winterim 2014 Session	\$435	\$500	N/A

\* Full-time tuition is billed as a flat fee for 12–17 credits.

### Mandatory Fees

Mandatory fees provide funds for services and facilities such as the student center, the physical education complex, student health services, and student activities and organizations. These fees also fund technical equipment such as computer clusters, language labs, and art facilities. All students are required to pay the mandatory fees.

	Resident/Non-Resident/NE Regional
Full-time Undergraduate (per year)	\$2,200
Part-time Undergraduate (per credit)	\$94
Summer 2013 Session (per credit)	\$35
Winterim 2014 Session (per credit)	\$36

### Other Fees

	Resident/Non-Resident/NE Regional
Application Fee (non-refundable)	\$50
Credit-by-examination Fee (per credit)	\$20
Identification Card	\$25
Late Registration (per transaction)	\$25–100
Reactivation Fees	\$200
Tuition Bill Interest Late Fee (monthly)	1.5% of balance

#### For New Admits only:

Enrollment/Orientation Fee (non-refundable) \$208

#### For Division of Online and Continuing Studies Admits only:

Enrollment/Orientation Fee (non-refundable) \$118

#### For International New Admits only:

Enrollment/Orientation Fee (non-refundable) \$308

#### For Re-Admits only:

Enrollment fee (non-refundable) \$83

#### Examining Out of Student Teaching (per semester):

Resident \$2,603

Non-Resident \$4,458

### Overload Fees

Undergraduate students taking more than 17 credits are assessed a per-credit overload fee based on tuition status and residency. Students are required to sign an overload form acknowledging the extra fee at the time they register for the overload. A student who registers for more than 17 credits, or one who enrolls after the closing date of the add period, is subject to an overload charge, regardless of whether the student drops a course after that date.

	Resident	Non-Resident	NE Regional
Overload Fee	\$435	\$743	\$696

### Music Ensemble and Theatre Performance Overload.

Students who have previously completed and passed a one-credit music ensemble course (e.g., The Music Theatre Company, University Chorale, etc.) or a theatre performance/production course (e.g., Practicum in Production), may request a waiver of the overload fee on the occasion of subsequent enrollments in the same course. Appeals must be made to the chair of the Department of Music, Theatre, and Dance.

### Special Course Fees

Some courses are assessed special fees to help cover additional costs above the standard classroom instruction expenses. These courses are typically related to performance studies, lab courses, practicums and internships, adventure education courses, art studio courses, and field study courses. These courses are annotated with a dollar sign (\$) in course scheduling publications.

## Room and Board 2013–2014

On-campus Housing	Costs per Academic Year
Single/Mary Lyon single	\$8,220/\$8,790
Double/Mary Lyon double	\$6,560/\$7,210
Triple/Mary Lyon triple	\$5,360/\$6,698
Mary Lyon Quad	\$6,698
Hotel Style: Single	\$9,200
Hotel Style: Double	\$7,400
Suite Style: Single	\$8,520
Undergraduate Apartments:	
1 bedroom: 2 people	\$7,798
2 bedrooms: 4 people	\$7,400
Non-Traditional Student Apartments:	
1 bedroom: 1 person	\$9,998
2 bedrooms: 2 people	\$8,650

Meal Plans*:	Costs per Academic Year
Restricted 100 Meals **	\$1,798
Restricted 100 Meals + \$200 FlexCash**	\$2,158
Silver 150 Meals + \$200 FlexCash	\$2,958
Silver 150 Meals + \$400 FlexCash	\$3,318
Basic 200 Meals	\$2,698
Gold 225 Meals + \$200 FlexCash	\$3,318
Gold 225 Meals + \$400 FlexCash	\$3,658
Platinum 275 Meals + \$200 FlexCash	\$3,658
Platinum 275 Meals + \$400 FlexCash	\$3,978

\* Number of meals and included FlexCash is per semester; costs are per academic year.

\*\*Restricted plan: These plans are only available to students residing off-campus, in Langdon Woods, in the apartments, or those who have reached junior or senior status.



*Rare circumstances could force the University to adjust charges during the academic year. Such changes will be announced as far in advance as possible.*

### Status for Billing Purposes

Full-time tuition and mandatory fees are charged as a flat fee to all undergraduate students identified as full-time at the time of admission (see costs above). Full-time undergraduate students must have at least the equivalent of 12 credits for full financial aid consideration. Students who wish to voluntarily change to part-time must file for a Change of Status in the Office of the Vice President for Enrollment Management and Student Affairs within five working days of the start of classes. A change to part-time status may impact students' eligibility for financial assistance, on-campus housing, intercollegiate athletics, and insurability by certain insurance carriers.

Part-time tuition and mandatory fees are charged per credit hour to all undergraduate students identified as part-time at the time of admission. Matriculated (degree-seeking) students in good academic standing who want to change from part-time to full-time status must submit their request in writing to the registrar before the end of the course add period.

### Senior Citizen Free Tuition Policy

New Hampshire residents who are 65 years of age and older are eligible for one tuition scholarship per semester for most credit courses, including graduate courses. Below are the policy guidelines:

- one scholarship per term,
- applies to one course (up to three credits),
- not applicable to students admitted to a degree program, and
- covers only tuition (not fees).

### Statement of Financial Responsibility

By enrolling in classes at Plymouth State University, students accept full responsibility for their tuition bill account, regardless of who is helping to pay the bill, and they agree to pay all charges incurred by their stated due dates. Students also acknowledge that interest late fees will be assessed monthly for overdue balances, and collection costs may be added to their account if the services of a collection agency are employed.

Since students are assuming full responsibility for their tuition bill account, they must also accept responsibility for reviewing their [plymouth.edu](http://plymouth.edu) e-mail account, because this is the e-mail address to which all billing notifications are sent.

### Important Note about Tuition Bill Accounts

Each student enrolled at Plymouth State University is assigned a tuition bill account in his/her name. The student is responsible for all the charges and payments that occur on this account. In order to maintain compliance with the Family Educational Rights and Privacy Act (FERPA), online access to the tuition bill account is restricted to the student only, unless access has been granted through myPlymouth for Families. The link to "Invite Someone" can be found in the Family Access channel on myPlymouth.

Key information about the treatment of non-financial aid payments:

- Personal payments made by individuals (e.g., parents, guardians, relatives, etc.) on behalf of the student are considered gifts to the student, and any resulting overpayments (if applicable) will be issued to the student.

- Payments received on company/business checks will be treated as external scholarships or outside scholarships to the student and will be reported annually as such on IRS Form 1098T.

### A Partnership with Parents

Since many students rely on the help of their parent(s)/guardian(s) to pay their bill, it is important for students and parent(s)/guardian(s) to form an active partnership. In order to assist our students and facilitate this partnership, students may give family members access to their enrollment and billing information through myPlymouth for Families. The link to "Invite Someone" can be found in the Family Access channel on myPlymouth.

### Paying Tuition and Fees

Before each fall and spring semester, registered students are billed for tuition and fees according to the following schedule. Tuition bills can be accessed online via the myPlymouth portal. An e-mail notification is sent to all students via their [plymouth.edu](http://plymouth.edu) e-mail account when tuition bills are ready for viewing. The e-mail message states the exact payment due date and provides detailed instructions on accessing the online bill.

Semester	Bills Available Online	Payment Due Date
Fall 2014	July 11, 2014	August 8, 2014
Spring 2015	November 7, 2014	December 5, 2014

Although tuition and mandatory fees are assessed and listed only for students who are registered, the University expects all returning students to pay their bill by the due date. This means that non-registered students must estimate their bill and make payment by the due date.

*Note:* Payment is due upon registration for the Winterim and summer sessions.

*Late Payment Penalty:* Students who fail to pay their bill by the due date will be assessed a 1.5 percent interest late fee and will have a financial hold placed on their account that blocks registration services and online access to course grades. Additionally, failure to pay a bill on time could result in courses being dropped for non-payment.

### Methods of Payment

Tuition bills can be paid by any combination of the following payment options:

- **Financial Aid.** Students must be matriculated (degree-seeking) and taking at least six credits to be eligible for financial aid for the term. For more information, contact the Financial Aid Team at (603) 535-2338 or toll-free (877) 846-5755, or visit the Financial Aid website at [plymouth.edu/office/financial-aid](http://plymouth.edu/office/financial-aid). *Note:* Guaranteed financial aid will "memo" on the online bill as "pending activity" until the start of the term.
- **Payment Plan.** Through a third-party vendor, the Student Account Services Office offers an interest-free payment plan. The only cost for using this plan is a \$65 enrollment fee. Visit the Student Account Services Office website for enrollment and plan information.

*Note:* Payment plan contracts may need to be set up initially based on estimated costs and then be adjusted in early July and

November when tuition bills are available online. These contracts will “memo” on the online bill as “account notes.” PSU will share the student’s account balance **only** with the payment plan vendor. This information will be used to notify the payer if the plan balance is not sufficient to cover the billed balance for the term. It is the responsibility of the payer to contact Student Account Services or the payment plan vendor if they wish their account adjusted due to a difference in the balance due.

- **Online E-Check Payments.** Students can pay their bill online by clicking the Pay Now button located on their online bill. Students can also set up authorized payers for their account through the Family Access channel on myPlymouth. For more information about this payment option, please visit the Student Account Services website, [plymouth.edu/office/student-account-services](http://plymouth.edu/office/student-account-services).
- **Credit or Debit Card Payments.** Credit and debit card payments can be made online by clicking the Pay Now button located on the online bill. A nonrefundable 2.75% service fee will be charged by Nelnet Business Solutions for each credit or debit card payment.
- **Check:** Payment may be made with a personal check, cashier’s check, or money order. Include the student ID number on the payment to ensure that it is accurately posted to the student’s account. If students fail to provide their student ID number, a University staff member will write it on the payment for the student. Checks should be made payable to Plymouth State University.
- **Cash:** Payment may be made with cash in person at the Student Account Services Office.

### Third-Party Payments

- **External (Non-PSU) Scholarships/Awards:** If students have received an external scholarship/award, they must submit a copy of their award letter to the Student Account Services Office. When sending their award letter, the following information must be included: student ID number, award amount to be paid and for which semester(s), and the awarding organization’s name and address. In order for the award to be considered as an authorized payment on the tuition bill account, the award must NOT be contingent upon grades, grade point average, or any other criteria prior to it being paid to PSU. If contingencies on the award exist, it cannot count as an anticipated payment toward the student’s bill and the student will need to pay this award amount through some other means. If the student later meets the required criteria and the award payment comes in, the student can be reimbursed for the overpayment.
- **Purchase Orders and/or Government Authorizations:** If the student’s tuition is to be paid by an employer, a government agency, or any such third-party company, the student must submit a letter of authorization or a purchase order to the Student Account Services Office from their third-party payer. In order for this type of payment agreement to be considered an authorized payment on the tuition bill account, payment must NOT be contingent

upon grades, grade point average, or any other criteria. Students must make sure their third-party authorization/purchase order (PO) includes their name, their student ID number, the maximum billing amount, and the third-party company’s name and address. If students fail to include any of this information, their authorization/PO will not be accepted, and they will be required to pay their bill out-of-pocket. If all the necessary information is provided, the Student Account Services Office will invoice the third-party company for the authorized amount. Please note that if the company or agency has a policy to reimburse students for their course(s), students will be responsible for making the tuition payment themselves.

### How to Contact the Student Account Services Office

For the answer to questions regarding student bills, payments or refunds, visit the Student Account Services website at [plymouth.edu/office/student-account-services](http://plymouth.edu/office/student-account-services) or contact the Student Account Services Office:

- telephone: (603) 535-2215 or toll-free (877) 846-5755, or
- e-mail: [psu-studentaccount@mail.plymouth.edu](mailto:psu-studentaccount@mail.plymouth.edu). Include the student ID in the message.

*Please note that the Federal Educational Rights and Privacy Act (FERPA) restricts the Student Account Services Office from discussing a student’s bill without the student’s consent. FERPA authorization can be granted when the student gives access to myPlymouth for Families. The link to “Invite Someone” can be found in the Family Access channel on myPlymouth.*

### Refunds

#### Deposit Payment Refunds

If a newly admitted student withdraws voluntarily by sending written notification to the Admissions Office, tuition and room deposit payments will be refunded according to the following schedule:

Notification Deadline	Refund Percentage
<i>Fall Admission:</i>	
On or before May	100 percent
After May 1	0 percent
<i>Spring Admission prior to January 1:</i>	
On or before January 1	100 percent
On or after January 2	0 percent
<i>Spring Admission on or after January 1:</i>	
Before 7th day prior to start of term	100 percent
On or after 7th day prior to start of term	0 percent

#### Refunds of Charges

Refunds of tuition, mandatory fees, course fees, and overload fees will be made according to the applicable schedule below. Please note that late fees, orientation and enrollments fees, and course fees for academic trips, study away programs, and other off-campus programs are non-refundable.

If a course is cancelled for a part-time student, 100 percent of all course-related tuition and fees will be refunded.



### Course Drop/Withdrawal Refund Policy

The schedule below applies to **part-time students** who drop a course but will ultimately remain a registered student.

Date	Refund Percentage
<i>Full Semester, First-Half, or First-Quarter courses:</i>	
• Student drops a course on or before the end of the Add/Drop period	100 percent
• Student withdraws from a course after the end of the Add/Drop period, but on or before the 30th day after Registration Day	50 percent
• Student withdraws from a course after the 30th day after Registration Day	0 percent
<i>Second-Half or Fourth-Quarter courses:</i>	
• Student drops a course on or before the end of the Add/Drop period for second-half or fourth-quarter courses ends	100 percent
• Student withdraws from a course after the end of the Add/Drop period, but on or before the 30th day after Registration Day	50 percent
• Student withdraws from a course after the 30th day after Registration Day	0 percent

### Refunds of Overpayments

Need to buy books? Students may request a FlexCash purchase from their tuition bill credit balance for use at the PSU Bookstore. The form can be found at [plymouth.edu/office/student-account-services](http://plymouth.edu/office/student-account-services) under FlexCash Purchases. Be sure to read the request form for the availability of these FlexCash funds.

All refunds must be requested through the online bill by completing the Direct Deposit Authorization and Refund Request Form. A Refund Request button will appear on the online bill if the student is eligible for a refund. If the student does not have a button, the student's overpayment is the result of pending activity, account notes, or a PLUS loan. If the student has a PLUS loan, a refund will be issued to the parent borrower unless the parent borrower granted permission to refund the student on their PLUS loan application.

For information on direct deposit and when funds will be transmitted to the student's bank, please check the Student Account Services Office web page under Refunds. To avoid any delays in the issuance of a refund, students need to make their FlexCash tuition bill purchase, course schedule, and room and/or meal changes *prior* to their arrival on campus.

*Note:* Refunds that are federally required to be issued to the parent borrower will be mailed out the third week of the term.

### Student Withdrawal Refund Policy

All students, including non-matriculated (non-degree) students, who drop or withdraw from **all** of their courses, will receive refunds according to the schedule below.

Date	Refund Percentage
• Student withdraws from PSU before the first day of classes	100 percent
• Student withdraws from PSU on or after the first day of classes, but on or before the second Friday of the term	75 percent
• Student withdraws from PSU after the second Friday of the term, but on or before the 30th day after Registration Day	50 percent
• Student withdraws from PSU after the 30th day after Registration Day	0 percent

### Student Withdrawal and Return of Federal Title IV Financial Aid

If a student withdraws before completing 60 percent of the semester and has received any federal Title IV financial aid (Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS, Federal Pell Grant, or Federal Supplemental Opportunity Grant), a portion of the awarded federal aid must be returned. The determination of the amount to be returned is calculated by the Financial Aid Office within 45 days from the date of notification of the withdrawal. This calculation may result in a student owing monies to the University and/or the Federal Title IV Programs.

### Appeals

Appeals of the refund policies may be submitted to the Vice President for Enrollment Management and Student Affairs, Plymouth State University, MSC 4, 17 High Street, Plymouth NH 03264-1595.



## Student Life

While the classroom experience is the primary focus for a student's academic growth, experiences outside the classroom are an important part of University life as well. The Division of Student Affairs at Plymouth State University comprises a vibrant, engaging, and evolving group of professionals whose mission is to educate, develop, and support students. The Division's purpose is to holistically serve and support the intellectual, emotional, physical, social, and spiritual development of our students, their families, our divisional members, and others. These professionals are advocates for students and strive to enhance the quality of cocurricular life. They believe a student's development is enriched by a supportive and challenging multicultural community with shared goals and values, where individual and cultural diversity is appreciated. They work to foster a student-centered learning environment in which change is not only supported but expected. They are committed to playing a significant role in the University's efforts to create collaborative networks for student success and to develop systems and services to accommodate student needs. Please visit [plymouth.edu/office/student-life/](http://plymouth.edu/office/student-life/).

### Alumni Association

The Alumni Relations Office and the PSU Alumni Association extend a warm welcome to current students. Don't wait until

after graduation to be a part of the 30,000-member PSU alumni Association.

As a student, you can leverage valuable services and programs to support your professional growth and connection with your alma mater, including career management tools; professional networking activities, and opportunities to attend and volunteer at alumni events. PSU alumni are able to access services and receive discounts on merchandise and services from Plymouth State partners. Alumni receive *A View from Rounds Tower*, the official alumni e-newsletter; lifetime access to a PSU e-mail account; *Plymouth Magazine*, a print publication; and opportunities to participate in our social media communities on Facebook, Instagram, LinkedIn, SmugMug, and YouTube.

Visit [plymouth.edu/alumni](http://plymouth.edu/alumni) for more information about opportunities to get involved with the Alumni Association and to view alumni scholarships and grants available to current students.

### Athletics

Plymouth State University's Department of Athletics includes 20 men's and women's varsity teams, two affiliated teams, plus Athletic Training. As a member of the NCAA Division III, the Panthers have consistently competed in national and regional championship tournaments.

PSU recognizes that athletics have much to offer the University community. The Panther sports program allows students the oppor-

tunity to develop physically, emotionally, intellectually, and socially, while giving them many reasons to be proud of PSU and show their school spirit. PSU maintains a special perspective with regard to sports and intercollegiate competition. The Home of the Panthers provides valuable laboratory experiences to hundreds of young men and women who have gone on to coaching and other athletic-related careers throughout New England and beyond. For additional information, please visit the Athletics website at [athletics.plymouth.edu/landing/index](http://athletics.plymouth.edu/landing/index).

### Satisfactory Progress Standards

Plymouth State University places a high priority on our student-athletes making satisfactory progress toward the completion of their undergraduate degrees. Our goal is that involvement in athletics helps ensure that students are on track to graduate. In support of this goal, the Athletic Department has established, and the faculty has approved, the following practice:

A review of all student-athletes' grades will be conducted by the compliance officer at the end of each semester.

- Student-athletes who have attempted fewer than 30 credits must have a minimum 1.75 cumulative grade point average (GPA) to participate in varsity athletics.
- Student-athletes who have attempted 30 or more credits must have a minimum 2.00 cumulative GPA to participate in varsity athletics.

Cumulative credits attempted include all graded, pass/no pass, and transfer courses as well as credit-by-examination.

- In addition to the minimum GPA standard, student-athletes who have attempted 30 or more credits must earn a minimum of 24 credits in each 12-month period to participate in varsity athletics. This 12-month period includes enrolling at PSU, transferring credits to PSU, and earning credits-by-examination.
- The academic record of student-athletes who transfer to PSU will be reviewed when they enter PSU and each semester they attend. After attempting 24 credits at PSU, they will be held to the same standards of having a minimum 2.00 cumulative GPA and earning a minimum of 24 credits in each 12-month period to participate in varsity athletics.

Student-athletes who are on an approved leave of absence from PSU (as outlined in the academic catalog) will have their 12-month period restart when they return from the leave of absence.

### Center for Global Engagement

The Center for Global Engagement (CGE) is located in the garden level of Mary Lyon Hall and serves the entire PSU community in promoting global awareness through a variety of activities and services. The CGE offers one central location where international students can receive advising regarding immigration issues and responsibilities, referral to appropriate campus resources, and academic and social programming. The Center for Global Engagement also encourages our domestic students' participation in such programs as Global Ambassadors, Language Circles, Conversation Partners, and World in the Classroom. For additional information on the Center for Global Engagement, please visit [plymouth.edu/global/](http://plymouth.edu/global/).

### Counseling and Human Relations Center

The Counseling and Human Relations Center is staffed by mental health professionals and offers free, confidential services to all PSU students during the fall and spring semesters, Winterim, and for four weeks in July. These services are directed toward helping students with life issues such as stress, anxiety, family and relationship difficulties, grief, depression, low self-esteem, eating disorders, and drug and alcohol problems. Both individual and group counseling is offered. The staff is available to present programs in classes, residence halls and apartments, and in support of academic departments. To request a program, call the counseling center and a member of the clinical staff will be in touch with you. The center is home to the Jim Hagedorn Memorial Library/Reading Room. Students, faculty, and staff are welcome to borrow books from the library. Counseling center hours during fall and spring semesters and Winterim are Monday through Friday, 8 a.m.–4:30 p.m., with additional evening appointment hours available as needed. For additional information, please visit [plymouth.edu/office/counseling](http://plymouth.edu/office/counseling).

### Dining Services

Dining services at PSU are coordinated by Residential Life and are provided by a private contractor that manages all food services on campus: Prospect Dining Hall, the Union Grille, the Sidewalk Café, the Woods Café, the Commons Café, concessions, campus vending, and catering. The dining program includes many innovative features, such as express take-out meals, self-serve salad bar, pizza station, pasta bar, various main entrée selections at all meals, and a wide variety of beverages and desserts. A variety of meal plans are offered (see Fees), many of which include "FlexCash" that can be spent to purchase food, snacks, or beverages at any of the food service facilities or for copies, laundry, and bookstore purchases on campus. The Student Senate works closely with the dining program management to continuously evaluate menu items and the overall program. For additional information, please visit [plymouth.edu/dining](http://plymouth.edu/dining).

### Health Services

Health care is available to all full- and part-time students during regular academic semesters. Outpatient services are available during the day at Health Services, located at 16 Merrill Street in Hogan House. Students have access to a University physician or nurse practitioner during scheduled clinic hours, Monday through Friday. An orthopedic and sports-related injuries clinic is held twice a week. A nurse is on duty whenever the facility is open. Other services include:

- Allergy immunizations: Health Services will store vaccines for students and administer allergy injections.
- The Cold Clinic provides prevention-oriented information and education from registered nurses to students with the common cold.
- Medical Clinic: A health care provider sees, without charge, students who are ill. Students are encouraged to schedule appointments to ensure adequate treatment.
- The Reproductive Health Clinic offers a full range of women's health services including contraception information and counseling, testing, and physical exams. Reproductive health clinics are scheduled daily.

For additional information, please visit [plymouth.edu/services/health](http://plymouth.edu/services/health).



## Outdoor Center

The PSU Outdoor Center is an experiential education-based program that serves as a catalyst for personal and professional growth. In addition to offering an equipment-use program for skis, snowshoes, paddling, and camping gear, the Outdoor Center sponsors trips, clinics, and trainings run under a cooperative adventure model using human-powered outdoor activities to connect students with their outdoor environment. Students experience empowerment, goal achievement, and group support by moving beyond their own expectations. Based on the challenge-by-choice philosophy, all activities are voluntary, empowering each person to perform to her or his potential, securely and without pressure. Participants will be challenged to overcome their perceived boundaries and expand their comfort zones, opening themselves up to new possibilities. The Outdoor Center is located in the University Apartments (#31). For additional information, please visit [plymouth.edu/recreation/outdoor-center](http://plymouth.edu/recreation/outdoor-center).

## Physical Education Center

The Physical Education Center is located on Holderness Road, between the Pemigewasset River and Interstate 93. The PE Center includes the 2,000-seat Foley Gymnasium, racquetball courts, Vailas Performance Center, Olympic-size swimming pool, indoor track, indoor and outdoor tennis courts, wrestling room, athletic training and rehabilitation facilities, classrooms, and Department of Athletics offices, as well as 30 acres of outdoor playing and practice fields. PE Center hours are posted at the PE Center and on the web at [athletics.plymouth.edu/information/Athletic\\_Facilities/index](http://athletics.plymouth.edu/information/Athletic_Facilities/index).

## Prevention and Intervention Programs

In addition to wellness promotion, Plymouth State has many prevention and intervention programs focused on physical and social problems such as alcohol and drug abuse, campus crime, sexual assault, sexual health, AIDS, racism, sexism, and homophobia. As required by the federal government, the University publishes and distributes information on the first three of these issues to students, faculty, and staff. This information is available on the PSU website, in the Student Handbook section. Referral information can be obtained at the Wellness Center, or by visiting [plymouth.edu/office/wellness](http://plymouth.edu/office/wellness).

## Recreation Programs

Recreation Programs provide numerous opportunities for students to be active, have fun, and stay healthy on campus. These opportunities include group exercise, intramural sports, sport clubs, and special events like the Foley 5K Foot Race. Informal recreation opportunities exist in our Fitness Room and in the Cardio Theatre, which are equipped with selectorized weight machines, free weight equipment, and the latest in cardiovascular training equipment such as treadmills, elliptical machines, and bicycles to accommodate a variety of interests. We offer 'Cool Cruiser' bike rentals for the day or week from the fitness room. Group exercise classes are FREE for all students and are offered in the Fitness Room. Classes typically offered include yoga, Zumba, boot camp, and spinning. Additionally, the HUB Courtroom has two courts where students can enjoy pick-up basketball, volleyball, and dodgeball. Recreation Programs also offer more than 20 intramural sports throughout the academic year. Intramural Sports are offered for students who want to compete on campus with a group of friends, and leagues are

offered to accommodate different competition levels. Registration information is at [imleagues.com/plymouth](http://imleagues.com/plymouth). Some of our most popular sports include softball, flag football, floor hockey, basketball, and broomball.

Recreation Programs also oversees nine sport clubs that operate year-round, some of which travel and compete regionally against other universities. Current clubs include:

- cycling
- dodgeball
- Outing Club
- men's rugby
- women's rugby
- running
- sailing
- snowboarding/skateboarding
- Ultimate Frisbee.

Additional information on all recreation programs can be found at [plymouth.edu/recprograms](http://plymouth.edu/recprograms).

## Reflection and Spiritual Care Center

The Reflection and Spiritual Care Center houses the offices of Campus Ministry and was created for whole-community ministry. It is a place to come in, take a deep breath, and relax in our meditation room, or check out a book on any spiritual subject in our library. The center and its staff are open to and respectful of all people of faiths (or lack thereof). Have a faith-based group you want to start? We have a quiet space for you to meet.

Campus Ministry is a service to the Plymouth State University community provided by the local churches. PSU has three campus ministries: Protestant (interfaith), Catholic, and Evangelical. They provide spiritual, social, and service activities to people from all walks of life and faiths (or lack thereof). They offer resources for discussion and counseling, encouraging students, faculty, and staff to think about faith and spirituality in personal, academic, and social ways. The campus ministries also participate in many aspects of campus life.

The Reflection and Spiritual Care Center is located at the rear of Samuel Reed Hall, on Highland Street, opposite Lamson Library. For additional information, please visit [plymouth.edu/office/campus-ministry](http://plymouth.edu/office/campus-ministry).

## Residential Life

In a residential university community, students develop many lifelong relationships. The opportunity to meet and befriend fellow students with diverse personalities, backgrounds, and values helps to develop skills necessary for success in our global community. Residence hall directors are professionals in the field of student development; they live in and manage each residential area with the aid of paraprofessional student staff (community advisors). They are committed to fostering an environment that encourages students to develop traits that will lead to a better life.

All full-time, matriculated first and second year students are required to live in on-campus housing if space is available. Release from this requirement must be obtained in writing from the Office of Residential Life and is generally only granted to students who are

commuting from a property owned by their immediate family that is within a 50-mile commute of the campus.

Room deposits need to be postmarked by **May 1** to guarantee on-campus housing. Student preference, seniority, and date of deposit may be used in completing assignments at the University's sole discretion. Room assignments will be made available online through the Residential Life website at [plymouth.edu/office/residential-life](http://plymouth.edu/office/residential-life).

All residential areas are smoke-free. Coed and single-sex floors are available in the traditional residence halls. Students who have obtained at least sophomore status may also request housing in the Langdon Woods Residential Complex (single, double, and suite-style accommodations with private baths) or University Apartments. Apartments are fully furnished one- and two-bedroom units and include a full kitchen and private bath.

### SAGE Center

As one of the focal points for diversity at Plymouth State University, the mission of the SAGE (Sexuality, Anti-Violence, Gender, and Equality) Center is to promote a supportive, equitable, and safe environment for women and LGBTQ+ students while offering ongoing learning and leadership opportunities for all students regardless of their sex, sexual identity, sexual orientation, gender identity, gender expression, race, religion, national origin, ethnicity, age, or disability. The mission is accomplished by:

- Empowering students to create a campus culture that values diversity, equity, and inclusiveness.
- Coordinating and participating in comprehensive risk-reduction programs and services for survivors of sexual assault, domestic violence, dating violence, and stalking.
- Assessing the campus climate and advocating for the diverse needs of women and LGBTQ+ students.
- Providing educational opportunities that address sex, gender, race, class, and their intersections.
- Fostering collective relationships with campus and community agencies.

For more information regarding SAGE Center services, programs, trainings and events, please visit [plymouth.edu/office/sage](http://plymouth.edu/office/sage).

### Student Activities

The Hartman Union Building (HUB) is the center for student activities, student organizations, recreation programs, and student-organized special events both on- and off-campus. The HUB houses the following departments, programs, and services:

- ATM;
- University Bookstore: sells textbooks, supplies, and PSU apparel;
- Community Service Center: responsible for coordination of community service programs;
- computer cluster: 16 computers available for student use as well as wireless Internet access for PSU community members throughout the building;
- ID Center/Print shop: student IDs and copying services;
- Mail Center: full-service post office as well as mailboxes for all students and organizations;
- Recreation Programs: see above;
- Sidewalk Café and Union Grille: dining venues that accept FlexCash;

- Student Activities Office: advisors to Programming Activities in a Campus Environment (PACE) and student government;
- student media: the campus newspaper (*The Clock*), yearbook (*Conning Tower*), radio station (WPCR), and PSU poets and writers (*Centripetal* literary magazine);
- Student Government: the Student Senate, class officers, and student body president and vice-president; and
- Wellness Center: see Wellness Programs.

Additionally, the HUB provides meeting and activity space for the campus community and office space for some of our 80-plus student organizations. Volunteer involvement in student organizations allows students to pursue their interests and develop friendships as well as leadership skills. For more information on student activities and organizations at PSU, visit [plymouth.edu/student-activities](http://plymouth.edu/student-activities). For more information about the HUB, please visit [plymouth.edu/office/hub](http://plymouth.edu/office/hub).

### University Police

The Plymouth State University Police Department is committed to promoting and maintaining a safe and secure campus environment so that our students, their families, faculty and staff, guests, and visitors feel comfortable and enjoy the time they spend at Plymouth State University. The department is committed to their values of respect, compassion, fairness, quality service, problem solving, and continual improvement.

University Police employs full-time and part-time certified police officers who have graduated from academy training programs conducted by the NH Police Standards and Training Council. Officers attend annual in-service training and other job-related continuing education throughout the year to maintain their state certifications. Although they receive their police authority from and have concurrent jurisdiction within the towns of Plymouth and Holderness, PSU officers are responsible for all law enforcement services on the PSU campus. In addition to their primary focus on the PSU campus and off-campus properties owned by the University, PSU officers support and assist our two host towns. In direct radio contact with the Plymouth Dispatch Center at all times, University Police are able to summon additional police, fire, or EMS professionals to maintain public order and safety.

University Police also employs a full-time parking enforcement officer and several part-time campus safety student officers. Student officers provide an enhanced visible presence to the University community that assists with crime prevention and detection. Student officers also contribute to a safer campus environment by conducting foot patrols and checks of campus buildings and property, enforcing University parking regulations and traffic control, and assisting with event management.

Other services offered include the following:

- fingerprinting (for job security clearances),
- laptop and bicycle registration,
- motorist assistance,
- silent witness (for confidential crime reporting),
- storage of hunting equipment, and
- victim services program for female victims of violent crime.

For additional information, please visit [plymouth.edu/office/police](http://plymouth.edu/office/police).

### **Veterans Service Center**

The mission of the Veterans Service Center is to assist veterans and their dependents with any concerns regarding educational benefits and entitlements. For more information, please visit [plymouth.edu/office/veterans](http://plymouth.edu/office/veterans).

### **Wellness Programs**

Plymouth State University Wellness Center works to improve and support the holistic health and well being of the students at PSU, and in doing so, helps them to achieve academic and personal success. We are committed to promoting whole-person wellness, including intellectual, physical, mental, social, emotional, occupational, and spiritual development for our students. Our commitment to wellness and human development stems from our values: respect for teaching, learning, and scholarship; respect for the persons and property of others; and respect and care for our environment and the earth we all share. The University's wellness programs include the following:

- campus-wide Whole Health Team,
- stress relief fair each semester,
- health education programs with a focus on a holistic approach,
- peer-education group that leads programs in wellness and life skills,
- one-on-one and group consultations, and
- the Wellness Center, located in Hartman Union Building.

For additional information, please visit [plymouth.edu/office/wellness](http://plymouth.edu/office/wellness).





## Academic Resources

### Academic Advising

#### Advisors

All matriculated students have an academic advisor. Students have the right to choose their advisor and to change their advisor at any time. To change advisors, students should go to the Undergraduate Advising Center or the Office of Undergraduate Studies after securing the approval of the new advisor. No forms are required.

When students declare a major or change their major, a new advisor representing that major is either assigned or chosen by the student. Students are required to obtain their advisor's signature to request exceptions to academic requirements.

The week preceding registration (early April for the upcoming fall semester and early November for the upcoming spring semester) is when students meet with their advisors to plan their next semester schedule of classes. Students should examine the online schedule of classes and consult their current Degree Works Evaluation within myPlymouth (see below) to determine a tentative schedule. Students should bring these materials to the meeting with their advisor where a preferred schedule for the coming semester and a list of second-choice courses will be determined. After consultation with the advisor, students will receive their web reg access code, which is needed to access the online registration system in myPlymouth. Schedule planning for students new to PSU is done during New Student Orientation.

Some courses are offered every semester, others once a year, and others only every other year. Because of this, and because students need to take some courses before taking others, students should plan, in consultation with their advisors, a four year sequence of courses that meets their degree program requirements. The recommended year to take courses within the major program of study is noted within the descriptions of most majors and options.

Advisors provide students with information concerning alternatives, limitations, and possible outcomes of academic choices as well as help solve problems that arise in relation to academic work. It is the students' responsibility to ensure that they are making adequate progress toward meeting the requirements of the degree program they have chosen. Students can seek the counsel of anyone they wish toward meeting that end. For questions concerning academic advising, please contact the Undergraduate Advising Center; additional advising information may be found at [plymouth.edu/office/undergraduate-advising](http://plymouth.edu/office/undergraduate-advising).

#### myPlymouth

The myPlymouth portal (<http://www.plymouth.edu>) is the electronic gateway to online services at Plymouth State University. Active, registered students have access to the portal as described in the Technology section. The portal contains academic, personal, administrative, and recreational information about Plymouth State University. Self Service (under the Services tab) includes academic information such as unofficial transcripts, tuition statements, grades, and schedules.

myPlymouth is accessible from any computer with Internet access, on campus or off. A user name and password are required to access the system. This information is typically provided to new students during the admission process. Students are especially encouraged to consult myPlymouth when planning their new semester schedules to get the most current information about which courses are available and which are closed.

*It is also important that students check their schedules prior to the end of the add/drop period each semester.* Students can avoid receiving an unnecessary failing grade (AF) by dropping courses they are not attending before the drop deadline. Likewise, students can ensure that they are registered for classes in which they are participating by adding those classes to their schedules before the add deadline has passed.

### Degree Works

Enrolled students at Plymouth State University have access, through myPlymouth, to a computerized assessment of their progress toward completion of degree requirements. Degree Works pairs the courses a student has taken (or officially transferred) to the general education requirements and the specific requirements of their major. In-progress course work is noted as such. Degree Works also notes the area of study, credits earned, and grade point average as well as all courses taken or transferred to Plymouth. Degree Works is an important tool for students as they begin to plan their academic schedule. When students process an audit, they also have the option of choosing different majors and options for assessment against the courses they have taken. This feature is known as the “What-If” Analysis. It provides an opportunity to see the influence that any potential change(s) may have on a projected completion date. For questions concerning Degree Works, please refer to the Degree Works section of the registrar’s office web page: [plymouth.edu/office/registrar](http://plymouth.edu/office/registrar).

### Undergraduate Advising Center

In addition to the assistance provided to students by their academic advisor and the tools available through myPlymouth, Plymouth State University offers advising services through the Undergraduate Advising Center. The Undergraduate Advising Center, located in Mary Lyon Hall 034, is open Monday through Friday from 8 a.m.–4:30 p.m. The Advising Center staff is ready to help students meet their goals.

Each student is assigned an academic advisor and is encouraged to meet and discuss his or her program requirements with that advisor. The center serves as an additional advising resource, particularly in relation to the graduation review process.

Students who have earned 48 credits become part of the graduation review process. Students with a declared major receive an e-mail from the Undergraduate Advising Center, directing them to their Degree Works evaluation. The evaluation, determined on the date of review, contains a listing of outstanding degree requirements that still need to be met. Another review is done when a student files to graduate. Students may also meet with the Undergraduate Advising Center staff to review their remaining course requirements and plan for future semesters. The center’s role is to assist students with declared majors to:

- review remaining degree requirements;
- calculate major, discipline, and minor GPAs;
- process pertinent paperwork;
- plan courses for their remaining semesters; and
- find available resources to achieve their goals.

The center also provides counsel to students in academic difficulty on the best and fastest ways to return to good academic standing. For more information, please also visit [plymouth.edu/office/undergraduate-advising](http://plymouth.edu/office/undergraduate-advising).

### Department of University Studies

The Department of University Studies assists deciding students with the resources and personal attention needed to select an appropriate major and plot a course of action leading to graduation by the most efficient route possible. The program attracts serious students who would welcome assistance deciding upon a major.

The Department of University Studies is the academic home for undeclared students. Incoming first year students are assigned to an advisor who is specifically trained for career and academic exploration through the department. Academic counselors discuss options with each student and pay special attention to the aspirations and progress of the department’s students throughout their first year. Students explore their interests and make their own informed choices of a major based upon their aptitudes, skills, and experiences. When students are ready and confident about declaring a particular major, the Department of University Studies helps make the transition to an advisor in that appropriate field of study.

The Department of University Studies is also open on a walk-in basis to any student who finds him or herself either undeclared or in transition from one major to another. The Department of University Studies also has a lounge area that houses a number of resources that students can review in order to help them make the best decisions possible. For additional information, please visit [plymouth.edu/office/university-studies](http://plymouth.edu/office/university-studies).

### Undergraduate Studies Office

The Office of Undergraduate Studies administers all student requests pertaining to academic affairs (see the Academic Policies and Procedures section). This includes course substitutions, overloads, late course drops, and late course withdrawals. The office also coordinates the undergraduate Interdisciplinary Studies major, the transfer of credits, and transfer agreements (see the Admission, Tuition, Fees, and Financial Aid section). The Office of Undergraduate Studies serves as the student exchange representative for the New Hampshire College and University Council (see Study Away Opportunities). The office is located in Room 208 of the Speare Administration Building and is open Monday through Friday from 8 a.m.–4:30 p.m. All undergraduate students are welcome to visit for assistance with any academic concern or need. For further information, please visit [plymouth.edu/undergraduate](http://plymouth.edu/undergraduate).



## Academic Support Services

### Math Activity Center

The Math Activity Center is a hub for extra-class activities involving mathematics. During operating hours, students may use the center for completing assignments, forming study groups, and receiving group and/or individual tutorial services. The center is staffed by trained student tutors and faculty and dedicated to student success and achievement in mathematics. The center is located within the Department of Mathematics in Harold E. Hyde Hall, room 351. For additional information, please visit [plymouth.edu/services/math-center/](http://plymouth.edu/services/math-center/).

### Plymouth Academic Support Services (PASS)

PASS is a federally funded program designed to provide individualized academic assistance to students enrolled at PSU. Assistance is available for students in time management, exam preparation, note taking, and other study techniques. Academic tutors are available in most introductory-level courses. PASS professional staff members are also available to work with students with documented disabilities. PASS is located in the lower level of Lamson Library and Learning Commons and is open during the academic year Monday through Thursday, 8 a.m.–9 p.m. and on Fridays 8 a.m.–4:30 p.m. For additional information, please visit [plymouth.edu/services/pass](http://plymouth.edu/services/pass).

- **Services for students with disabilities:** PASS provides services to students with documented disabilities to ensure that all academic activities and programs are accessible. Through partnerships with students, faculty, and staff, PASS promotes self-determination and self-advocacy to provide opportunities for academic success.
- **Tutoring:** Tutoring is available in most introductory-level courses and is offered on a one-to-one basis or in small groups depending on tutor availability. Tutors are highly motivated students who have been referred by faculty and who have a minimum 3.0 GPA.

### Writing Center

The Writing Center is a place for all students to improve as writers. Professional and student consultants are available for individualized conferences. Writers of all abilities may use the center's services as they work on writing for courses from all departments. Writers frequently visit to get feedback on drafts in progress, but they also visit for other reasons, such as to discuss a new assignment, learn about a type of writing they have never done before, or find help preparing academic speeches and presentations.

The center is located on the lower level of Lamson Library and Learning Commons. Students can make an appointment, or walk in any time the center is open: Monday through Wednesday 9 a.m.–9 p.m.; Thursday and Friday 9 a.m.–5 p.m.; and Sunday night 6–9 p.m. For additional information, please visit [plymouth.edu/office/writing-center](http://plymouth.edu/office/writing-center).

## Arts

### Karl Drerup Art Gallery and Exhibitions Program

The Karl Drerup Art Gallery and Exhibitions Program provides exhibitions and public events serving the academic needs and mission of the Department of Art. The gallery, the Art Department's main exhibition facility, is located in the Draper & Maynard Building on Plymouth's Main Street. Additional exhibition space is available in the exhibition hall of the Silver Center for the Arts. Through dynamic exhibitions of works by our faculty, our students, and artists of regional, national, and international reputation, the Karl Drerup Art Gallery and Exhibitions Program aims to foster dialogue between students, educators, artists, and community members. The Exhibitions Program is a laboratory for outreach to the greater New England region and the national art community.

Students have the opportunity to participate in and observe the process of exhibition curation, design, and installation. This multifaceted program includes lectures, gallery talks, online educational resources, community events, and studio visits by guest artists, critics, and scholars, often presented in collaboration with local, regional, and state-wide organizations. The Karl Drerup Art Gallery is open Monday–Friday 10 a.m.–4 p.m., Wednesday 10 a.m.–8 p.m., and Saturday and Sunday 1–4 p.m., or by appointment. For additional information, please visit [plymouth.edu/gallery](http://plymouth.edu/gallery).

The Art Department's faculty and the Student Art Collective coordinate additional public exhibits of student work. These rotating exhibitions are located in the Collins Gallery, a department facility located on the second floor of the Draper & Maynard Building and in the kiosks located at the front of Centre Lodge. Visitors to the President's Office see rotating exhibitions of juried student work selected through the December President's Juried Show for all students and the May President's Juried Show for BFA Thesis Students.

The Lamson Library Print Series and Lamson Learning Commons Café host frequent exhibitions of contemporary printmakers, drawings, graphic works, and more, curated by David A. Beroná, Dean of Library and Academic Support Services. The exhibits showcase contemporary artists whose work displays a focus on a modern theme or a social issue that provides critical thinking among our faculty and students.

### Performance Ensembles

The Department of Music, Theatre, and Dance at Plymouth State University sponsors 11 performance ensembles for which students may receive credit. These groups give numerous on- and off-campus performances including regional and international tours.

One music performance ensemble, University Chorale, is open to all PSU students without audition. Four music performance ensembles—Chamber Singers, Jazz Band, Symphonic Band, and the Music Theatre Company—are open to all PSU students by audition. The Chamber Singers and University Chorale perform choral literature of all styles and periods. The Music Theatre Company produces a show during each regular semester; students may participate as performers, designers, or members of the technical staff.



Four music performance ensembles: Chamber Players, Guitar Workshop, Percussion Ensemble, and Piano Ensemble are open to all PSU students by permission of the instructor or conductor. The Pemigewasset Choral Society, an independent 125-voice regional singing society, rehearses at PSU and performs at PSU and other sites in the region; membership is open to students with permission of the conductor.

Plymouth State Theatre produces a variety of shows each season, staging upwards of six to seven shows in two theatres. Directors, designers, and other artists involved are chosen from the faculty and staff, from regional and national professionals, and from the student body. These productions are open to all PSU students by audition.

The Contemporary Dance Ensemble (CDE) is PSU's dance performance company and a for-credit course (DN 3010). CDE provides multiple opportunities for students to perform and choreograph in concerts and informal workshops; the ensemble is open to all PSU students.

### Silver Center for the Arts

The Silver Center for the Arts opened in the spring of 1992 to serve the academic needs of the Department of Music, Theatre, and Dance and to provide performance space for world-renowned guest artists. This beautiful state-of-the-art facility houses three performance areas: a 665-seat proscenium theatre, a recital hall with seating for 174, and a black box theatre with flexible seating. In addition to classrooms and faculty offices, the Silver Center houses an acting studio, dance studio, choral room, band room, costume shop, and carpentry shop. Throughout the academic year, the Silver Center supports numerous student and faculty performances, and presents guest artists of the highest caliber. The series has presented renowned artists such as Wynton Marsalis, Pilobolus Dance Theater, Ed Asner, Ladysmith Black Mambazo, the Del McCourey Band, David Sedaris, the Blind Boys of Alabama, Asleep at the Wheel, and MOMIX. For more information on the facility and upcoming performances, please visit the Silver Center website at [plymouth.edu/silver-center](http://plymouth.edu/silver-center).

## Centers

### Center for Active Living and Healthy Communities

The Center for Active Living and Healthy Communities provides leadership in research and academic-community partnerships to support active living, health, and wellness for residents and communities in the rural North Country and Lakes Region of New Hampshire. Research projects target a better understanding of the opportunities and obstacles that rural people experience related to healthy, active living. Health promotion partnerships are tailored to meet the unique needs of rural residents based on research findings. Activities are community-based and community-participatory, meaning that they access and involve regional residents to identify research questions, gather data, process findings, implement interventions, and evaluate outcomes. Projects extend from collaborative educational gardening programs to activity/exercise programs for older adults, with built-in service-learning connections for students. Both qualitative and quantitative research projects address all aspects of healthy eating, active living, and health promotion as encouraged by professional organizations including the US Health

and Human Services-Centers for Disease Control and Prevention, the National Society of Physical Activity Practitioners in Public Health, the National Institutes of Health, the American Cancer Society, and the American Heart Association. For more information, please visit [plymouth.edu/center-for-active-living-and-healthy-communities](http://plymouth.edu/center-for-active-living-and-healthy-communities).

### Center for Excellence in Teaching and Learning

The primary aim of the Plymouth State University Center for Excellence in Teaching and Learning is to enable the academic success of all students by providing faculty with resources, opportunities, and strategies that support the teacher-scholar model and enhance student-centered learning in the classroom and beyond.

The center inspires continuous renewal and innovation in teaching and learning by helping faculty work together as a community of learners. Serving as a pedagogical hub for Plymouth State University, the center facilitates conversations, workshops, mentoring, and presentations on philosophies and practices of teaching and learning. Topics and foci may change based on faculty interest, student needs, and university goals but include syllabi and assignment development, learning and curriculum assessment, reflective practice, and course design, whether face to face or online.

The center creates informal and formal opportunities for faculty to build upon proven pedagogical experiences that encourage students to actively engage in their learning process. The center furthers faculty development in alignment with the teacher-scholar model at a regional, comprehensive university.

### Center for Rural Partnerships

The Center for Rural Partnerships connects the needs and goals of rural communities to the research, outreach, and educational capacity of the University. Our partners include community groups, policy makers, schools, elected official, health-care providers, economic developers, the arts, entrepreneurs, and others who are working together to promote a high quality of life in rural New Hampshire. Our work falls into three essential areas:

**Partnership development:** Using its knowledge base of partners and contacts, the Center creates opportunities for rural stakeholders to develop collaborative projects with the University's students and faculty or with other regional partners.

**Community-level applied research:** The Center for Rural Partnerships is a catalyst for the development of engaged, community-driven rural scholarship. We help community partners develop research questions, identify funding sources, and partner with student and faculty researchers at both Plymouth State and other institutions.

**Educational programming and workshop development:** The Center works with community partners to create and present faculty-led workshops, civic engagement sessions, and educational programming across all disciplines and areas of expertise. We also develop opportunities for students to apply their coursework through innovative field programs and service learning.

Since emerging from the Rural Matters Summit in 2006, the Center for Rural Partnerships has developed an innovative community

engagement model that specifically supports the work of our partners while aligning with the outreach and engagement priorities of Plymouth State University. To learn more, visit [plymouth.edu/rural](http://plymouth.edu/rural).

### Center for the Environment

The Center for the Environment ([plymouth.edu/center-for-the-environment](http://plymouth.edu/center-for-the-environment)) at Plymouth State University addresses fundamental environmental issues in northern New England through scientific research, education, and collaboration. We engage on and off campus partners in projects using science-based knowledge to promote informed decision-making. CFE provides future educators, researchers, and leaders with a comprehensive environmental education that includes real-world research experience, an understanding of how natural and built environments are integrated, and knowledge of the community we live in and the economy in which we participate.

**Environmental Research.** The lakes and mountains of northern New England are a natural field laboratory, providing endless opportunities for collaborative, environmentally focused research. Examples of research projects include:

- understanding the impact of forest management and human development on hydrologic networks,
- valuing social and economic ecosystem service flows in optimizing resource management,
- assessing spatial and temporal trends in water quality of NH lakes and streams,
- assisting watershed planning in the Lakes Region,
- tracing water sources with water isotopes, and
- analyzing lake sediments for evidence of climate change.

**Education.** The Center for the Environment coordinates Plymouth State University's Master of Science in Environmental Science and Policy program in cooperation with the Department of Environmental Science and Policy and the College of Graduate Studies. Opportunities also exist for undergraduates through cross-listed courses. Students can engage in interdisciplinary, field-based applied research tailored to their educational goals that prepares them for a career as a scientist or research manager in government agencies, non-profit organizations, businesses, and academia.

**Public Engagement.** Knowledge gained from research has the power to educate, inform, and empower students, citizens, and community members, and can also influence environmental policy and management. We encourage faculty and students to participate in public engagement projects as part of their research. Throughout the year, we also foster engagement through hosting talks, workshops, and conferences to help share environmental science knowledge with a wide audience.

### Center for Young Children and Families

The Plymouth State University Center for Young Children and Families, a state-licensed and nationally accredited early childhood program, is part of the Department of Early Childhood Studies. The mission of the CYCF is to provide high-quality early childhood programs to young children and their families, and to serve as a model program for preparing early childhood professionals. Its child-centered philosophy reflects an understanding of the needs of young children in a complex society. A play-based, project-oriented cur-

riculum complements the constructivist approach introduced in the Early Childhood Studies program. The center employs teachers who have degrees in early childhood education and/or have considerable experience in the field. The center hires undergraduate students as classroom aides and serves as an observation, field experience, and practicum site for all Early Childhood Studies majors as well as for students in other degree programs. For additional information, please visit [plymouth.edu/services/cycf](http://plymouth.edu/services/cycf).

### EcoHouse

Sustainability is a critically important topic for environmental and social well-being, and the concept of sustainability has many dimensions that affect our lives. Some of the most important aspects of sustainability for achieving true change relate to our choices in everyday living and the resources and energy we use to meet daily needs. Given these issues, efforts to teach university students about the environmental impacts of their homes and lifestyle choices in a residential setting are important parts of education about sustainability.

To meet these needs Plymouth State University established the PSU EcoHouse at 1 High Street, located at the entrance to PSU. The mission of EcoHouse is to demonstrate environmentally sustainable technology in a residential setting, to provide hands-on experiential learning opportunities to PSU students and the surrounding region, to collect and disseminate information about sustainability, and to help others live in more sustainable ways. To achieve these goals EcoHouse is a student residence coordinated in a collaborative effort between the Office of Environmental Sustainability and the Residential Life program. Students apply to live in the house as a student residence on an annual basis, and when doing so agree to model sustainable behavior and participate in using the facility to educate and demonstrate sustainable residential choices and ways of living. Regular activities, including workshops and other events open to the PSU community, are coordinated through EcoHouse, which also provides a home for the Office of Environmental Sustainability, student environmental groups, and individuals working on sustainability issues at Plymouth State University. For additional information, please visit [plymouth.edu/sustainability/ecohouse](http://plymouth.edu/sustainability/ecohouse).

### Enterprise Center at Plymouth

The Enterprise Center at Plymouth (ECP) is a partnership between PSU and Grafton County Economic Development Council. ECP is a business incubator and accelerator offering incubation services to start-ups, as well as to established businesses looking to accelerate their growth. The mission of the ECP is to stimulate economic growth and entrepreneurial development education through business education and enterprise creation. To achieve this mission, the ECP nurtures entrepreneurial talent to fuel progress and create wealth throughout New Hampshire.

The ECP offers a comprehensive program of business assistance based on industry best practices. ECP puts client services first, providing start-up businesses with the tools they need to grow and succeed. ECP core services are tailored to a client company's stage of development; the skills and experience of its management team; access to funding; and many other factors. Visit [www.enterprisecenternh.com](http://www.enterprisecenternh.com) for more information.

### Institute for New Hampshire Studies

Founded in 1975, the Institute for New Hampshire Studies (INHS) has a mission to advance knowledge about New Hampshire and its relationship to the New England region through ongoing education and research efforts. The institute brings together the proficiencies of permanent and adjunct faculty from the social science disciplines, frequently applying an interdisciplinary approach. The institute sponsors a minor in Northern New England Heritage Studies and contributes greatly to the Tourism Management and Policy major.

INHS research supports planning and development initiatives of tourism communities, accommodations, and attractions, as well as historic properties. Since 1990, INHS has conducted more than 100 individual projects for the NH Division of Travel and Tourism Development and numerous other clients. Tourism research contracts total approximately \$2.25 million to date. The INHS online tourism database ([plymouth.edu/institute-for-new-hampshire-studies/nh-tourism-data](http://plymouth.edu/institute-for-new-hampshire-studies/nh-tourism-data)) is the state's largest. These efforts have gained the University an international reputation as a tourism education and research center. An on-going project links INHS with the Center for Rural Partnerships and the state division of travel and tourism, in an effort to preserve "retro" 1950s and 60s tourism properties.

INHS has sponsored several archaeological field schools as well as research projects, including: prehistoric site excavations; evaluations of a range of eighteenth and nineteenth century sites; and surveys and excavations of shipwrecks having New England significance. The institute also has been a co-sponsor of NH Archeology Society meetings. An affiliate program of the institute is the Heritage Studies option in the PSU Master of Education degree program. This program also co-sponsors the aforementioned archaeological field schools and other educational seminars. INHS projects and activities are components of a continuing effort to serve the state and New England region, in keeping with the mission of Plymouth State University. For additional information, please visit [plymouth.edu/institute-for-new-hampshire-studies](http://plymouth.edu/institute-for-new-hampshire-studies).

### Judd Gregg Meteorology Institute

Established in 2003, the Judd Gregg Meteorology Institute (JGMI) is located on the third floor of the Boyd Science Center and houses Plymouth State University's undergraduate and graduate meteorology programs. The JGMI is a center for applied atmospheric science research and outreach focused on serving and educating the New England region to provide knowledge that improves people's lives. Through a diversity of expertise, faculty and staff work independently and in collaboration with partners to address real-world weather and climate issues. Current expertise includes synoptic, mesoscale, and tropical meteorology, atmospheric physics, and other practical and applied areas such as boundary-layer and coastal meteorology, air quality, extreme precipitation, remote sensing, air-sea interaction, climatology, paleoclimatology, transportation meteorology, and historical meteorology. Members of the Institute engage in data analysis, field studies, and numerical modeling on multiple scales utilizing a wide array of instrumentation and technology. As part of Plymouth State University, JGMI faculty and staff are committed to educational excellence in both the undergraduate and graduate meteorology degree programs. JGMI activities regu-

larly involve students, providing graduates with a strong foundation in atmospheric science and preparing them for a diverse range of careers.

JGMI faculty and students have participated in research projects with various agencies, such as the US Air Force, the National Oceanic and Atmospheric Administration (NOAA), the National Aeronautical and Space Administration (NASA), the National Weather Service (NWS), the National Center for Atmospheric Research, the Federal Aviation Administration (FAA), the University of New Hampshire, the Mount Washington Observatory (MWO), the US Army's Cold Regions Research Engineering Laboratory (CRREL), Northeast Utilities Service Company, Public Service of New Hampshire, the Governor's Office of Energy and Consumer Affairs, the New Hampshire Departments of Transportation and Environmental Services, Hubbard Brook Experimental Forest, the McAuliffe-Shepard Discovery Center, and the Appalachian Mountain Club (AMC).

Recent research projects range across a wide variety of collaboration. At the Kennedy Space Center/Cape Canaveral Air Station in Florida, for example, faculty and students worked on improving the understanding of strong convective winds, creating forecaster training materials, and developing new forecasting techniques for the Florida Space Coast. JGMI recently completed a regional verification study of a national lightning detection system for WSI Corporation and another verification study of a lightning detection system developed by Airmar Technology Corporation. NASA has also funded a large icing research project with JGMI serving as the lead science partner with CRREL, MWO, and NASA's Glenn and Langley Research Centers. The institute is well into a 10-year agreement with the NH Department of Transportation (NHDOT) that involves deploying weather observation stations throughout the state, processing and archiving the data, and providing NHDOT personnel with real-time access to these and other forms of meteorological data. JGMI has also worked with NHDOT on verification studies to determine data availability and integrity, quality control of incoming data, and low-cost observational systems. Another project, funded by NOAA, is a three-way collaboration between PSU/JGMI, AMC, and MWO to study climate change in the alpine zone of New Hampshire's Presidential Mountains. There have also been several collaborative research efforts with NWS offices in Gray, ME, and NWS meteorologists at the FAA Regional Center in Nashua, NH, to understand strong offshore, low-level winds and aircraft turbulence.

Institute personnel and students support pre-college teachers and students by regularly offering teacher enhancement programs and workshops, visiting K-12 classrooms, hosting class field trips at the Institute, and other outreach activities. Outreach activities extend well beyond the state of New Hampshire, as the institute routinely handles data requests for information from all over the nation and around the world. Its website ([vortex.plymouth.edu](http://vortex.plymouth.edu)) averages nearly 100,000 accesses per week and during active tropical events, the hits have exceeded 1,000,000 in a single 24-hour period. Weather data from the site is routinely used by a significant number of forecasters, researchers, and students. For additional information, please visit [plymouth.edu/departments/asc/resources/jgmi](http://plymouth.edu/departments/asc/resources/jgmi).



### Mark Sylvestre Planetarium

Located in the Boyd Science Center, the Mark Sylvestre Planetarium is a 31-seat facility with handicap access. Programs can be conducted using the Digitarium Alpha LCD full-sky projector, or the Starlab Sky Projector, and an LCD projector with VHS, DVD, and computer (including Internet) inputs. Programs in astronomy designed for the general public, elementary and secondary students, college students, scout groups, and others are regularly given. The planetarium has been used for art classes, opera classes, summer programs for grade school children, student presentations, and a variety of other programs. In addition to the Mark Sylvestre Planetarium, there is also a portable planetarium that is used to give astronomy presentations at schools around New England. For additional information, please visit [plymouth.edu/department/asc/resources/planetarium](http://plymouth.edu/department/asc/resources/planetarium).

### New Hampshire Impact Center

The New Hampshire Impact Center is located in the Department of Mathematics at Plymouth State University. Since 1999, the center has been working to improve mathematics education in New Hampshire and in the nation. The center offers professional development programs in mathematics that help increase the content and pedagogical knowledge of preK–12 teachers. The center also works with the College of Graduate Studies to create courses and programs that meet the needs of pre-service and in-service teachers. For additional information, please visit [plymouth.edu/outreach/impact-center](http://plymouth.edu/outreach/impact-center).

### Office of Research and Engagement

The Office of Research and Engagement was established August 1, 2012 to enhance the educational experience at PSU by supporting student involvement in research and service learning on campus, around the region, and around the globe. The office seeks to reduce the burden on student tuition by increasing the level of external funding from contracts and grants. The office also functions to increase PSU's level of partnership and communication with off-campus communities, organizations, agencies, and businesses in order to fulfill our mission for community service. For additional information, please visit [plymouth.edu/office/research-engagement](http://plymouth.edu/office/research-engagement).

**Academic Service Learning.** Service Learning is a pedagogical model that provides students with the opportunity to earn academic credit by actively participating in and learning from scholarly activities undertaken to serve community needs. By applying academic curriculum through practical application and engaging in meaningful reflection, students develop leadership, communication, and problem solving skills. This type of engagement enhances understanding of course content while inspiring a sense of civic responsibility. The Office of Research and Engagement supports faculty members, students, and community partners in developing meaningful and mutually beneficial service learning projects. For additional information, please visit [plymouth.edu/office/research-engagement/engage/](http://plymouth.edu/office/research-engagement/engage/).

### Small Business Institute®

The Small Business Institute at Plymouth State University gives MBA students a chance to serve local small businesses as members of consulting teams, earning elective course credits in the process. Working with a business faculty member, SBI teams visit their client companies, define the scope of their projects, and then prepare and present a formal report. These reports are comprehensive and

professional, enabling students to ground their studies in real-world experiences. Since 1975, PSU student reports have won dozens of statewide, regional, and national awards in Small Business Institute competitions. Since 1999, SBI student consulting teams have won national awards in the SBI Project of the Year competition. This record of accomplishment is unparalleled by any graduate school in the country. For additional information, please visit [plymouth.edu/graduate/academics/degrees/masters/mba/small-business-and-entrepreneurship/small-business-institute](http://plymouth.edu/graduate/academics/degrees/masters/mba/small-business-and-entrepreneurship/small-business-institute).

### Statistical Consulting Center

The Statistical Consulting Center, located in the Department of Mathematics, offers statistical consulting on the design and analysis of research projects to the faculty and students of Plymouth State University and its partners. This professional service is available at any stage of research including planning, proposal writing, design, analysis, or the final written presentation of the results. This is not a tutoring service, but rather a resource for faculty and students engaged in research. For additional information, please visit [plymouth.edu/outreach/statistical-consulting](http://plymouth.edu/outreach/statistical-consulting).

### White Mountains Institute

The White Mountains Institute (WMI) at Plymouth State University celebrates the significant heritage of our region and creates a premier center for educational programming and research on the White Mountains. Through the institute, PSU takes advantage of the spectacular outdoor laboratory around us and builds on our strengths in environmental studies and sustainability, eco-tourism, historic preservation, the arts, adventure education, and the advancement of culture and economic development in rural communities. To achieve this, the White Mountains Institute offers programming that utilizes PSU resources to expose students and members of the surrounding communities to the environmental and cultural aspects of the White Mountains. Programs will include:

- undergraduate and graduate level coursework throughout the year,
- professional development opportunities for K–12 educators,
- summer enrichment experiences for learners of all ages, and
- community-oriented education through public workshops, lecture series, and exhibitions.

For more information, please visit [plymouth.edu/white-mountains-institute](http://plymouth.edu/white-mountains-institute).

**Museum of the White Mountains.** This museum is a center of excellence dedicated to the study and appreciation of the White Mountains. In keeping with the University's core mission and goals, the museum preserves and promotes the history, culture, and environmental legacy of the region. In addition to featured temporary exhibitions, the museum will provide unique collections-based archival and digital learning resources to students, researchers, and the public. The museum houses and is digitizing historic archives and data, including collections of art, rare photographs, postcards, books, and other significant materials. The museum provides opportunities for students to gain experience in a variety of paid hourly or Independent Study positions. It is located at 34 Highland Street in Plymouth, on the campus of Plymouth State University. The museum hours are: Tuesday, Thursday, and Friday, 10 a.m. to 5 p.m., Wednesday 10 a.m. to 7 p.m., and Saturday and Sunday noon to 5 p.m. It is closed Mondays and holidays, and on Tuesdays in the

summer. For more information, please visit [plymouth.edu/museum-of-the-white-mountains](http://plymouth.edu/museum-of-the-white-mountains).

## College of Arts and Sciences

*Dean: Cynthia W. Vascak*

The College of Arts and Sciences upholds the rich values of the liberal studies tradition by providing breadth and depth of education crossing the humanities, social sciences, fine arts, mathematics, and sciences. We endeavor to cultivate critical and creative inquiry; sensitivity and understanding of cultural, social, and historical pluralism and context; independence of thought and reasoning; service and social agency, and an abiding appreciation for aesthetic and epistemological diversity.

The College of Arts and Sciences comprises the Departments of Art; Atmospheric Science and Chemistry; Biological Sciences; Communication and Media Studies; Computer Science; English; Environmental Science and Policy; History and Philosophy; Languages and Linguistics; Mathematics; Music, Theatre, and Dance; Psychology; and Social Science. The college offers 37 degree programs, 44 minors, and three professional certificate programs. Within this spectrum of offerings, our students may pursue 14 bachelor of arts degrees with multiple options, 16 bachelor of science degrees in the arts and sciences with multiple options, and seven professional degrees designed for discipline-specific teacher certification. Across all of these programs, the members of the College of Arts and Sciences seek to prepare our students for citizenship in a global community. Students and graduates will be able to apply their knowledge and skills to the local, national, and global challenges we face and make informed choices, approach problems critically and creatively, and have the courage, depth of care, and vision that impels agency and service.

Dynamic outreach, scholarship, and service programs provided through the college include: the Karl Drerup Gallery and Exhibitions Program; the Boyd Science Center's state-of-the-art research facilities and programs; the Eagle Pond Author Series; the Institute for New Hampshire Studies; the Judd Gregg Meteorological Institute; the Mark Sylvestre Planetarium programs; the Math Activity Center; the annual Medieval and Renaissance Forum; National History Day; the New Hampshire Writing Project; performance ensembles sponsored by the Department of Music, Theatre, and Dance; the Visiting Artist Program; a variety of internship opportunities, and engaged research with outstanding faculty.

## College of Business Administration

*Dean: Trent E. Boggess*

The College of Business Administration provides professional programs for students seeking careers within business and non-profit organizations. The focus of our programs is on applied and practical business and managerial skills. We seek to produce graduates who will be sought after by employers. The faculty is composed of both academic scholars and successful practitioners. It includes members with international academic reputations as well as successful former CEOs, CFOs, and managers. Our students benefit from the

latest research in business trends and the experience of seasoned managers.

The College of Business Administration offers programs at both the undergraduate and graduate degree levels. Our undergraduate majors include accounting, business administration, finance, management (with options in general management, human resource management, and small business/entrepreneurship), marketing (with options in integrated marketing communications, professional sales, and public relations), and sports management. We also offer minors in business administration, economics, human resource management, and professional sales. The college offers the master of business administration degree with certificates in several business fields. Talented undergraduate students can combine their bachelor's degree studies with the MBA to earn both degrees in as few as four years.

## College of Education, Health, and Human Services

*Dean: Gail F. Mears*

Through innovative teaching and learning experiences, the College of Education, Health, and Human Services prepares students to work in education, counseling, social work, criminal justice, nursing, and other health related professions. The emphasis on health and human services in our programs is based on our commitment to serving the whole person, promoting wellness, and improving the social environments in which people learn, live, and work. The College supports practices that are grounded in current research, holistically focused, developmentally appropriate, and cultural competent.

The College of Education, Health, and Human Services comprises the Departments of Early Childhood Studies; Elementary Education and Childhood Studies; Educational Leadership, Learning, and Curriculum; Criminal Justice; Health and Human Performance; Nursing; Social Work; Counselor Education and School Psychology. The college offers a wide range of undergraduate and graduate degrees, certifications, and certificate programs. The undergraduate level includes 10 bachelor of arts and bachelor of science majors, 15 options and seven minors. At the graduate level, the college offers EdDs in Learning, Leadership, and Community, and Higher Education, 17 MEd, MA, and MS programs with 33 concentrations, 12 Certificates of Advanced Graduate Studies (CAGS), seven professional certifications, 15 educator certifications and 10 non-degree certification and certificate programs. Teacher preparation is offered at the undergraduate and graduate levels and advanced certifications in school counseling, school psychology, school principal, superintendent, and other specialist areas are offered at the graduate level. Programs within the college are characterized by student-centered instruction, experiential learning, and a commitment to creating compassionate professionals who are able to provide effective and socially-just services in a diverse society.

The College of Education, Health, and Human Services includes the Office of Educator Preparation, the nationally accredited Center for Young Children and Families, and the Center for Active Living and Healthy Communities. The Office of Educator Preparation is primarily responsible for the field and clinical experiences that lead

to teacher certification in New Hampshire. The Center for Young Children and Families serves young children in the Plymouth region and provides a learning laboratory for Early Childhood Studies students. The Center for Active Living and Healthy Communities aims to enhance active living, health, and wellness in New Hampshire's North Country and Lakes Region through education, research, and community partnerships.

## College of Graduate Studies

Since 1948, the College of Graduate Studies has prepared exceptional professionals in a variety of disciplines. Graduate degree programs include the Master of Arts in Teaching (MAT), Master of Business Administration (MBA), Master of Education (MEd), Master of Science (MS), Certificate of Advanced Graduate Studies (CAGS), Doctor of Education (EdD), and educator certifications. Through PSU's fifth-year graduate programs, students can earn a master's degree in select programs by successfully completing one additional year of full-time graduate study after obtaining a baccalaureate degree. Courses are offered year-round in face-to-face, hybrid, and online formats. Financial aid and graduate assistantships are available. For more information, please visit [plymouth.edu/graduate](http://plymouth.edu/graduate), or e-mail [forgrad@plymouth.edu](mailto:forgrad@plymouth.edu).

## Division of Online and Continuing Studies

*Dean: Nancy S. Betchart*

The mission of the Division of Online and Continuing Studies (DOCS) is to provide access to a PSU education through convenient online, evening, blended, and intensive courses and degree programs. DOCS helps students who want to balance work and/or family responsibilities develop schedules that meet their needs. PSU students enrolled through DOCS have priority for registering in online, blended, or evening course sections, designated by an "F" in the section number (e.g., EN1200.F1) but may also enroll in daytime classes. General education requirements and electives may be completed in evening and online formats and certain majors may be completed entirely through evening or online programs. Check the [plymouth.edu/docs](http://plymouth.edu/docs) website for a list of majors that may be completed through evening and/or online formats.

### Online Degree Programs

PSU offers selected undergraduate degree programs entirely online through the Division of Online and Continuing Studies. Students may apply for a 100 percent online degree program at [plymouth.edu/docs](http://plymouth.edu/docs). Programs include:

- BS in Business Administration,
- BA in Communication and Media Studies,
- BA in Criminal Justice,
- BS in Nursing RN-BS Program, and
- BA in Philosophy (projected for 2014).

Curriculum in online degree programs is identical to the face-to-face programs and is taught by the same faculty, who are scholars and practitioners in their fields. Faculty go through a consultation process with the office of Learning Technologies and Online Education before teaching online to ensure their familiarity with best practices for teaching and learning online.

**Online Learning.** Before taking an online course, it is important that students consider whether they will be successful with this type of format. Online courses require self-discipline. Students must regularly login to the online course in order to keep up with readings, assignments, and discussions. Online learning requires that students *actively* participate so that faculty instructors can assess whether students are learning. The main advantage of online learning is that students can login and work on their course 24/7, whenever it is convenient for them.

### Certificate Programs

Six certificate programs are offered through DOCS. Non-degree students may apply to earn a certificate at the DOCS website ([plymouth.edu/docs](http://plymouth.edu/docs)). Non-degree students admitted to a certificate program are eligible to apply for federal financial aid ([plymouth.edu/office/financial-aid](http://plymouth.edu/office/financial-aid)). PSU degree students are also eligible to earn certificates.

**Afterschool Professional Certificate (22 credits).** This certificate helps to fill a documented need for high quality professionals in the afterschool program field. It is based on core knowledge and competencies identified nationally and by the State of New Hampshire as standards for afterschool credentials. "Afterschool" encompasses most organized out-of-school programming for school-age children (ages 4–18), including before school, after school, summer and weekend/vacation programs. The Afterschool field is growing and is in the midst of significant professionalization. Students completing this certificate will be well qualified to lead a variety of Afterschool programs. See the Department of Elementary Education and Childhood Studies for more information.

**Early Intervention Certificate (16 credits).** The certificate program in early intervention is intended for professionals working in the field of family-centered supports and services (early intervention) who need more focused coursework related to infants, toddlers, and young children with disabilities. For example, a licensed physical therapist providing services for a toddler with disabilities might want to pursue more focused coursework on this age group. This certificate does **not** lead to credentialing as an early intervention specialist, but does address many of the competencies needed for this credential. See the Department of Early Childhood Studies for more information.

### Geographic Information Systems (GIS) Certificate (16 credits).

Geographic Information Systems (GIS), a spatial data management and display system, has continued to be a growth area, impacting many disciplines including conservation, planning, biology, botany, forestry, geology, geography, civil engineering, history, business, and criminal justice. This certificate is designed for individuals who want to develop skills to enhance their opportunities for employment in business, government, and industries where GIS is used. The GIS certificate will enhance student résumés by documenting their education and skill development, and for continuing education students, will make them eligible for financial aid that would be unavailable if they were simply taking a few courses in the field. See the Department of Social Science for more information.

**Hospitality Management Certificate (18 credits).** This certificate provides necessary skills and knowledge for those seeking to develop a basic understanding of the hospitality industry and for those



currently in the tourism/hospitality industry to capitalize on their employment experience. It is particularly focused on hospitality programs that are sustainable, rural, and historic. See the Department of Social Science for more information.

**Professional Sales Certificate (19-21 credits).** The US Department of Education/Labor lists sales-related careers as a leading source of jobs in the country. This certificate will prepare students for meaningful job opportunities in a professional sales career. Highly trained sales professionals have a distinct advantage by bringing more to the buying experience than brand and price. See the College of Business Administration for more information.

**Teaching English to Speakers of Other Languages (TESOL) Certificate (16 credits).** The TESOL certificate prepares students to teach English language learners (ELLs) of all ages. The certificate gives students the training needed for ELL teaching positions in the United States and overseas, but the certificate does **not** result in a New Hampshire Department of Education teaching license. See the Department of Languages and Linguistics for more information.

**Stop-Out Policy.** DOCS students may “stop out” of school for one year (one fall and one spring term) following the completion of at least one semester without losing their status as matriculated (degree-seeking) students, including retention of their e-mail accounts and access to myPlymouth. An application for readmission is not required if a “stopped-out” student re-enrolls by the third full semester. However, there are financial aid implications for stopping out; contact the Financial Aid Team for details *before* stopping out. Contact the Division of Online and Continuing Studies regarding stop-out procedures. Certain circumstances may warrant a leave of absence. A leave of absence may be requested by contacting the Office of the Vice President for Enrollment Management and Student Affairs.

### Continuing Education

The Division of Online and Continuing Studies also provides opportunities for continuing education students who are taking credit-bearing courses but have not been formally admitted to PSU. Continuing education students may take a maximum of 11.5 credits per semester. Students who have left PSU due to academic difficulty may enroll in a maximum of eight credits a semester as Continuing Education students in order to repair their GPAs so they can return as fully matriculated students. Consultation with DOCS advisors about courses, registration, and tuition is recommended.

### Winterim and Summer Sessions

The Division of Online and Continuing Studies provides year-round access to classes through the Winterim (January) and summer sessions. These sessions provide students with the opportunity to make steady progress toward their degrees, catch up or get ahead on earning credits, or raise their grade point average. Winterim and summer rates and/or fees are lower than fall and spring terms. Housing and meals are available at [plymouth.edu/reslife](http://plymouth.edu/reslife). Many online courses are offered during Winterim and summer, so students can take a course from the convenience of home or while they are working. The maximum number of credits allowed is typically six credits during Winterim and nine credits during summer. Online registration and payment are available. Registration information is available at [plymouth.edu/docs](http://plymouth.edu/docs). Payment for Winterim and summer courses is expected at the time of registration.

### Credit-By-Examination

Credit-by-examination is one avenue for accelerating progress toward a degree. The Division of Online and Continuing Studies administers both CLEP (College Level Examination Program) and DSST (DANTES) examinations through which students can demonstrate college-level learning and earn credits toward their degree. Students should consult with their academic advisors prior to taking any CLEP or DSST exam to make sure that they are both eligible to take the exam and that credits earned will apply toward the degree. Students must receive a passing score before credits are awarded. Exams are taken in the DOCS office located in Speare Administration Building and are scheduled by appointment. For additional information regarding CLEP and DSST exams, see the Appendix.

### Community Education

The Division of Online and Continuing Studies offers non-credit education through its Community Education program. Community education includes a variety of courses offered on campus, in collaboration with area businesses, and non-credit online courses for professional development and/or career training. For additional information, please visit [plymouth.edu/community-education](http://plymouth.edu/community-education).

## Lamson Library and Learning Commons

The Herbert H. Lamson Library and Learning Commons, built in 1964, reopened in January 1998 following a major renovation and expansion. The library, a three-story, 90,000-square-foot facility, takes advantage of PSU's beautiful mountain views to the north and east. It is a popular and pleasant place for students to socialize and study. For additional information, please visit [library.plymouth.edu](http://library.plymouth.edu).

In addition to generous seating for students and storage capacity for 450,000 volumes of print materials, the library also houses the Michael J. Spinelli Jr. Center for University Archives and Special Collections, classrooms for library instruction, 115 student computers, exhibition space, classrooms, meeting rooms, listening/viewing areas, and group study rooms. The library is wireless, allowing online access throughout the building. The library's current collection includes more than 350,000 cataloged print and nonprint items. The library provides access to a variety of subscription databases, online and print journals, and over 100,000 downloadable e-books. All online resources are accessible to PSU students, faculty, and staff, both on and off campus. In addition to online and face-to-face research assistance, librarians provide classroom instruction in the effective use of library resources. The library provides, at no charge to students, document delivery service for book and journal materials not owned by Lamson Library. As a member of the New Hampshire College and University Council (NHCUC), PSU allows students to have borrowing privileges at other college libraries in the state.

### Lamson Learning Commons

Information Technology Services (ITS) Help Desk and instructional technology support are incorporated in our acclaimed Lamson Learning Commons (please visit [plymouth.edu/services/learning-commons](http://plymouth.edu/services/learning-commons)). Visitors entering Lamson find a renovated Information Desk that provides all library circulation and reserve services, along with ITS Help Desk services. Additional computers and professional

support are available for students and faculty to develop multimedia presentations in our state-of-the-art Multimedia Presentation Center (MPC). Also located in Lamson is our popular Common's Café, which provides Starbucks coffee, drinks, sandwiches, and snacks.

### Learning Technologies

The Department of Learning Technologies and Online Education (LTOE) strives to enhance teaching and learning at Plymouth State through its focus on pedagogical uses of instructional technologies, both online and in the classroom. We provide support for and training in such technologies as Moodle (the PSU learning management system), ePortfolios, multimedia development, web conferencing, interactive whiteboards, and student response systems. In addition, we provide information regarding current research on best practices and various educational theories. We consult with individual faculty who teach in the online/blended environment as well as offer numerous workshops and events. For additional information, please visit [go.plymouth.edu/ltoe](http://go.plymouth.edu/ltoe).

## Scholarly Societies

**Alpha Phi Sigma** is a national honor society that recognizes the scholarly achievement of criminal justice majors as undergraduate and graduate students. Top-quality students must complete 33 percent of their total hours, maintain a 3.20 grade point average in their major and overall coursework, and be ranked in the top 35 percent of their class. The Eta Zeta chapter at PSU was established in 2005. Members of the Eta Zeta chapter are committed to doing good deeds for their community and students of need in their own major. Admission is open to all students who demonstrate good character as well as the above qualifications.

**Delta Mu Delta** is an international honor society that recognizes the scholastic achievement of undergraduate and graduate business students. Members from the academic or business community who have demonstrated distinguished scholarship, business ability, or leadership may also be granted honorary membership. Students must be in the top 20 percent of their class and have a 3.25 or above GPA. Undergraduate students must have earned at least 60 credits at PSU. Only schools accredited by the Association of Collegiate Business Schools and Programs (ACBSP) qualify to establish Delta Mu Delta chapters. The PSU Chapter promotes networking opportunities for its members to access professional development.

**Eta Sigma Gamma** is a national honorary society open to all undergraduate and graduate health education majors who excel academically. PSU is one of 128 institutions in the United States awarded a chapter, Gamma Zeta. Its main objective is to further the professional competence and dedication of the individual members in and for the profession of health education.

**Gamma Theta Upsilon** (GTU) is an international honor society in geography and recognizes excellence in the field. GTU is open to any student completing at least three full semesters of college course work, completing at least three geography courses, and earning a 3.30 GPA, both cumulative and in geography. The Lambda Lambda chapter at PSU was established in 2003 with the mission of being open to all students exhibiting outstanding performance in the field.

**Kappa Delta Pi** is an international honor society dedicated to scholarship and excellence in education. Plymouth State University's Lambda Alpha chapter is an undergraduate honor society that offers an active program of speakers, fundraising activities, and community service projects. Members of Lambda Alpha also organize and participate in literacy activities for area children. Kappa Delta Pi maintains a high degree of professional fellowship and promotes the growth of strong educational leaders.

**Lambda Pi Eta** is the official communication studies honor society of the National Communication Association, with more than 400 active chapters worldwide. The Pi Omega chapter of Lambda Pi Eta was established at Plymouth State University in 2004 to encourage outstanding undergraduate scholarship, officially recognize students who excel in the communication studies curriculum, and encourage professional development among Communication Studies majors.

**Phi Alpha** is a national honor society for social work faculty, social work practitioners, and social work students enrolled in accredited programs. The purpose is to bring students together to promote humanitarian goals and ideals. Plymouth State University's Eta Omicron chapter invites into membership those who have attained excellence in scholarship and achievement in social work. Established in 1962, the honor society holds its annual meeting at the annual conference of the Council on Social Work Education.

**Phi Alpha Theta** is the international honorary society that recognizes student accomplishments in all fields of historical study. Founded in 1921, the society has more than 850 chapters and initiates more than 8,000 members each year. The mission of this honor society, including the PSU chapter, Alpha Iota Lambda, is to promote and encourage the study of history. The national organization annually awards scholarships and prizes.

**Phi Delta Kappa** is an international organization that promotes research and service in support of quality education with a particular emphasis on publicly supported education. The organization sees education as the foundation of a democratic way of life. The organization has more than 100,000 members internationally. The Southern New Hampshire Chapter of Phi Delta Kappa welcomes Plymouth State University graduate students to join. The chapter has over 250 members, most of whom live in New Hampshire, but chapter members also live as far away as Saudi Arabia, the US Virgin Islands, Austria, and Egypt. Members are public and private school teachers, administrators, guidance personnel, college faculty, NH Department of Education employees, politicians, and other advocates for education.

**Phi Epsilon Kappa** is a national professional fraternity founded in 1913. It was established to: (1) promote scholarship within the allied fields of physical education, including health, exercise science, recreation, and sport studies; (2) increase the visibility of the allied professions and the importance of these fields in daily life; (3) enhance leadership skills among students and professionals through service and scholarship. Membership was limited to males until March 1975 when the National Council voted unanimously to extend membership to females. Males continued to serve as national Fraternity presidents until 2001. The installation of a Phi Epsilon Kappa Honor Society as one of the academic honor societies was

held in the spring of 2004 on campus. Over 150 undergraduate, graduate, and faculty have been inducted into the Fraternity since the installation. Members of PEK are involved in community service both on and off the campus as well as attend state, district, and national professional meetings.

**Phi Kappa Phi**, founded in 1897, is the nation's oldest, largest, and most selective honor society for all academic disciplines. Membership is by invitation only to the top 7.5 percent of second-term juniors and the top 10 percent of seniors and graduate students, as well as to outstanding faculty, staff, and alumni. Members receive career services benefits, vendor discounts, and access to PKP's global member network. The Society also offers competitive grants and fellowships to members, their campuses, and their communities. Phi Kappa Phi's mission is to recognize and promote academic excellence in all fields of higher education and to engage the community of scholars in service to others.

**Phi Sigma Iota** is the international foreign language honor society. It recognizes outstanding ability and high standards of students and faculty of foreign languages, literatures, and cultures (including classics, linguistics, philology, comparative literature, ESOL, bilingual education, and second language acquisition). It is the highest academic honor in the field of foreign languages. Seniors and juniors who achieve a 3.00 grade point average or higher in their foreign language major or minor are nominated to Phi Sigma Iota.

**Pi Gamma Mu** is an international social science honor society that recognizes students who have shown unusual interest and aptitude in the social sciences. PGM is open to any student of junior or senior status with 20 credits in social science courses and earning a 3.00 GPA. The society also sponsors programs toward the improvement of scholarship and the inspiration of social service.

**Psi Chi** is the international honor society in psychology, founded for the purpose of encouraging, stimulating, and maintaining scholarship in, and advancing the science of, psychology. It serves two major goals: to provide academic recognition and to augment and enhance the regular curriculum by providing opportunities for practical experience, professional growth, and fellowship through chapter and national programs.

**Sigma Tau Delta** is the international honor society for college English majors and minors. The society's goals are to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies; promote interest in literature and English language on campus and in the community; and foster the discipline of English in all its aspects, including creative and critical writing.

## Special Offerings

### Eagle Pond Authors' Series

The Eagle Pond Authors' Series celebrates writers and writing by bringing distinguished authors to the campus to read from their work. The series is named in honor of former United States Poet Laureate Donald Hall, who received the National Medal of Arts from President Obama in 2010. Hall is renowned as a poet, essayist, playwright, and author of short stories and children's books. He lives at Eagle Pond Farm in Wilmot, NH, a family homestead that

has inspired much of his writing. The series has brought to campus such notable authors as Pulitzer Prize winners Charles Simic, Maxine Kumin, and Galway Kinnell as well as Mark Doty, Sharon Olds, Marie Howe, Robert Bly, Jorie Graham, and Franz Wright.

### Medieval and Renaissance Forum

The Medieval Studies Council hosts the annual Medieval and Renaissance Forum. Founded in 1978, this conference draws a national and international group of scholars. The forum has become well known for the quality of the scholarly papers presented, its small-conference atmosphere, and its congeniality. Held in mid-April, the forum is open to general public and student participation. The banquet at the end of the forum, where several participants dress in period garb and the menu features authentic dishes from the Middle Ages, generally accompanied by music and dance, is a chance for the whole campus to identify with various facets of medieval life. Those interested in the forum may visit the website ([plymouth.edu/events/medieval-and-renaissance-forum](http://plymouth.edu/events/medieval-and-renaissance-forum)) or contact Associate Professor of English Karolyn Kinane at [kkinane@plymouth.edu](mailto:kkinane@plymouth.edu).

### ROTC

Students attending Plymouth State University may enroll in the Air Force Reserve Officer Training Corps or in the Army Reserve Officer Training Corps at the University of New Hampshire. The Army ROTC and Air Force ROTC offer programs leading to a commission as a second lieutenant in their respective services. Students in either ROTC program may pursue any curriculum that leads to a bachelor's or higher degree. Two- and four-year programs are available. The four-year program is open to first year students, sophomores, and transfer students. The two-year program is open to students who have at least two academic years remaining within their university degree program. In addition to on-campus course requirements, students must attend an officer preparatory training session for part of one summer.

Both the Army ROTC and Air Force ROTC offer ROTC scholarships on a competitive basis. Entering first year students may compete for four-year scholarships during their last year of high school. Additionally, incoming students may compete for scholarships while already in college if they meet specific ROTC requirements. Scholarships may pay up to full tuition, mandatory fees, and required textbooks for university courses. In addition, all scholarship recipients receive a tax-free monthly subsistence allowance. Non-scholarship students in the last two years of the ROTC program also receive the tax-free monthly subsistence allowance. Both ROTC programs have administrative and medical requirements that must be met to qualify for a scholarship and a commission.

More specific information about ROTC programs may be obtained by contacting Army ROTC at (603) 862-1078 or Air Force ROTC at (603) 862-1480 at the University of New Hampshire, Durham.

### Saul O Sidore Lecture Series

In 1979, trustees of the Saul O Sidore Memorial Foundation and representatives of Plymouth State agreed to establish the Saul O Sidore Lectureship Program at Plymouth. The purpose of this program is to bring to Plymouth State and to residents of the state of New Hampshire a variety of speakers who address critical issues and events in the political, social, and cultural arenas, thus reflecting Sidore's lifelong interests.



As president of Brookshire Mills and Pandora Industries of Manchester, NH, and owner of the Manchester Free Press, Sidore was a driving force for the ideals of humanity and brotherhood in the city of Manchester and the state of New Hampshire. Sidore's success was based on the theory that following ethical principles, providing security for employees, and encouraging participation from all levels in business decisions was the appropriate way to conduct a business. His openness to new ideas lives on through this PSU lecture series. All lectures are free and open to the public. For additional information, please visit [plymouth.edu/events/sidore](http://plymouth.edu/events/sidore).

## Study Away Opportunities

Students who are in good financial and social standing at Plymouth State and have earned a cumulative 2.50 (minimum) grade point average may participate in study away programs. All transfer policies and procedures must be followed if students want to receive credit for these experiences (see Transferring Courses to Plymouth).

## Enroll at Other New Hampshire Colleges and Universities

Plymouth State University is a participating member of the New Hampshire College and University Council (NHCUC), a consortium of higher education resources. A student exchange program allows Plymouth State University students to enroll at other NHCUC institutions for one or more courses during an academic semester. The following schools are involved in the NHCUC exchange with PSU: ColbySawyer College, Franklin Pierce University, Granite State College, Keene State College, New England College, Rivier University, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire at Durham and Manchester. Students interested in the NHCUC exchange program should contact the director of curriculum support in the Office of Undergraduate Studies.

**Course Enrollment:** PSU students in good academic, financial, and social standing may enroll at other NHCUC institutions for one or two courses during the academic semester. Such courses, in addition to on-campus courses, must meet the minimum number of credits (12) for full-time status, and normally should not exceed the full course load defined by current policies of the University. If the total PSU and NHCUC credits exceed 17, the student will be charged an overload fee. Failure to pay the overload fee will prevent the credits from transferring to PSU. No financial charges are made by the host institution, with the exception of laboratory fees for special instruction, parking permit fees, or recreation fees. Those fees are billed to students by the host institution. Summer school and January programs are excluded from the exchange agreement.

**Full Semester Enrollment:** Students who are in good financial and social standing at Plymouth and have earned a cumulative 2.50 (minimum) grade point average are permitted to take a full schedule of courses at any of the participating NHCUC institutions. The enrollment may be for one or two full-time semesters, upon agreement of the University and the host institution. Students remain registered at Plymouth State University and continue to pay PSU tuition and fees. If the total credits for the semester exceed 17, the student will be charged an overload fee. Failure to pay the overload fee will prevent the credits from transferring to PSU.

The determination of room and board charges is an individual arrangement between students and the host institution. The host institution will bill these charges directly to students. PSU cannot guarantee room and board at the host institution.

## Global Education Office

### Study Abroad

There are many opportunities for Plymouth State University students to study outside the United States through affiliated partner providers in more than 50 countries. Study abroad experiences are available throughout the year for nearly all academic majors. Formats include: semester and/or academic year abroad; summer and Winterim terms abroad; international internships; work abroad; shipboard; language immersion institutes, and short-term global courses led by PSU (or affiliated) faculty. See "Where Can I Study?" at [plymouth.edu/global](http://plymouth.edu/global).

While students are eligible to participate in the vast array of available study abroad programs, Plymouth State University has signed direct affiliation agreements with the institutions listed below.

- Bishop's University, Lennoxville, Quebec, Canada
- Capital Normal University, Beijing, China
- Dalarna University, Falun, Sweden
- Hong Kong Institute of Education, Tai Po, Hong Kong
- Irish American University, Dublin, Ireland
- Kansai Gaidai, Osaka, Japan
- Middlesex University, London, England
- Plymouth University, Plymouth, United Kingdom
- Sunway University, Perack, Malaysia
- Universidad Austral de Chile, Valdivia, Chile
- Universidad Carlos III de Madrid, Spain
- Universite Lumiere Lyon 2, Lyon, France
- Universiti Tunku Abdul Rahman, Selangor, Malaysia
- University of Winchester, Winchester, England

In addition, Plymouth State University has options for studying abroad for featured majors. University relationships have been forged with the following programs to offer these customized programs:

- Adventure Education and Physical Education majors may study at LaTrobe University, Bendigo, Australia;
- Business, English, and History majors and minors may study at Plymouth University, Plymouth, United Kingdom;
- Business, Criminal Justice, and Education majors may study at Roehampton University, London, United Kingdom;
- Environmental Planning, Environmental Science and Policy, and Geography majors may study at the University of Otago, Dunedin, New Zealand; and
- Sports Management majors may study at Griffith University in Gold Coast, Australia.

Internship opportunities are also available for most majors in Buenos Aires, Argentina; Sydney, Australia; Beijing and Shanghai, China; London, England; Florence, Italy; Istanbul, Turkey; South Africa, Costa Rica, and Ecuador.

Contact the chair of the Department of Languages and Linguistics for additional information on these language-based programs:

- Université Sainte-Anne, Church Point, Nova Scotia, a Summer French Immersion Program;
- Spanish Study Abroad in Córdoba, Argentina; San Juan, Puerto Rico; Barcelona, Seville, and Alicante, Spain;
- Universidad de Alcalá, Alcalá de Henares, Spain; and
- Université Lumière Lyon 2; Universidad Austral, Valdivia, Chile.

Planning for study abroad should generally be started at least one year in advance. Professional advisors at the Global Education Office are available to assist students who want to explore study abroad opportunities, evaluate specific program options, estimate costs, and plan for their trip abroad. Advisors also assist students with processing essential paperwork including applications, course registration forms, course transfer forms, and pre-departure materials. Transfer Credit Approval forms must be approved by the Undergraduate Studies Office **prior** to the student's departure date. Students should work closely with their study abroad advisor in conjunction with their academic advisor as they plan and implement their study abroad program in order to maintain degree progress. Students must apply and be approved to study abroad through the Global Education Office in order to remain an active, enrolled Plymouth State University student. For further information, contact the Global Education Office at Bagley House, or please visit [plymouth.edu/global](http://plymouth.edu/global).

### First Year/Freshman Abroad Program in Ireland

Plymouth State University offers incoming first semester, first year students the unique opportunity to participate in the Freshman Abroad Program at the University of Limerick in Ireland. Students spend the fall semester of their first year with a distinguished PSU faculty member, living and learning at this prestigious Irish university. Students take two courses in a cohort group format with the Plymouth State faculty and enroll in three courses of their choice from the Limerick curriculum. Students are housed on campus in student apartments and participate fully in the University of Limerick's activities, events, sports, and clubs. This program has a limited enrollment and is best suited to mature students with skills in independent decision-making and problem solving, an adventurous spirit, and curiosity about other cultures. Contact the Limerick program director at the Global Education Office.

### PSU in Sorrento, Italy

Students with a cumulative GPA of 2.5 have an opportunity to study at the Sant'Anna Institute – Sorrento Lingue for the spring semester. A Plymouth faculty member accompanies the students, teaching two PSU courses. Students select their remaining three courses from the Institute's offerings. The Institute provides students with opportunities to study the language, culture, and history of Mediterranean Italy as well as a unique blend of business, liberal arts and science courses. Students live in shared apartments in the historic center of Sorrento.

### National Student Exchange

National Student Exchange (NSE) is a domestic parallel to study abroad and is the only comprehensive, university-level, student exchange program in the United States. NSE offers exchanges within a diverse group of nearly 200 colleges and universities in 48 states, including the District of Columbia, three US territories, and six Canadian provinces. Instead of crossing oceans, NSE students

cross state, regional, provincial, and cultural borders. The benefits for students include expanding their academic program options; maintaining degree progress; experiencing personal growth and intellectual discovery; taking courses not available at PSU; living in a different region; learning from diverse cultural settings; seeking out graduate and professional schools, and exploring career options.

Within this program there is a high probability for placement, financial aid portability, proven procedures for application and acceptance, and strong support structures on our home campus as well as at the host campus. NSE is an affordable opportunity with high student satisfaction. Contact the NSE coordinator in the Global Education Office at Bagley House for more information.

### Career Services Office

Beginning with their first day on campus, students will naturally start thinking about where they want to go in life. PSU offers a variety of programs, courses, counseling, and services that will help every step of the way as students seek information on internships, graduate schools, future careers, or ways to improve their skills.

**Internships:** The Career Services Office is the principal contact for students seeking internships while enrolled in the College of Business Administration, the Departments of English, and Music, Theatre, and Dance; the Childhood Studies, Environmental Planning, and Geography majors; the Graphic Design Option and the Women's Studies minor. Students enrolled in other academic areas should check with their department chair to see who coordinates internships for their majors. Students can also use the academic catalog to review the internship requirements for their major.

Plymouth State University students should consider an internship to develop new skills, learn more about their chosen field, and clarify their occupational preference. Internships can also provide students with opportunities for personal and professional growth, valuable networking contacts in the field, and "real-world" experience to add to their résumé and increase employment opportunities following graduation.

International internships are also available to students, with placements currently offered in cities in Europe, Australia, South America, South Africa, and China through programs that have been approved by the Global Education Office. International internships are excellent ways to add desirable global experience to a student's profile upon graduation. For more information, please visit [plymouth.edu/services/internships](http://plymouth.edu/services/internships).

**Career Services:** The Career Services Office provides a variety of services to full-time and part-time students and alumni. Career exploration often begins with students logging on to FOCUS, an interactive career exploration software program available to each student. Students can use FOCUS to explore careers, academic majors, and graduate schools. Students can save their work on FOCUS while enrolled at PSU, building a comprehensive file of their career explorations. The website at [plymouth.edu/services/career-services/](http://plymouth.edu/services/career-services/) is another good place to start. This website lists job fairs and on-campus recruiting information, has a host of valuable links for career and/or graduate school, and offers information related to the internship application process.

The Career Services Office offers Plymouth Careers for undergraduate, alumni, and graduate students to organize their own career management accounts online. Students are offered a multitude of career and industry profiles, links to relevant new and guided web research, a library of career advice articles, salary information, and most importantly, links to internship and professional level job opportunities.

A professional staff member is available to assist students with career questions, provide résumé writing and editing tips, or help locate appropriate resources for their internship, job, or graduate school searches. The office offers Internet access, periodicals, and publications relating to career exploration, internships, work and study abroad opportunities, potential employers, job listings, and graduate school guides.

The Career Services Office hosts a number of employer information sessions throughout the year and maintains an on-campus recruiting program for regional employers. The NHCUC job fair each spring provides opportunities for junior and senior year students to learn about careers and internship possibilities. For more information, contact Career Services at [career.services@plymouth.edu](mailto:career.services@plymouth.edu) or (603) 535-2336.

**Career Discovery:** the Career Discovery Program is a set of five courses offered through the college of business administration, designed to help students develop relevant life, career, and workplace knowledge and skills. Students can begin their career development through the courses listed below, and as they approach graduation, they can utilize the staff and resources at the career services office to put their degree to work. These courses do not constitute a logical or required sequence of coursework. Rather, they cover a variety of areas that may be of more or less value to individual students. Thus, in consultation with their advisor, students should examine their own personal career goals, knowledge, and skills and evaluate which of these courses, if any, might be of significant personal value. The courses and their essential contributions to the career discovery program are listed below. For further information, see the course descriptions later in this catalog, or contact the dean of the college of business administration.

Course	Purpose
<b>BU 2290</b> <b>Organizational Communications</b>	Develops skills in professional writing, interpersonal communication, and formal presentation skills, based on the expectations of employers
<b>BUDI 2650</b> <b>Career Exploration</b>	Facilitates selection of a college major and explores post-graduation occupational possibilities
<b>BU 3420</b> <b>Organizational Behavior</b>	Develops skills in individual, interpersonal, and team behavior designed to promote success in the workplace
<b>BU 3720</b> <b>Career Development</b>	Develops an understanding of the characteristics and expectations of the work world, and as well as skills in career planning, personal wellness, occupational choice, and job search
<b>BU 4650</b> <b>Professional Employment</b>	Develops skills needed to succeed in the professional workplace, including professional behavior, networking, and job search

The Career Discovery Program focuses on the development of knowledge and skills relevant to workplace success in the context of individual courses. It is not designed to provide individual career counseling or ongoing assistance in the management of a job search or personal career transitions. Such individualized career services are best provided at Plymouth State University through Career Services in Bagley House.

## Technology

### Access and General Services

Students have access to a wide variety of computing and technology resources at Plymouth State University. Upon enrollment in undergraduate or graduate classes, students receive a PSU username and password. This provides PSU students an e-mail account, access to the campus network via wired and wireless access points, use of campus computer clusters, personal network storage space, print quotas for public printers, and more. Access to network and individual resources is secure and protected with industry-standard protocols.

All PSU's academic, administrative, and residence hall buildings are networked to provide access to online University services. Wireless network access is available in Lamson Library and Learning Commons, the HUB, Prospect Dining Hall, residence halls, academic buildings, and communal green spaces.

The campus web portal, [my.plymouth.edu](http://my.plymouth.edu), includes e-mail, calendars, campus information and news; numerous academic resources for research and instructional support; online course registration; bill payment services, and online resources for student-specific information. For more information, see the Information Technology Services website at [plymouth.edu/office/information-technology](http://plymouth.edu/office/information-technology).

### Acceptable Use of Computing Resources Policy

All users of the technology resources at Plymouth State University are responsible and accountable for using those resources appropriately. PSU's Acceptable Use policy is a series of guiding principles. Please compute responsibly. Full information is available at [plymouth.edu/office/information-technology/about/policy/acceptable-use](http://plymouth.edu/office/information-technology/about/policy/acceptable-use).

### Computer Areas

PSU supports more than 30 computer clusters. Within these clusters there are more than 600 personal computers with access to the Internet as well as campus information resources. Most systems are Windows-based PCs, although some specialty areas use Apple Macintosh computers. In addition to computer clusters, many classrooms are equipped with LCD projection systems connected to computers, video players, and visual display devices. The Learning Commons in Lamson Library is equipped with several computers geared toward creating multimedia presentations.

### Computer Sales and Repairs

Students may purchase computers and software at discounted rates by visiting [plymouth.edu/office/information-technology/help/student-sale](http://plymouth.edu/office/information-technology/help/student-sale). The University Computer Repair Center is an authorized sales and service center for Dell and Apple computers, including warranty work. The repair center provides on-campus service



support, providing convenient access, and minimizing computer downtime for students.

### Equipment Loans and Assistance

Students can borrow a wide range of equipment from Classroom Technology Services located in the Lamson Library and Learning Commons on the main floor of the library. This equipment includes multimedia projectors, camcorders, cameras, PA systems, and more. Students find having access to this equipment extremely helpful in preparing quality presentations to meet academic course requirements. For more information regarding equipment loan and assistance services, please visit [plymouth.edu/office/information-technology](http://plymouth.edu/office/information-technology).

### The Lamson Learning Commons: Integrated Library and Technology Support

Technology support is available by phone, online, and in person. The Help Desk is part of an integrated service provided in the library at the Lamson Learning Commons. Staffed by both professionals and students, support is available during library hours and is expanded at critical points in the semester to meet demand. The Lamson Learning Commons web pages, [plymouth.edu/library](http://plymouth.edu/library) and [plymouth.edu/services/learning-commons](http://plymouth.edu/services/learning-commons), provide specific hours of operation as well as links to online reference materials. The Lamson Learning Commons hotline is (603) 535-2929.

Additionally, the Lamson Learning Commons provides resources and support to faculty and students in the development of multimedia materials. Specifically, there is a range of equipment and software for use in integrating audio, video, and information resources into a variety of presentations. Assistance is also available for Moodle, the PSU learning management system.

### Language Learning Resource Center and Multimedia Classrooms

The Language Learning Resource Center, housed in the Department of Languages and Linguistics, Harold E. Hyde Hall Room 221,

contains 24 computer stations, AV equipment and materials, e-mail and Internet access, a multimedia teacher station, and computer software designed to optimize independent and group language learning for students enrolled in language courses and for general campus use. The Department of Languages and Linguistics has equipped its dedicated classrooms (Hyde 230, 233, 234, and 221A [mini-cinema]) with multimedia centers containing computers with Internet access, projection and sound equipment for international videocassettes and DVDs, and a SmartBoard in Hyde 233 and 234.

### ResNet Provides Cable TV and Computer Network

ResNet is PSU's Residential Network, providing cable television and computer network services to students in their residence hall rooms and apartments. Basic services as outlined here are covered in the room rate and do not result in any additional charges.

Students receive the same basic cable service as the surrounding community, including more than 50 channels of popular, educational, and community programming.

Students must maintain a secure, patched computer, loaded with a current commercial-quality anti-virus program in order to access the campus network. PSU uses a bundled application to ensure good security practices and to protect systems from virus infections, spyware, identity theft, and malicious attacks. Residence halls are equipped with a modern, wireless network; wired connections are available on request in certain areas. Residential computer consultants are available at the Help Desk for assistance.

Many students come to campus with cell phones. However, land-line phones to residence hall rooms are available by request on a subscription basis. Those phones will have a campus extension and voicemail. Red emergency phones are located in central locations within residential halls for 911 emergency calling.

For additional information, please visit [plymouth.edu/office/information-technology](http://plymouth.edu/office/information-technology).

## Academic Policies and Procedures

### Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable.

#### Definitions

A violation of academic integrity includes any act which portrays a member of the academic community as having acquired knowledge through legitimate study or research which, in fact, has been stolen. Violation of academic integrity includes also any act which gains one member of the academic community an unfair advantage over another. This includes any act hindering the academic accomplishment of another.

Violations of academic integrity are classified by Plymouth State University into two categories: intentional and unintentional. Intentional violations involve a deliberate attempt to deceive in order to gain unfair advantage. Unintentional violations are associated with poor academic practice stemming from ignorance or misunderstanding of requirements.

Examples of intentional violations of academic integrity include, but are not limited to, the following:

1. Providing or using unauthorized books, notes, or other sources of information during an examination
2. Submitting another person's work as one's own, that is, plagiarism. This includes, for example: copying during examinations; purchasing papers or taking them from Internet/World Wide Web resources; copying papers, reports, laboratory results, or computer work; quoting or paraphrasing library or Internet/World Wide Web sources without proper citations.
3. Doing work for which another person will receive credit. This includes, for example, allowing one's examination answers, reports, laboratory results, or computer work to be submitted by another person as his or her own work.
4. Falsifying, through forgery or other alteration, academic documents such as transcripts, registration materials, withdrawal forms, or grade reports
5. Reading, removing, or copying, without authorization, or stealing any academic document, exam, or academic record maintained by any member of the faculty or administration



6. Using unauthorized assistance in the laboratory, at the computer terminal, or on field placement
7. Stealing, copying, or destroying another person's computer program or file, deliberately preventing or depriving another's access to the University computer system or resources, or impeding the system's performance
8. Stealing, or removing without authorization, books or periodicals from the library, or mutilating library materials
9. Falsifying or fabricating data or results of research or field work
10. Lying in connection with an academic integrity hearing.

Unintentional violations are often associated with plagiarism. Examples of unintentional violations include, but are not limited to: paraphrasing, citing, or quoting poorly or incorrectly.

#### Procedure

In cases where a violation of academic integrity in course work is suspected, or in other cases of suspected violations, the individual making the discovery must initiate proceedings as prescribed in the following list of required actions.

- I. **Action within the department—Examination of the suspected violation**
  1. Any violation of academic integrity, whether intentional or unintentional, should be examined by at least two people:

- a. In the case of a violation of academic integrity associated with a class, these people shall include the instructor and the chair of the department.
- b. In other cases, these people shall include whoever is making the complaint and whoever is in charge of the area of complaint.
- c. In the case of stealing, removing, or mutilating library materials, in conjunction with a course, the library shall notify the course instructor of the violation. The course instructor shall pursue the complaint. Library personnel may be asked to appear as witnesses.
2. The examination shall be thorough enough to establish with reasonable confidence whether a violation of academic integrity occurred, who the parties involved are, and that accusations can be justly made and are supportable. The examination shall proceed as quickly as possible and will generally be complete within one week.
3. The student, or students, shall be made aware of any accusations, be given a copy of this policy, and have the opportunity to meet with both examiners and respond. Any supporting evidence shall be gathered and verified as thoroughly as possible. All of this shall be done in a non-threatening manner.
4. There are three possible outcomes of the examination:
  - a. Insufficient evidence of a violation: If the examiners are not reasonably confident at this point that a specific student violated the Academic Integrity Policy and that the evidence of that violation is substantial, the matter shall be dropped, except that the department shall take steps to remedy any procedures or conditions that may have led to the violation or to the lack of evidence, e.g., an exam which has been compromised may be canceled and/or readministered by the department.
  - b. Unintentional Violations: If the examiners are reasonably confident that a specific student violated the Academic Integrity Policy, the evidence of that violation is substantial, but the violation is judged to be unintentional, the Chair shall notify the student by letter of the violation and recommendations for remediation. Because the violation was deemed to be unintentional (e.g., a result of poor academic practice), the student and instructor shall work together to give the student the opportunity to learn the correct academic practice. As with all grades, instructors will evaluate the assignment in question and may account for the violation in their evaluation. If the student disagrees with the judgment of the examiners, s/he can request that the chair notify the associate vice president for undergraduate studies of the violation so that the Panel on Academic Integrity can be convened.
  - c. Intentional Violations: If the examiners are reasonably confident that a specific student violated the Academic Integrity Policy and that evidence of that violation is substantial and the violation is deemed to be intentional, the chair shall notify the student by letter of the specific violations of academic integrity of which the student stands accused. If not already provided, a copy of this policy shall be enclosed. The chair shall notify the associate vice president for undergraduate studies that a potential violation has occurred and request that the Panel on Academic Integrity be convened. A copy of the letter to the student and all supporting evidence shall be sent to the associate vice president for undergraduate studies. If the instructor thinks that a lesser or greater

penalty than an F in the course is warranted, a statement of recommendation, with explanation, may accompany the supporting evidence. The complainant (or his/her representative) shall attend the panel hearing.

## II. Actions by the student

Students shall:

1. Honor any requests by complainants and/or department chairs for interviews concerning any alleged violations of academic integrity. This is the first and best opportunity for the student to present ameliorating evidence and/or arguments of innocence.
2. Continue to attend the course until notified otherwise.
3. Read the Academic Integrity Policy. If the student has not received a current copy by the time of the associate vice president's letter (see III.), it should be requested of the associate vice president's office.
4. If the student wishes to attend the hearing of the Panel on Academic Integrity, they shall notify the associate vice president for undergraduate studies within 72 hours of receipt of the associate vice president's letter. A student may choose not to attend the hearing and instead may submit a written statement to the associate vice president for undergraduate studies for consideration by the Panel on Academic Integrity. Any supporting evidence for the student's case may be presented by the student at the hearing. If the student wishes additional witnesses to be called, the Office of the associate vice president must be notified so that those witnesses may be called for the hearing. If the student fails to notify the associate vice president for undergraduate studies of their intent to attend the hearing or submit a written statement to the Panel on Academic Integrity, and the associate vice president's office has confirmation that the student has been properly notified of the hearing, the allegation of a violation of academic integrity is sustained, and the hearing will be conducted to determine the sanction.
5. A student wishing to appeal a judgment of the panel may do so to the provost and vice president for academic affairs within one week of the hearing. The appeal should be in writing, stating all reasons that the student has for appealing the decision of the panel. If the penalty involves failure in a course, the student should continue to attend until a decision is rendered at the appeal hearing.
6. If found guilty, the student must comply with all requirements of the panel.

## III. Actions within the Office of the Associate Vice President for Undergraduate Studies

1. Upon receipt of the letter (I.4.c.) the associate vice president shall officially notify the student of the charges and shall refer the matter to the Panel on Academic Integrity:

The Panel on Academic Integrity will consist of:

- a. The chair of the Faculty Academic Affairs Committee, or his or her designee, who will chair the panel;
- b. A Plymouth State University faculty member selected from a faculty pool;
- c. The associate vice president for undergraduate studies;
- d. Two student members.

The two student members and four student alternates will be elected by the voting members of the Student Senate. Students on disciplinary probation and those not in good academic standing are not eligible to serve on the panel. All



- elected student members must agree to be available to serve on the panel during the academic year and the months of January and June. In the event that members or alternates are unable to serve on the panel for a specific case, the chair of the panel will appoint members to serve for the case. If this is not possible, the panel may meet with as few as four members present.
2. The panel hearing shall be arranged as soon as possible. The student panel members, witnesses, and the person making the complaint shall be notified. (The student may choose not to attend.)
  3. Regardless of the outcome of a hearing or appeal, a record of the proceedings and supporting evidence will be kept for the prescribed time (see Records).
  4. The provost and vice president for academic affairs shall hold an appeal hearing as soon as possible upon receiving a written appeal. The provost and vice president may call upon any person involved when the appeal is considered. After the appeal, action referred to in Section III.3, is modified if appropriate.
  5. The record of each student found guilty by the panel shall be checked for prior convictions. If this is a second conviction, the panel will be reconvened no sooner than eight days, nor later than 14 days, from the date of the second conviction to decide whether to expel the student from the University, to suspend the student for a period no less than one year, or to assign some other penalty as appropriate. If the student has appealed the second or later conviction to the provost and vice president, however, the panel will be convened no later than seven days after the failure of the appeal.
  6. The judgment of the panel shall then be carried out. In cases when the penalty is:
    - a. an F on an assignment, the instructor shall be responsible for implementing that sanction as part of his/her regular record keeping for the course. The chair of the Panel on Academic Integrity shall notify, in writing, the associate vice president for undergraduate studies of the sanction.
    - b. an AF for a course, or a suspension or an expulsion, the chair of the Panel on Academic Integrity shall notify, in writing, the associate vice president for undergraduate studies of the sanction. The associate vice president shall then be responsible for notifying the vice president for enrollment management and student affairs, the registrar, and the director of financial aid, in writing, of the sanction. For a grade of AF, the registrar shall enter this grade on the transcript. For a suspension or an expulsion, the registrar shall enter a notation of academic suspension or expulsion on the student transcript. If the sanction in question is a suspension, it shall be considered effective at the beginning of the next full semester. A student shall have the right to petition the associate vice president for undergraduate studies for removal of the notation of academic suspension from the transcript. At the time of graduation or two years after the academic suspension, whichever comes first, the student may petition for the removal of the suspension. Pending an appeal, an expulsion shall begin on the date of conviction.
2. The panel will, at the hearing:
    - a. hear the complaint by the instructor or person making the complaint;
    - b. hear any explanation or expression of mitigating circumstances the student may wish to give, if present;
    - c. question both the student and the person making the complaint as necessary;
    - d. decide the case and any penalty;
    - e. tell the student the result of the hearing, explain the consequences, and inform the student about the right of appeal if found guilty.
  3. The chair of the panel will inform the student in writing of the panel's action. Copies of this letter will be sent to the associate vice president for undergraduate studies and to the person making the complaint. All documents shall be returned to the Office of the Associate Vice President for Undergraduate Studies.
  4. If the panel is reconvened because of a student's second or later conviction, the chair of the panel will obtain from the Office of the Associate Vice President for Undergraduate Studies the files from the panel hearings. The panel will then decide what further penalty to assess (see Penalties). The chair will write a letter to the student, with a copy to the Office of the Provost and Vice President for Academic Affairs, informing the student of the further penalty and of the right of appeal.

### Penalties

Students found guilty of unintentional violations will have the opportunity to learn to correct their mistake. No further penalty shall be assigned by the instructor other than their evaluation of the assignment.

In most cases when students are found guilty of an intentional violation of academic integrity for the first time, whether by admission of guilt or by the findings of the Panel on Academic Integrity, and where the incident occurs in connection with a specific course, the panel will decide that they be excluded from further participation in the course, receiving a grade of AF on their transcripts. An AF signifies administrative failure, signifying that the course has been failed for administrative reasons; the impact is the same as an F in all other regards. In those cases where, in the judgment of the Panel of Academic Integrity, the offense is unusually serious, the panel may also decide to suspend the students from the University for no more than one year, or expel the students. In those cases where in the judgment of the Panel on Academic Integrity there are extenuating circumstances, such as cases where the incident clearly occurred because of ignorance rather than intention, or in cases of plagiarism where the amount of material plagiarized was extremely small, the panel may decide on a lesser penalty than AF in the course: an AW in the course or a grade of F on the assignment. If the faculty member in whose class the offense occurred recommends a penalty, the panel may take this into account in reaching its decision.

In cases where a first conviction for a violation of academic integrity occurs apart from a particular course or where it has a minor or tenuous impact on a course, the penalty may be simply having a record of conviction (see Records). Here too, however, in cases where the offense is unusually serious, the panel may decide to suspend the students from the University for no more than one year, or expel the students. A record of conviction is, at any rate, a serious consequence of a first offense. The second conviction for violating academic integrity will normally result either in suspension for no

### IV. Actions by the Panel

1. Upon being notified of an impending hearing by the Office of the Associate Vice President for Undergraduate Studies, each panel member will, prior to the hearing, visit the associate vice president's office and examine the materials for the case.

less than one year or expulsion. Also, if the second offense occurs within a particular course, an AF will be posted on the transcript as the final grade for that course.

If a violation of academic integrity involves damage to University property or otherwise violates the law, legal or disciplinary action may also be taken.

### Records

In cases where a student has been found to have unintentionally violated the Academic Integrity Policy, no official records shall be kept.

If the student is referred to the Panel and is found not guilty of violating academic integrity, all evidence will be retained by the associate vice president for undergraduate studies for a period of three years. The associate vice president for undergraduate studies shall be the only person with access to these records. After three years, all evidence shall be destroyed. A record shall be retained of the action taken by the panel, only accessible to the associate vice president for undergraduate studies.

Whenever students have been convicted by the Panel of violating academic integrity, a record of the conviction shall be retained permanently by the associate vice president for undergraduate studies. The associate vice president for undergraduate studies, all faculty and principal administrators with legitimate need to know, and the student in question shall have the privilege of access to the record. The associate vice president for undergraduate studies shall retain all evidence related to the case until three years after the student has left the University. A record of the conviction shall be reportable to the panel if the student is convicted of a subsequent violation of the Academic Integrity Policy and to any outside agencies legally requesting this information until the student graduates or five years after the conviction.

### Fair Grading

Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU.

Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments.

Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading.

### Standards for Fair Grading

To achieve fair and equitable grading, instructors shall inform students, in writing, e.g., via a syllabus, of the course objectives and the means by which student mastery of those objectives will be determined. Instructors are expected to share this information with stu-

dents during the first class meeting and to provide this information, in writing, no later than the second class meeting. These arrangements cannot be altered after the class has met for one quarter of its scheduled class meeting time if the changes disadvantage a student. The grade of a student shall be based solely on the criteria known to all students in the class, and all such criteria shall apply to mastery of stated course objectives.

Examples of violations of the fair grading policy include, but are not limited to, the following:

1. Allowing alternate work to substitute for coursework assignments, for a particular student or group of students, when that option has not been stated in the syllabus as available to all students
2. Allowing a student to perform extra work, over and above that described in the syllabus, to influence her or his grade, when that same opportunity has not been made available to all students
3. Allowing any student to perform extra work after final grades have been submitted to improve their grade

Exceptions to the above example violations may be allowed in cases related to documented learning disabilities when alternative testing arrangements have been made through Plymouth Academic Support Services (PASS) and in cases where there are documented serious extenuating circumstances.

When a member of the Plymouth State University community believes that fair grading practices are not being followed in a particular course, they must raise the issue in the following way.

- I. Raise the issue with the instructor of the course to consider whether the suspected violation of the fair grading policy did occur. If the facts of the matter are disputed, without resolution, the chair of the instructor's department shall be consulted; if unresolved, the associate vice president for undergraduate studies shall be consulted; and if unresolved, the Faculty Academic Affairs Committee shall hear the facts and reach findings. If it is determined that a violation of the fair grading policy did occur, either through the above process or through the instructor saying so at the outset, and the instructor can and does make suitable arrangements to come into compliance with the policy, the matter will be considered resolved.
- II. If a violation of the fair grading policy is shown to exist via step I, and the instructor cannot or will not take immediate remedial action, he or she shall be guided, by the Academic Affairs Committee, as to how to correct the problem and as to how to ensure that such a situation does not occur in the future. The most extreme case would result in the placing of a letter in the personnel file of the instructor involved, stating the nature of the matter and the conclusion reached by the Academic Affairs Committee. A copy of this letter would then be sent to the appropriate department chair and the vice president for academic affairs.

Barring matters related to the just administration of the fair grading policy above, final grades submitted to the registrar may only be changed due to an error in determining the grade or an error in recording the grade. Students may challenge the accuracy or completeness of their semester's academic record for a period of one year from the end of the semester in question. Therefore, faculty

have the responsibility to either return work to the student or keep supporting documentation of graded student work (i.e., exams, papers, projects, spreadsheets, and grade records, etc.) for a period of one year. After this period the University shall have no obligation to alter a student's academic record except to correct an error in transferring grades from the official grade roster to the transcript.

### Grade Appeals

Students who challenge a grade should begin by talking with the instructor of the course involved. If the situation cannot be resolved by that means, or if the nature of the problem precludes discussion with the instructor, students may bring the matter to the attention of the chair of the individual's department. The chair will attempt to resolve the matter either through discussion with the instructor alone or jointly with the student. If these meetings do not provide a solution satisfactory to all parties, the question may be taken to the associate vice president for undergraduate studies, where the matter will be reviewed. Regardless of the outcome of these discussions, only the instructor of a course, using her/his professional judgment, can change a student's grade. If the associate vice president is not satisfied with the proceedings, the associate vice president can ask the Academic Affairs Committee to hear the matter as described in I and II under Standards for Fair Grading.

### Faculty Grade Change Procedure

All grades are considered final when posted in Banner by the instructor. The circumstances and procedures outlined in the Fair Grading and the Grade Appeal policies described above represent the only means by which a final grade may be changed. When a final grade change is warranted an instructor requests a grade change by submitting a course grade change form to the associate vice president for undergraduate studies for approval. Grades of Incomplete (IC) are submitted to the registrar in accordance with the university's Incompletes policy. Change of IC grades to letter grades are subsequently submitted through a course grade change form to the associate vice president for undergraduate studies.

### FERPA (Family Educational Rights and Privacy Act) Rights Regarding Student Records

As custodian of student records in compliance with the Family Educational Rights and Privacy Act of 1974, amended in 1998, the University assumes the trust and obligation to ensure the full protection of student records which includes maintaining the confidentiality of educational records. The University has developed policy guidelines for access to educational records with respect to the rights of eligible students and parents of dependent eligible students. Educational records maintained by the University are considered confidential, except for directory information and information that is exempt from the need for consent. Information that may be disclosed may be released publicly in verbal, printed, electronic, or other form. The administrative procedures outlined in this section are to be complied with by University personnel who have or accumulate educational records, which are in a personally identifiable form.

Students may direct questions regarding FERPA and the regulations to the registrar and the dean of students. Student records maintained by the University fall into two general categories: directory information and educational records.

**Directory Information.** Directory information is information concerning a student that may be disclosed at the discretion of Plymouth State University publicly through verbal, printed, electronic, or other form, without prior consent. The University includes the following as directory information:

- awards/honors,
- birthday (excluding year),
- class standing (e.g., first year, admitted to a master's program),
- dates of attendance and/or semesters attended,
- degrees and certificates conferred (including conferral dates),
- eligibility for commencement ceremonies,
- enrollment status (full-time, part-time),
- hometown,
- major field of study (e.g., undergraduate major, graduate program),
- names of previous institutions attended,
- past and present participation in officially recognized co-curricular activities (e.g., sports, music, drama),
- photograph,
- physical factors (athletes only),
- PSU e-mail address,
- PSU mail box number,
- PSU voice mail/virtual telephone number, and
- student name.

**Educational Records.** Educational records are records, files, documents, and other materials regarding a student that are maintained by a Plymouth State University office, department or University official. These records include such items as academic records, financial records, medical records, judicial records, etc. Educational records may not be released to a third party without written consent of the student except in situations listed under Exceptions to Prior Consent.

**Exceptions to Prior Consent.** The following list includes situations in which information in a student's educational record may be released to a third party without consent of the student.

- To University officials, including the University's attorney(s), who have a legitimate educational interest
- To institutions where a student seeks enrollment or intends to enroll
- To USNH branches in compliance with trustee policies
- To parents of dependent students (Appropriate IRS forms are required and generally students are notified of the request.)
- In response to subpoenas/court orders
- Information considered directory information
- Notification of judicial outcome to victims of a violent crime violation
- Information that can be released to the public as explained in the Judicial System section of the PSU Student Handbook
- Parental notification in drug- and alcohol-related violations and threats to health and safety
- Records of deceased former students may be released or disclosed at the request of a parent, personal representative or other qualified representative of the student's estate, or pursuant to a court order to subpoena
- Authorized representatives of the comptroller general, the secretary of education, the administrative head of an educational agency, state education authorities, or the attorney general when investigating government sponsored or affiliated program



- Officials responsible for acting in conjunction with the student's application for, or receipt of, financial aid
- Authorized individuals or organizations conducting studies for or on behalf of the University for the purpose of developing, validating, or administering predictive tests; for administering student aid programs; and for improving instruction. These studies must be conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of the University or such organizations. This information is to be destroyed when it is no longer needed for the purpose for which it was collected. Authorization for such activities will come from the appropriate University administrator.
- Other entities with whom the University has directly contracted to offer/provide approved goods and services
- If a parent or student initiates legal action against the University

If educational records are released in situations where prior consent is not needed and a student may not be aware of the release, a reasonable attempt will be made to notify the student of what information was released and to whom it was released.

**Rights under FERPA.** Students have the following rights regarding directory information and educational records: right to inspect and review educational records, excluding financial aid records of the student's parents or guardian, confidential letters of recommendation where a student signed a waiver of right-of-access, or letters of recommendation written prior to January 1, 1975.

The University does not maintain a central repository for student records. Inquiries for access to specific educational records should be made to the University office or agency responsible for a particular record. Assistance in determining the location of individual educational records may be obtained in the Dean of Students Office.

- To gain access, a student may be requested to provide proper identification.
- Access to records will be given as soon as reasonably possible and no later than 45 days of the request.
- A designated University official must review and interpret the contents of the record with the student.
- If a student is unable to reasonably review the records in person he/she may request a copy of a particular record, excluding tapes of hearings, and may be charged the reproduction costs of copies. The request for a copy must be in writing and may only be granted if the release of the record will not violate FERPA rights of any other students. The University has 45 days to respond to this request.

**Right to seek to amend records.** If a student contests certain information contained in a specific record he or she may seek to have the particular record amended. To do so, the student must request the amendment in writing to the office that maintains the particular record. The request does not guarantee that the amendment will be granted.

- The written request must state the specific data the student is requesting to amend and the reason for the request.
- The department or University official that receives the request may or may not agree to amend the selected information. If the request is denied, the student may follow the procedures developed for that particular department to continue to seek amend-

ment of the record. If the request is still denied, the student may request an appeal through the vice president of enrollment management and student affairs.

- The student will receive a written decision as to whether the record was amended.
- If the record is amended, an explanation of what was amended will be provided to the student and the amendment will be placed in the student's record.
- If the record is not amended, the student has the right to place a written statement with the record he or she is contesting, explaining what information is contested and why he or she is contesting it.

**Right to have records released to a third party.** A student may give a University official or office permission to release verbally or in writing educational records to a third party. (Some copies of educational records may not be released to a third party. Such records are determined through the office maintaining the records.)

- To do so the student must provide to the appropriate office a written statement requesting the release or complete a release of information form. Individual offices may have a specific form for this request. The student must sign and date the request.
- The student must specify which records may be disclosed, the reason the records are to be disclosed, and to whom the records may be disclosed.
- If a student wishes to revoke a previous request for a release, he or she must do so in writing to the original office the release was implemented.

**Right to have some control over the disclosure of information from educational records.** There are general rights students have under FERPA that are included in this section such as having the choice to release information to certain third parties, requesting that directory information not be made public, etc.

**Right to request that directory information not be made public.**

- To do so, a student must contact the Dean of Students Office by the 10th day of class in a semester (or between the first and fifth day of class in a summer session).
- The non-disclosure of directory information is an all-or-none option (either it all may be disclosed or none of it may be disclosed).
- This request will remain in effect until canceled by the student. During this time, the directory information will then be treated the same as educational records.
- Given the fluid nature of electronic information, it is not possible to guarantee total non-disclosure, but every reasonable effort will be taken to protect confidentiality.

**Right to waive access to records.** A student may sign a waiver of right-of-access to confidential recommendations concerning admission, application for employment, references, and/or application for an honor or honorary recognition.

- In such cases, the student, upon request, shall be notified of the names of individuals making such confidential recommendations. These recommendations are used solely for the purpose for which they were intended.
- In the event a student chooses not to sign a waiver of access, such an act may not be considered as a condition for admission,

receipt of financial aid, or any other service or benefit from the University.

**Right to file a complaint.** A student has the right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

US Department of Education Office for Civil Rights  
33 Arch Street, Ninth Floor  
Boston MA 02110  
Phone: (617) 289-0111  
Fax: (617) 289-1050

## Academic Calendar

Plymouth State University offers two full-length semesters: the fall semester (September through December) and the spring semester (late January through May). Between these semesters is a term known as Winterim that runs full-length credit-bearing courses. Winterim allows students to accelerate their programs, take courses missed during the regular sequence, or catch up in terms of academic progress. Courses offered in Winterim run on variable schedules to provide approximately the same number of classroom hours as when these same courses run during the fall and spring semesters. Students with a 2.33 (minimum) cumulative grade point average may enroll for six credits. Students who are on-campus residents during the fall and spring semesters may stay in their residences, for a small fee, during the month of January. The cost of tuition and fees during Winterim is significantly less than during the fall and spring semesters; the savings is particularly pronounced for out-of-state students as an incentive to participate.

Separate undergraduate and graduate summer sessions are also offered. Full courses running on variable schedules are available in these summer sessions; some are intensive one- or two-week formats, while others run over a four-, six-, or eight-week period. Undergraduate courses, many online, are predominantly offered during one of three four-week sessions or during two eight-week sessions. A variety of courses are offered, which can accelerate students' academic progress. Students can register for a maximum of nine credits; only students with at least a 2.33 cumulative grade point average and permission from the associate vice president for undergraduate studies may take an overload. Once again, the cost of tuition and fees in summer sessions is significantly less than during the fall and spring semesters; the savings is particularly pronounced for out-of-state students.

## Class Attendance

Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. During the first regularly scheduled class meeting, all instructors must explain class attendance policies and explicitly document, in writing on a course syllabus, whether or not unexcused absences will be used in computing grades.

Students are urged to recognize the importance of participation in class activities and to be aware that their course grade may be

affected by unexcused absences. It is the option of the instructor to determine the attendance policy for classes and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor.

### Excused vs. Unexcused Absences

Student absences are defined as excused or unexcused. Unexcused absences are those that occur without adequate reason. Unexcused absences may be used in the computation of grades.

Excused absences are defined as absences stemming from (a) participation in University-sponsored activities and (b) compelling and extenuating circumstances beyond a student's control. Documented excused absences may not be used in the computation of grades. Instructors must allow students to make up missed examinations, quizzes, writing assignments, and other course work for documented excused absences. Examples of excused absences include, but are not limited to, the following:

- documented student's participation in University-sponsored events,
- student's documented illness,
- student's documented injury,
- documented death in a student's immediate family,
- documented illness or injury in a student's immediate family,
- documented student's required military duty, or
- documented student's required jury duty.

Instructors are not obligated to excuse an absence if a student fails to provide requested documentation. Instructors also reserve the right to determine when the number of excused absences exceeds a reasonable limit to the extent that it significantly interferes with a student's satisfactory mastery of course content/skills. Excused absences do not exempt a student from course requirements, and therefore in circumstances that entail excessive excused absences the instructor may reasonably recommend that a student consider withdrawal from a course.

### Procedures for Reporting Absences

It is the **responsibility of the student**, where possible, to notify instructors regarding absences for whatever reason or period of time. This should take place before leaving campus, during an illness, or upon return to campus. If there are extenuating circumstances that make such communication difficult, students should contact the Undergraduate Studies Office. The Undergraduate Studies Office will send absence notices to a student's instructors, but such notices are for information purposes only and **do not serve as documentation** for absences.

### Additional Attendance Considerations

Students are reminded that they have the responsibility to choose their extracurricular activities at times not in conflict with their academic classes.

Students who do not appear for the first class of the semester and do not notify the instructor before the class meeting that they will be absent, **may** be dropped from the course by the instructor, and their place may be given to another student. Students should not, however, assume they have been dropped if they miss the first class.

Student teachers are subject to the same attendance rules as the regularly employed cooperating teachers, within the bounds of the University calendar. Absences because of sickness of the individual or a family member can be excused by the principal or superintendent of schools. Absences for other causes have to be agreed upon jointly by the principal or superintendent and the University's Coordinator of Internships in the Office of Education Preparation.

## Classifications of Students

Students at Plymouth State University may be either matriculated (degree-seeking) students or continuing education students. To be a matriculated student at PSU means that the student has been admitted and is actively working on a degree program. Continuing education students have not been admitted into a PSU degree program, or they have been withdrawn. Continuing education students at PSU are taking courses for the purposes of lifelong education or to transfer credits earned into a degree program at PSU or elsewhere.

Matriculated students are classified as either part-time or full-time depending on the number of credits in which they are enrolled. Part-time matriculated students are those who have enrolled in 11.5 credits or fewer in any given semester. Full-time matriculated students are those who are enrolled in 12 or more credits in any given semester. Billing is done on a per-credit basis for part-time matriculated students. Full-time students receive the same bill for taking 12 to 17 credits.

Part-time matriculated students who wish to change to full-time should make their request in writing to the registrar. The deadline is the end of the first week of classes in the term in which the change is to be effective. Students should include the following information: name (printed), student ID number, date, current address, current phone number, statement of request, term to be effective, and signature. For currently admitted matriculated students, an on-time request to change to full-time status is automatically granted. Students not currently admitted to the University should contact the Office of Admission regarding readmission.

Full-time matriculated students who wish to change to part-time status must request a change of status in the Office of the Vice President for Enrollment Management and Student Affairs. This request must be made by the end of the add period in the semester in which the change is to be effective. Students should consult the online schedule of classes, or the web calendar for the add deadline. A change to part-time status may affect a student's eligibility for financial aid, on-campus housing, and intercollegiate athletics, as well as eligibility for loan deferments, insurance, and the like. Full-time tuition and fees will be charged to all students identified as full-time when admitted.

All matriculated students (full-time and part-time) must be enrolled in at least one credit in each regular semester, spring or fall, or they will be withdrawn from the University. All matriculated students (full-time and part-time) who have been withdrawn but wish to return to a degree program must contact the Office of Admission to apply for readmission.

## Registration

### Matriculated (Degree-Seeking) Students

New matriculated students register for courses at New Student Orientation after having had an introduction to Plymouth State University's degree programs and registration procedures. Currently enrolled and matriculated students register for fall classes the previous April and for spring classes the previous November.

Students register according to the total number of credits earned on their transcript, including credits transferred, prior to the sixth Friday after the start of the term in which registration occurs. Students with no credits earned register based on computerized randomization. Registration times and web reg access codes are available from their advisor.

Students should consult their catalog and degree evaluation (available on myPlymouth) as they begin to plan their schedule. During the two weeks before registration, students should consult with their advisor and obtain their web reg access code. Students may then register for classes on the web based on their time until the end of the add/drop period. Additional information on the Schedule of Classes, deadlines, and other important registration information may be found on the Registrar's Office website, [plymouth.edu/office/registrar](http://plymouth.edu/office/registrar).

**Undergraduate Seniors Registering for Graduate Work:** Information about the graduate programs available at PSU may be found in the Plymouth State University graduate catalog. Seniors with a 3.00 or better cumulative grade point average may take up to six credits of graduate work at PSU. The credits count toward completion of the undergraduate degree as well as toward the graduate degree. Permission of the instructor, the advisor, the department chair or designee, the associate vice president for graduate studies, and the associate vice president for undergraduate studies is required prior to course registration, using a Student Request Form; these forms are available at the undergraduate studies office.

### Course Adds, Drops, and Withdrawals

*Note: Dropping or withdrawing from a course may affect the student's progress toward degree. In addition, if dropping or withdrawing from a course or courses will drop a student to below full-time status, the student's eligibility for financial aid, on-campus housing, intercollegiate athletics, eligibility for loan deferments, insurance, and the like may be affected. Before taking such an action, students are strongly encouraged to discuss its impact with their advisors and/or representatives of the Student Account Services Office and the Financial Aid Office.*

**Prerequisite:** Students will not be allowed to maintain enrollment in any course if they fail any prerequisite for that course. Students will be dropped automatically by the registrar.

### Add/Drop Period

Students may add or drop *full-semester, first-half, and first-quarter* courses until the **end of the seventh calendar day of the semester**. *Internships, practica, individual enrollment courses, independent study, Performance Study, and auditioned courses* may be added or dropped until the **10th Friday after the first day of classes**. Second-half courses may be added or dropped until the end of the seventh calendar day

of the second half of the semester. Adding or dropping a course does not require the signature of the instructor. Courses dropped within the drop period will be removed from the transcript.

**Late Adds:** Late adds are allowed with the signature of the instructor, but a fee of \$50 per course will be assessed. Late adds after the term ends will require a fee of \$100 per course.

### Withdrawal Period

Students may withdraw from *full-semester courses* any time after the end of the drop period (the seventh calendar day of the semester) until the **10th Friday after the first day of classes**. Students may withdraw from *internships, practica, individual enrollment courses, independent study, second-half, Performance Study, fourth-quarter, and auditioned courses* from the 10th Friday after the first day of classes until the **14th Friday after the first day of classes**. The instructor must sign the course withdrawal form. Students must submit the course withdrawal form to the Registrar after it has been signed by the instructor. A grade of W (withdrawal) will be recorded on the transcript. Withdrawal (W) grades do not contribute to a student's grade point average.

**Late Withdrawal:** After the withdrawal period has ended, students may petition for withdrawal from a course only under extenuating circumstances such as, but not limited to, the following:

1. documented learning disability for which evidence has been produced after the withdrawal period has ended;
2. documented medical circumstances arising after the withdrawal period has ended;
3. care of family during an emergency arising after the withdrawal period has ended;
4. military duty, where activation has occurred after the withdrawal period has ended;
5. jury duty; or
6. transfer credit which is verified only after the withdrawal period has ended.

The petition is to be presented to the associate vice president for undergraduate studies and must include a letter explaining the extenuating circumstances, whatever documentation is available, and a course withdrawal form signed by the instructor, indicating a grade of W is to be assigned.

### First Day Drop

Students who do not appear for the first class meeting of each course and do not notify the course instructor before that class meeting that they will be absent **may** be dropped from the course by the instructor and their place may be given to another student. **Students should not, however, assume they have been dropped if they miss the first class.** This policy is most typically used by instructors of courses in which demand is high and ability to accommodate extra students is low. Students should make a point, early each semester, to verify their academic schedule online.

### Auditing a Course

Students who wish to take a course for their own interest or development but not for credit may register to audit most courses. Auditors usually are not required to complete normal class requirements. No grades will be issued to students who have registered as auditors.

An AU will be entered on the transcript for the audited course. If an audit course causes an overload or if a course is taken for audit during Winterim or summer, one-half of the regular tuition will be charged. Exceptions are skill, studio, and professional courses for which full tuition will be charged. Students wishing to change a graded course to audit must complete the transaction with the registrar before the end of the appropriate course add period (see Course Adds).

### Overload Credit

Full-time students taking more than 17 credits during a fall or spring semester are assessed a per credit overload fee. See Overload Fees in the Tuition and Fees section for details. Students with a 2.33 (minimum) cumulative grade point average are eligible to take up to four credits of overload by completing an Overload Request form, which is available at the registrar's office or may be downloaded from the forms section of the registrar's website. Students with a cumulative grade point average of less than 2.33 and students requesting more than four credits of overload must secure, by the appropriate add deadline, the approval of their advisor and the associate vice president for undergraduate studies.

During Winterim students with a 2.33 (minimum) cumulative grade point average may enroll for six credits. Students with a cumulative grade point average of less than 2.33 may enroll for six credits, with permission of the associate vice president for undergraduate studies. Any student requesting more than six credits must secure the permission of the associate vice president for undergraduate studies. During summer sessions students may enroll for nine credits. Any student requesting more than nine credits must secure permission from the associate vice president for undergraduate studies.

### Enrollment Confirmation

At the beginning of each fall and spring semester, matriculated (degree-seeking) students must confirm their enrollment at Plymouth State University. Confirmation is not the same as registration; it is a separate action to verify that students are registered for credit, are present on campus, and have satisfied their financial obligations.

Failure to be confirmed by the deadline can result in loss of classes, return of financial aid, and withdrawal from the University. See the Enrollment Confirmation section of the Schedule of Classes for more details and dates. Contact the Office of the Registrar with confirmation questions.

### Enrollment Verification

Plymouth State University has authorized the National Student Clearinghouse (NSC) to provide all degree and enrollment verification. National Student Clearinghouse may be contacted at:

National Student Clearinghouse  
13454 Sunrise Valley Drive, Suite 300  
Herndon VA 20171  
Fax: (703) 742-4239  
E-mail: [service@studentclearinghouse.org](mailto:service@studentclearinghouse.org)  
Online: [studentclearinghouse.org](http://studentclearinghouse.org)



Enrollment certificates may only be obtained (at the earliest) two weeks prior to the start of the fall and spring semesters from the NSC website. For verifications prior to that, students should submit a copy of their online schedule to the requestor. Students may access the service by logging into myPlymouth and choosing the Enrollment Verification link in Self Service.

For enrollment verification or certification purposes, the following categories are used for undergraduate students during the fall and spring semesters:

12.0 credits or more	Full-time
6.0 to 11.5 credits	At least half-time
Fewer than 6.0 credits	Less than half-time

Categories are based on the number of credits in which students are enrolled on the date the verification or certification letter is prepared. For more detailed information, see the enrollment verification policy posted at the Office of the Registrar or on the registrar's web page. An Enrollment Verification form is also available.

### Transferring Credits to Plymouth State University

The University allows transfer credit from regionally accredited degree-granting institutions for courses that are graded C or above or its equivalent (a grade of P in a Pass/No Pass course). A grade of C– or CD is not equivalent to a C. Credit recommendations made by the American Council on Education, as shown on ACE Registry Transcripts for the Air Force, Army, Coast Guard, Marines, or Navy, are considered and accepted where appropriate to the program chosen by the student.

Courses deemed by Plymouth State University or the transferring institution to be either developmental/remedial or vocational are not transferable. Academic credit for life experience and previous work experience is not given. Only credits will be transferred. Credits earned as quarter hours or other units are converted to semester hours.

Grades from other institutions will not appear on the PSU transcript, nor will they be included in students' grade point averages. The only exception to this is a PSU course taught through Granite State College within the University System of New Hampshire (translocated course). When translocated courses are transferred into the University, these courses are placed on the PSU transcript and treated as non-transferred courses. Grades earned in PSU courses taught through GSC are averaged into students' grade point averages at PSU, regardless of grade.

Students entering Plymouth State University with transfer credits shall have their cumulative grade point average established by their PSU grades only. Transfer students are subject to the academic standards for satisfactory performance.

A maximum of 90 credits from regionally accredited degree-granting institutions will be accepted toward the baccalaureate degree. If students take a course at PSU for which they have already received equivalent transfer credit, they will be notified. Their PSU enrollment will be changed to audit; they may request to drop the course.

A course from a two-year college transfers to PSU as lower-level only. A course from a two-year college may transfer as upper-level only if equivalency to a PSU upper-level course can be demonstrated. Students will have to supply course syllabi, sample texts, and other documents for evaluation by the appropriate department chair.

No Plymouth State University course for which credit was received may be repeated at another institution. Only a course failed at PSU may be repeated elsewhere. The transfer course must be equivalent to the course failed at PSU. Upon receipt of the transfer credit, the PSU grade of F will be removed from the grade point calculation.

Transfer Credit Approval forms are available from the undergraduate studies office. A transfer course database (TCOURSE) is available on the University's website. This database shows all courses that have been reviewed for transfer to PSU from other colleges/universities and the way that those credits have been applied to the University's degree programs. If a course appears in the Plymouth State University database as having been transferred in and applied in the way students wish to apply it, the Transfer Credit Approval form merely provides a way to link the incoming transcript to students' requests.

In the event the course has never been transferred into Plymouth State University, or in the way students desire, the Transfer Credit Approval form provides an opportunity for that course to be evaluated by PSU **prior** to students taking it. A copy of the catalog course description must accompany the Approval form; a course syllabus may be necessary. The department sponsoring the major determines the applicability of transfer credits to a student's major.

### Earning Credits

Students may earn credit applicable to Plymouth State University degree programs by taking courses at PSU or by taking approved courses at other colleges/universities and transferring in the earned credits as outlined above. Alternately, students may earn credit through examination, independent study or individual enrollment.

**Credit-By-Examination:** Credit-by-examination is a way that students may earn a maximum of 30 credits. The examinations may be nationally standardized examinations or ones composed by Plymouth State University faculty. When students earn credit-by-examination, the credits are noted on their transcripts.

The nationally standardized examinations recognized by PSU are the AP (Advanced Placement), CLEP (College Level Examination Program), and DANTES examinations (see Appendix). AP exams are typically taken by juniors and seniors in high school. CLEP and DANTES exams can be taken on or off the University campus at official testing sites. If Plymouth State University is specified as a school to receive an official grade report, no further action is required of the student. In the case of AP exams, the appropriate academic department(s), acting in conjunction with the undergraduate studies office, will determine whether credit and/or placement in advanced courses is to be granted. Scores on CLEP and DANTES exams will be assessed to see whether the standards for the conferring of credit have been met. If they have, credit will be given for courses in which students have not already received university credit.

The University also recognizes credit earned through the International Baccalaureate (IB). Of the two IB examination levels (Higher Level and Standard Level), the University recognizes the Higher Level examinations where a score of 5, 6, or 7 has been achieved. Credit will not be given for Standard Level examinations. Students who have taken both AP and IB examinations do not receive credit/placement for both.

Students who believe they have adequate background in a particular subject may seek to obtain credit by taking an appropriate examination determined by Plymouth State University faculty. The faculty member(s) and the academic department involved determine whether a course is open to credit-by-examination. They are responsible for administering, assessing, and reporting the results to the Undergraduate Studies Office if such an examination is given. Grades are not awarded. A credit-by-examination fee (see Tuition and Fees section) is required.

**Independent Study:** An independent study is an upper-level (4910), special, individualized project; students may earn one to four credits in any given independent study. It is undertaken at the option of a professor. It is intended to provide a capstone experience for upper-division students. A contract must be drawn between the student and professor, specifying the project, the work to be accomplished, and the time period in which the project must be completed. The student, as designer of the independent study project, accepts professional responsibility for the structure of this unique experience. The contract identifies the uniqueness of the study, includes brief statements about objectives and procedures, and offers a short tentative bibliography. Independent study forms are available at the registrar's office and online. Completing the form involves receiving approval of the professor, appropriate department chair, and advisor. Once all signatures have been obtained, the student must bring this form in person to the registrar's office to register for the credit.

**Individual Enrollment:** Individual enrollments are a way for a matriculated student to be able to take a required course not currently being offered during any given fall or spring semester. The student must demonstrate extenuating circumstances as to why the course could not be taken in the regular sequence. No individual enrollment will be granted for a course currently being offered. Individual enrollments are not available to non-matriculated continuing education students. Individual enrollment forms are available at the registrar's office. Completing the form involves procuring the approval of the professor, appropriate department chair, advisor, the provost's office, and the associate vice president for undergraduate studies (or designee). Once all signatures have been obtained, the student must bring this form in person to the registrar's office to register for the course. Credits earned are treated exactly as conventional classroom courses in regard to tuition and fees. There will be only one course offered by individual enrollment per faculty member in the fall and spring semesters; in Winterim and summer an individual enrollment comprises part of a faculty member's teaching load.

**Services in the Armed Forces:** All veterans applying for admission to the University must submit a copy of their separation papers (DD 214) as part of the entrance requirements. Veterans who have served on full-time duty for more than one year (12 consecutive months) in the armed forces may receive two physical education credits.

## Class Level

Students are classified according to the total number of credits earned, including transfer credits accepted, as follows:

Class Level	Number of Credits
First Year	Fewer than 24
Second Year (sophomore)	24–47
Third Year (Junior)	48–71
Fourth Year (Senior)	72–95
Fifth Year (Senior +)	96 or more

*Note: For financial aid eligibility, the number of full-time semesters attended is also taken into account.*

## Grading System

Letter grades, with pluses and minuses noted, are used to assess the relative extent to which students achieve course objectives in the vast majority of Plymouth State University courses. These courses are the ones on which a student's grade point average is based. A student's grade point average is calculated on both a semester basis and on a cumulative basis that takes into account all grades earned by a student at Plymouth State University. Grades earned at other colleges/universities whose credits were transferred to PSU are not taken into account except translocated courses as described in the Transferring Credits section.

**Grade Point Average:** The following grade point system is used to determine the student's grade point average.

Grade	Points per Credit	Grade	Points per Credit
A	4.00	C	2.00
A–	3.67	C–	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B–	2.67	D–	0.67
C+	2.33	F	0.00

The point equivalent of a grade is multiplied by the credits earned in that course. The sum total of all such points earned in a semester, divided by the number of credits attempted, yields the semester grade point average as illustrated below.

Course	Grade	Points	Credits	Total Points
Composition	B	3.00	3	9.00
Human Biology I	C+	2.33	4	9.32
Finite Mathematics	B	3.00	3	9.00
Foundations of Sociology	A	4.00	3	12.00
Macroeconomics	B+	3.33	3	9.99
			16	49.31

The 49.31 grade points are divided by 16 credits and yield a semester grade point average of 3.08.

To calculate a cumulative grade point average, the same procedure described above to calculate the semester grade point average is used. The only difference is that all graded credits and points earned at Plymouth State University are used. The PSU transcript keeps a

running tally of the cumulative grade point average as well as of the semester grade point average.

**Administrative Failure:** The notation AF stands for administrative failure. This is placed on a student's transcript when an instructor does not have enough information to assign a letter grade in a graded course. The administrative failure is usually a student's failure to drop a course they stopped attending. An AF counts as an F grade in the calculation of grade point averages. It is not a reason for a course withdrawal.

**Incompletes:** A grade of Incomplete (IC) should be awarded at the discretion of the course instructor in the instance that a minimal proportion of the total class work needs to be completed, such as an exam, paper, or project. The instructor, in consultation with the student, determines the conditions for the granting and completing of the Incomplete and files a Request for Incomplete Grade form with the registrar's office before the final grades are due. Forms are available online at [plymouth.edu/office/registrar/forms](http://plymouth.edu/office/registrar/forms). An IC is not a permanent grade; the Incomplete must be completed by the final day of classes of the subsequent semester (fall and Winterim Incompletes are due in the spring; spring and summer Incompletes are due in the fall), or by the date specified by the instructor, whichever comes first. If the Incomplete is not completed by the expiration of this period, a grade of F will be recorded, unless the instructor stipulates a different grade. Requests for extending the completion date of an IC grade must be approved by the associate vice president for undergraduate studies and must be signed by both the student and instructor. A student may not graduate with an Incomplete on his or her transcript. Forms required for a student to be granted an Incomplete are turned in by instructors when final grades are due. Please note that a *student with an outstanding incomplete in a course may not register for that course*.

**Pass/No Pass Courses:** Some courses at Plymouth State University are designated in their course descriptions as being Pass/No Pass (P/NP). Credits earned by passing these courses are added to the total credits earned (graded and transfer courses as well as credit-by-exam). Pass/No Pass credits are also included in credits attempted. Credits earned in P/NP courses do not affect the grade point average. Matriculated students are not permitted to take more than one-sixth of their total degree program credits on a P/NP basis. Only courses identified as P/NP in the course description may be graded Pass/No Pass.

**Temporary Grades:** The NG on a grade report stands for no grade submitted. It means that the Registrar's Office did not receive a grade from the instructor by the time grade reports were created. The student is welcome to contact the instructor in this case. When the grade is received by the registrar's office, student transcripts are updated. An E stands for extended evaluation; it denotes a course whose completion stretches across more than one semester. NGs and Es must be completed by the final day of classes of the subsequent semester (fall and Winterim NGs and Es are due in the spring; spring and summer NGs and Es are due in the fall). If NGs and Es are not replaced with permanent grades by that time, a grade of F will be recorded on students' transcripts.

### Credits Attempted

If a student fails a course by earning either an F or an AF in a graded course, or an NP in a P/NP course, the credits that would have been

earned if the course had been successfully completed are added to the transcript column entitled Credits Attempted. Credits attempted reflect the grand total of credits earned through successful completion of courses and credits not earned because of unsatisfactory performance, as well as transfer and credit-by-examination. Students' academic standing is based on the number of credits attempted, as described below. Students should be aware that if a minimum number of credits is not successfully completed each semester at PSU, financial aid awards may be in jeopardy (see the Financial Aid section).

### Repeating Courses

Students are allowed to retake any course in which they earned a grade of C– or below. Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript and the repeat noted with an “E” (Exclude) next to the grade. The course information will be listed in the usual manner the second time it appears on the transcript, with an “I” (Include) next to the grade. The most recent grade counts even if lower than an earlier grade.

If the course grade is F, AF, or NP, students may also repeat the course at another college or university and transfer the credit into Plymouth State University. The transfer course must be equivalent to the course failed at PSU. Upon receipt of the transfer credit, the PSU grade of F or AF will be removed from the grade point calculation. The procedure that needs to be followed is detailed in the Transferring Credits to Plymouth State University section.

### Early Evaluation

All students who have earned 47 or fewer credits (first year through second year sophomore classification) are evaluated at the end of the first six weeks of classes during the fall and spring semesters. Instructors of full-semester courses submit grades on students' performance. Students are urged to discuss these grades with their advisors and instructors. All first-semester, first year students (those who have attempted fewer than 12 credits), after consultation with the advisor and instructor(s), may drop full-semester courses(s) within two weeks after notice of the early evaluation.

### Grade Reports

Final grades may be accessed via myPlymouth. To request a printed copy of a grade report, students must contact the registrar's office in writing. Grades are never given out over the telephone because of privacy regulations and may only be mailed to or picked up by the student.

### Transcripts

The University transcript is the student's permanent academic record. Ordinary transcript notations list courses taken and grades earned, as well as semester and cumulative grade point averages. Transcript notations are explained in the previous Grading System section.

Transcripts are provided without charge, though some restrictions apply. A statement of the transcript policy is posted at the registrar's office and on the registrar's website. A transcript order form is available at the Office of the Registrar or may be downloaded from the web. Transcript orders must be in writing, or by fax at (603) 535-2724, and must include the following: full printed name, former names (if any), student ID and/or social security number, approxi-

mate dates of attendance at Plymouth State, address(es) to which the transcript should be mailed, current address and phone number, and the student's signature.

Transcripts cannot be faxed; they will be mailed to the address(es) students provide, or students may pick them up. Official transcripts are sealed and stamped "Official Transcript – Void If Opened." The use of official transcripts is usually restricted to the transferring of credit from one institution to another or to the formal verification of a student's academic career at Plymouth State University for some official purpose. If students merely wish to see their transcript for their own purposes, they may print an informal copy at any time using myPlymouth.

Please note that an official transcript cannot be sent if a student has a financial hold. If this is the case, the student will be notified by mail of the hold and the proper office to contact to clear the hold.

### Alternative Testing Arrangements for Students with Disabilities

Students with documented disabilities who require alternative testing arrangements should contact the Plymouth Academic Support Services (PASS) staff at least one full week prior to the scheduled test/exam date. This notification is necessary so that the student can contact the instructor and provide him/her with any necessary information from the PASS Office. This will provide the instructor with ample time to make needed arrangements.

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If students think they have a disability requiring accommodations, they should immediately contact the PASS Office in Lamson Library to determine whether they are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If the student has a Letter of Academic Accommodation for a course from the PASS Office, the student should provide the instructor with that information privately so that the student and the instructor can review those accommodations.

### Academic Standing

All matriculated (degree-seeking) undergraduate students (full-time and part-time) have their academic standing assessed at the end of each fall and spring semester. Grades earned in Winterim and summer sessions do not alter academic standing, nor do changes in grades processed after the last day of the add period for the following regular semester. To be in good academic standing means that students have a cumulative grade point average (GPA) of at least 2.00—the minimum cumulative grade point average required for graduation. The standards used to place students in any one of the other three academic standing categories—academic warning, academic probation, or academic severance—are based on the cumulative GPAs students must meet or exceed at different cumulative credits attempted in order to be making satisfactory progress. Cumulative credits attempted include all graded, pass/no pass, and transfer courses as well as credit-by-examination. When students are placed on academic warning, probation or severance, an appropriate transcript notation is made.

### Academic Warning

Students whose cumulative GPAs fall into the ranges listed below for different numbers of cumulative credits attempted are placed on Academic Warning.

Cumulative Credits Attempted	Cumulative GPA
First semester	1.60–1.99
Less than 30	1.75–1.99

Students in this category receive a letter of academic warning, which advises them that they are not meeting the minimum grade point average required for graduation and that they are in danger of accumulating a record which will become increasingly difficult to correct as time goes on. The letter also advises them to discuss their progress with their advisors and to take full advantage of the services on campus for academic assistance. Students on academic warning may receive financial aid (excluding University-sponsored scholarships based on academic achievement). They may not enroll in overload credits. Varsity athletes must also meet or exceed the Satisfactory Progress Standards for Athletics.

### Academic Probation

Students whose cumulative GPAs fall into the ranges listed below for different numbers of cumulative credits attempted are placed on academic probation.

Cumulative Credits Attempted	Cumulative GPA
First semester	0.50–1.59
Less than 30	1.50–1.74
30–45.0	1.60–1.99
46–59.5	1.75–1.99
60–74.5	1.85–1.99
75–89.5	1.95–1.99
90–115.5	1.96–1.99
116 and above	1.98–1.99

The period of academic probation will be the next regular semester (fall or spring) of attendance. Students on academic probation will be given an academic probation advisory, which restricts the number of credits they may take to 13, recommends repeating specific courses, and provides the semester GPA students should achieve in the probationary semester to regain good academic standing. Students whose cumulative GPA falls in the probationary range are allowed two consecutive semesters on academic probation to attain good academic standing. The third consecutive semester their GPA places them in the academic probation range, they will incur an academic severance. Students on academic probation may receive financial aid (excluding University-sponsored scholarships based on academic achievement). Students who want to take more than 13 credits in a probationary semester must receive permission from the associate vice president for undergraduate studies (or designee).

### First Academic Severance

There are two situations which will result in a first academic severance:

1. The cumulative GPA is in the academic probation range for the third consecutive regular semester, **or**
2. The cumulative GPA falls into the ranges listed below for different numbers of cumulative credits attempted.



Cumulative Credits Attempted	Cumulative GPA
First semester	0.00–0.49
Less than 30	0.00–1.49
30–45.5	0.00–1.59
46–59.5	0.00–1.74
60–74.5	0.00–1.84
75–89.5	0.00–1.94
90–115.5	0.00–1.95
116 and above	0.00–1.97

Students who have been academically severed for the first time automatically lose their matriculated status during the next regular semester (fall or spring) following the severance action. The only exception is provided by the appeal mechanism. As explained below, students may appeal for immediate reinstatement, and, if the appeal is successful, may return the following semester on Academic Probation. **Students who were severed following their first semester at Plymouth State University are not eligible to appeal.** During the mandatory semester (fall or spring) of non-matriculated status students may enroll for a maximum of eight credits through the Division of Online and Continuing Studies. Students may also enroll in a maximum of four credits during a Winterim or a summer session.

Students, with the exception of those severed following their first semester at PSU, who have been academically severed for the first time, may be granted an opportunity, through either readmission or reinstatement, to demonstrate their ability and intention to succeed academically and to earn a degree from Plymouth State University.

- 1. Reinstatement.** In the days following the severance action, students, except those who were severed following their first semester at Plymouth State University, may appeal to the Academic Affairs Committee for immediate reinstatement. Students who wish to do this must submit a letter of appeal to the Undergraduate Advising Center. Instructions for writing this letter are sent by certified mail to severed students. They may also seek counsel from their academic advisors or from the staff of the Undergraduate Advising Center.
- 2. Readmission.** A student who was severed following two or more semesters of enrollment is required first to raise the cumulative GPA out of severance range. During the mandatory semester (fall or spring) of non-matriculated status students may enroll for a maximum of eight credits through the Division of Online and Continuing Studies. Students may also enroll in a maximum of four credits during a Winterim or a summer session. Alternately, students may repeat courses at other colleges/universities that they failed at PSU to have the F removed from the PSU grade point average calculation. Prior arrangements for transfer courses must be made through the undergraduate studies office. If, through any of the above actions, the cumulative grade point average is raised to meet the appropriate minimum standard for non-severance status, then students may apply to the Office of Admission for readmission any time following the mandatory semester of non-matriculated status (fall or spring). Readmission is not automatic.

Students, who were severed following their first semester at PSU, may reapply without having repaired their GPA; they must provide an explanatory letter as part of their readmission application.

Readmitted students who have raised the cumulative GPA to the academic probation range, and all reinstated students, will be placed on academic probation for the next regular semester (fall or spring). If students who are readmitted or reinstated earn a 2.00 semester GPA for that semester, but fail to raise their cumulative GPA out of the severance range, they are given a second probationary semester in which to do so.

### Second Academic Severance

Students who are academically severed a second time will be assigned to non-matriculated, part-time status. **Students may not appeal for reinstatement during the next regular fall or spring semester following a second severance action.** Students who have incurred a second severance and who had registered for courses during registration the previous semester, will be dropped from those courses for which they registered. If students decide to return as continuing education students (see below), they must re-register.

Students who have been severed a second time have three educational options at Plymouth State University:

1. They may take courses as non-matriculated, part-time students through the Division of Online and Continuing Studies for the purpose of lifelong education.
2. They may take courses as non-matriculated, part-time students through the Division of Online and Continuing Studies in order to repair their cumulative GPA and to demonstrate their commitment to earning an undergraduate degree from Plymouth State University. Students, who, through self-advised selective repeating of courses and taking of new courses, raise their cumulative GPA to 2.00 or above, may appeal, in writing, to the associate vice president for undergraduate studies for readmission to a degree program. The associate vice president for undergraduate studies, in consultation with the Director of Undergraduate Advising and a voting member of the Academic Affairs Committee, will make a final ruling on the appeal. Readmitted students will be placed on academic probation for the next regular semester. If the appeal is denied, students may continue to work on repairing their GPA and may apply for readmission to a degree program no sooner than two academic years following the second severance.
3. Without having raised the GPA to 2.00, they may apply for readmission no sooner than seven academic years following the second severance. If readmitted, these students may choose (a) to declare academic bankruptcy or (b) to repair their existing cumulative GPA.

If the cumulative GPA of any student readmitted following a second severance falls below 2.00, that student will incur a third, and final, Severance.

### Third Academic Severance

Students who are academically severed a third time cannot earn an undergraduate degree from Plymouth State University. They are not eligible for reinstatement or readmission at any time in the future. Grades earned in Winterim or summer session will not be used to reverse such an action. These students may, for purposes of lifelong education, take courses as part-time, non-matriculated students.

## President's List, Dean's List, Honors List for Part-Time Students

Undergraduate students who earn a semester grade point average of 3.70 or above are named to the President's List for that semester. Those students who earn a semester grade point average between 3.50 and 3.69 are named to the Dean's List for that semester. To be eligible for either the President's List or the Dean's List, full-time matriculated students must have completed at least 12 credits, at least nine of which must confer grade points.

Undergraduate part-time students who earn a grade point average of 3.50 in their combined work in fall, Winterim and spring semesters are named to the Honors List for Part-time Students at the end of each academic year. To be eligible for this honor, students must attend as part-time matriculated students in any semester that academic year, must earn at least six credits in courses which earn grade points, must complete all such courses by the time grade reports are prepared after spring semester, and must achieve at least a 3.50 grade point average in graded courses.

## University Honors Programs

Beginning in the Fall of 2011, the University Honors Program offers a four-year experience with a wide variety of independent and group options for honors students. Honors students participate in 12-15 credits of honors-designated courses; attend honors-eligible lectures, events, or field trips; conduct research, tutoring, or mentoring as approved by the Chair of the Honors Program; and present an Honors Capstone project in the senior year. Students fulfilling the minimum requirement in each category, and completing an Honors Capstone by the time of graduation earn a University Honors designation on the final transcript.

### Student Selection Process and Other Policies

- Incoming first year and transfer students are invited to apply to the Honors Program if they have greater than 1200 SAT score (or ACT equivalent) or are in the top 10% of their high school graduating class.
- Incoming students not invited into the Honors Program may apply for admission to the Program.
- Transfer students may ask the Chair of the Honors Program to assign Honors credit for work done elsewhere.
- Continuing students with fewer than 37 credits who are not currently in the Honors Program are automatically invited to apply to join the Honors Program if they achieve a 3.5 cumulative grade point average.
- Continuing students with at least a 3.3 cumulative grade point average may apply for admission to the program.
- Students in the program may slip below 3.5 for one semester and remain in the program.

The University Honors Program is overseen by a group of faculty known as the Honors Council, led by the Chair of the Honors Program. In addition, the College of Business Administration and the Departments of Biological Sciences and Psychology offer honors programs to their majors (see College of Business Administration, Department of Biological Sciences, or Department of Psychology).

Additional information about the University Honors Program can be found at [plymouth.edu/academics/honors/](http://plymouth.edu/academics/honors/).

## Catalog Policy

To plan a curriculum, students should use the academic catalog printed the year they entered the University or any subsequent catalog. It is the **students' responsibility** to use this catalog to outline course requirements in their curriculum. The University reserves the right to add, change, or delete curricular offerings.

The catalog to be used to determine graduation requirements may be no older than the academic year of official admission, nor more than seven years old. Readmitted students seeking teacher certification need to follow the most current catalog to satisfy state teacher certification requirements. Readmitted students seeking Social Work need to follow the most current catalog. Readmitted students, in programs other than teacher certification or Social Work, may use the catalog of original admission if the catalog is less than seven years old and if it is possible for students to complete the degree before the seven-year limit on that catalog expires. If these two conditions do not exist, a more recent catalog must be used. Readmitted students will receive a catalog memo from the associate vice president for undergraduate studies at the time of readmission, stating the catalog to be used to determine graduation requirements.

*Note: Students who entered in 2003–2004 or earlier, but elect to follow the 2005–2006 or subsequent catalog for their major requirements, must fulfill the General Education requirements of the 2003–2004 catalog. Students who entered in 2004–2005, but elect to follow the 2005–2006 or subsequent catalog for their major requirements, must fulfill the General Education requirements of the 2004–2005 catalog.*

Students who have not earned a bachelor's degree at Plymouth State University and who are readmitted after an absence of seven or more years may wish to exercise their option to declare Academic Bankruptcy (see policy within the Withdrawal from the University, Readmission, Reactivation section). The full academic files of non-graduated students are kept for seven years; transcripts are always available.

## Declaring Majors, Options, Minors

Students may declare an academic major when applying for admission to the University or they may enter without having chosen a specific major. Students are required to declare an academic major no later than the semester they are completing 60 credits, which is typically the 4th semester. Students who fail to declare a major after completing 60 credits are not eligible to register for any subsequent semester until a major is declared. Transfer students with 60 or more credits must declare a major by the end of their first full-time semester.

In the event that a student chooses a major or changes a major after being admitted to Plymouth State University, the student needs to file a Declaration or Change of Academic Major and/or Option form with the registrar's office. This form requires the signature of the department chair of the new major. Once this form is complete, the

student should return the form to the registrar's office for processing. Typically, a new advisor from the new major department is either chosen by the student or assigned.

Major/Option Declaration forms are available outside the registrar's office or may be downloaded from the forms section of the registrar's website. Major/Option Declaration forms are also used to declare options within a major. Options must be chosen within some majors, whereas in others the options are entirely elective. In either event, the procedure for completing the form is the same as that outlined above in regard to declaring the major itself. Where there are several options available within a major, it is advisable for students to choose the one that best suits their interests rather than to pursue several overlapping options jointly. If a student does choose to pursue a second or subsequent option, at least 12 credits must be different from the first option. To complete an option a student uses the same catalog as the major. The completion of options is noted on students' transcripts.

To declare an academic minor, the student needs to file a Declaration of an Academic Minor form. This form requires the signatures of the student's advisor and an appropriate representative of the department or council offering the minor. Completed forms are returned to the registrar's office.

To drop an academic minor or option, students should submit to the registrar's office a Request to Remove an Academic Minor or Option form.

### Double Majors

Students may pursue a double major but must meet the requirements of both disciplines. To accomplish this goal within the minimum number of credits required requires close communication with advisors from both majors. Only one degree (BA, BFA, or BS) will be awarded. Both majors must be completed from the same catalog.

### Dual Degrees

If students wish to receive two different degrees (e.g., a Bachelor of Arts degree and a Bachelor of Science degree), students need to complete at least the equivalent of 30 credits of coursework beyond those required for the first degree. The degrees must be from different disciplines. Students cannot pursue two similar degree programs (two BA or two BS degrees), e.g., cannot earn both a BA in Biology and a BS in Biology. To ensure that students can adequately handle the increased demands of seeking two different degrees, it is strongly suggested that students consult with advisors representing both programs.

### Adding Degrees, Majors, Options, or Minors After Graduation

The major, minor, and cumulative grade point averages that are earned at the time that a Plymouth State University degree is awarded may not be changed after the degree is awarded. This includes repeating courses at PSU or transferring courses to PSU. Students who already hold a bachelor degree from Plymouth State University may apply for readmission for the purpose of retroactively adding a major, option, or minor to that degree. The Associate Vice President for Undergraduate Studies will determine the catalog to be followed. Students seeking a new major or minor will typically follow the catalog current at the time of readmission. Students seek-

ing a new option will, if possible, follow the original catalog. If not possible, they will follow the catalog current at the time of readmission and will have to complete any outstanding major and General Education requirements.

The idea of retroactively adding a major pertains to PSU graduates whose second program is a degree program of the same type (e.g., a second major in a Bachelor of Science program or a second major in a Bachelor of Arts program). A second degree will not be awarded when the second major is completed.

Students with a Plymouth degree returning as candidates for a second bachelor degree that is different from the first degree may select majors, minors, and options appropriate to the second degree and will typically follow the catalog current at the time of readmission. If the second major is in a different degree program (e.g., a Bachelor of Arts major degree program when they already hold a Bachelor of Science degree or vice versa), students must meet the following requirements:

- Students must complete at least 30 credits of coursework at PSU subsequent to the completion of the first bachelor's degree.
- All of the requirements of the second degree program, including General Education requirements that were not fulfilled in the first degree program, must be fulfilled.
- At least half of the courses in the new major must be completed at PSU.
- Student must comply with all other PSU academic regulations.
- The two degrees must be from two different disciplines.

The major, minor, and cumulative grade point averages that are earned when a student returns to PSU to add a major, option or minor, shall not change the record established for awarding prior degree(s) from Plymouth State University.

Students who already hold a Bachelor of Science or a Bachelor of Arts degree from any other college or university are allowed to pursue any Plymouth State University degree program once admitted. At least half of the courses in the new major program must be taken at PSU, and students must complete a minimum of 30 credits while at Plymouth State University. Students who already hold a degree from elsewhere are allowed to transfer in credits just as any other students are allowed to do (see Transferring Courses to Plymouth State University).

Plymouth State University graduates may also apply for readmission for the purpose of retroactively adding a minor or option. Students seeking a new minor will follow the catalog current at the time of readmission. Since options are based on major degree programs, students will follow the original catalog whenever possible. When it is not possible, they will follow the catalog current at the time of readmission and will have to complete any outstanding major and General Education requirements. Students must be readmitted before they may take or transfer courses for the major, option, or minor that is being retroactively added.

### Withdrawal from the University, Readmission, Reactivation

Prior to leaving, students should inform the vice president for enrollment management and student affairs of their intention to withdraw from the University; a Withdrawal form should be

completed. Withdrawing from the University prior to the beginning of the final examination period, when all University obligations have been met, means that students' academic records are not adversely affected by the semester in which they withdraw. A notation of W will be recorded on students' transcripts. If students withdraw after the beginning of the final examination period, without taking final examinations, failing grades will be recorded on students' transcripts for the semester in which they withdrew.

Students who wish to re-enter Plymouth State University as matriculated (degree-seeking) students in a subsequent semester must reapply for admission through the Office of Admission. Students who wish to be readmitted into a teacher education program leading to teacher certification will need to follow program guidelines in the most recent academic catalog at the time of readmission. To qualify for readmission students must meet the grade point average requirement for the total credits attempted as indicated in the Academic Standing section.

Students who have withdrawn from the University or who have been withdrawn by the University, and who wish to complete their degree program without taking further classwork at PSU, should contact the degree auditor to be reactivated for graduation. The auditor will send a degree request, but students will not be placed on the graduation file until the degree request is received and approved by the auditor. Students reactivated for graduation only are not readmitted to take classes at the University. Those wishing to resume undergraduate coursework at PSU must apply for readmission through the Office of Admission.

### Academic Bankruptcy

An undergraduate student who is seeking readmission to the University may choose to have all Plymouth State University course work that is at least seven academic years old be exempt from the calculation of the grade point average. In choosing this option, such a student would receive credit for courses in which a grade of C or better was earned; the grades for such courses, however, would not be included in the computation of the grade point average. The grades for these courses will be removed, changed to XC and marked "I" (Include). All grades less than C will remain on the transcript and will be marked "E" (Exclude). The declaration of Academic Bankruptcy must be made to the Undergraduate Studies Office at the time of re-enrollment and can be claimed no more than once in a student's career at the University.

### Leave of Absence and Return Policy

Students may request a leave of absence from studies for one or two consecutive semesters' absence from Plymouth (this policy applies only to continuous fall and spring semesters; winter and summer sessions are not considered to be a part of a student's regular continuous enrollment). A leave of absence is appropriate if the student intends to return to the University following a temporary absence for compelling reasons, which may include but are not limited to: military service, family emergencies, or medical reasons. Eligible students who apply for and receive a leave of absence retain their status as an active student which guarantees retention of their Plymouth email account, access to myPlymouth, and the ability to register online. No readmission application or fees are required if the student re-enrolls for a fall or spring semester immediately following the leave of absence. If there is no intent to return to the

University, or if a student is unable to return following the leave of absence period, the regular withdrawal procedure should be followed. If the university approves a leave of absence, a student receiving federal loans retains their in-school status for a maximum of 180 days.

### Eligibility for a Leave of Absence

To be eligible for a leave of absence the following criteria must be met:

1. The student must be matriculated during the semester in which the leave of absence is requested.
2. The student must be in good academic standing.
3. The student must not be subject to university initiated disciplinary action.
4. The student must have no restrictions/holds on their registration.
5. The student must provide documentation to support the leave of absence request.

### Additional Conditions for a Leave of Absence

1. Students have the right to request a leave of absence more than once, but may not exceed a total of two years for all approved requests.
2. Students have the right to return earlier than the initially agreed upon return date.
3. Students who do not return to Plymouth at the end of the leave of absence period will be withdrawn from the university and must follow all procedures for readmission if, in the future, they seek to re-enroll as a matriculated student.
4. Students are not eligible to receive financial aid payments from the university during the leave of absence period.
5. Plymouth State University will report any student granted a leave of absence as "approved leave of absence" in response to inquiries for enrollment verification.
6. Students may not live in on-campus residential facilities, attend classes, or seek/maintain university sponsored employment during a leave of absence. Students may not enroll in Winterim or summer sessions if those alternative sessions fall within the time period of the requested leave of absence.
7. Students are responsible for understanding all implications of a leave of absence, including but not limited to the following:
  - Potential loss of financial aid
  - Potential loss of health insurance coverage

### Process for Requesting a Leave of Absence

To request a leave of absence a student must fill out a Plymouth State University Request for Leave of Absence and Return form. Upon completion, the form must be reviewed and approved by both the associate vice president for undergraduate studies and the vice president for enrollment management and student affairs.

### Steps for Returning from a Leave of Absence

A student returning from a leave of absence reactivates their matriculation by submitting a Return From Leave of Absence form to the registrar.

## Graduation Requirements

All students shall be responsible for meeting the academic standards established for the course of study in which they are enrolled.



These standards shall be the only basis for evaluating students' academic performance. Students are responsible for completing all work required for graduation and scheduling all necessary courses.

Students have the personal responsibility for making sure that, by graduation time, they meet the General Education, major field, grade point average (cumulative, major/minor), and total credit hour requirements defined by the University and their major department.

**Major and Minor Grade Point Averages:** All students must earn a minimum grade point average of 2.00 in their major by the time of graduation. Some programs stipulate a higher major grade point average that must be earned in the main academic discipline of the major program. A student's major grade point average will be based on all specific courses listed as required (except EN 1200), any other courses elected beyond the required minimum number from an identified group, plus any others in the central discipline which are elected.

Students must earn at least a 2.00 grade point average in their minor. One exception is the Pre-Law minor, which requires a 3.00 grade point average.

### Degree Completion

To complete degree requirements at Plymouth State University, students need to do the following:

- complete all General Education requirements;
- complete the foreign language proficiency if seeking a BA;
- complete all major degree requirements;
- complete the number of credits required in the student's chosen degree program (minimum of 120 semester credits);
- complete at least 30 credits of coursework at Plymouth State University;
- earn an overall cumulative grade point average of 2.00 or higher in all coursework;
- earn the grade point average required in the major (minimum of 2.00); and
- earn the grade point average required in the minor if a minor has been declared (minimum of 2.00).

If a required course is no longer offered, a substitute can be identified by the advisor and by the department in which the student is majoring. To do this, a student request form is completed and approved by the respective department chair and the undergraduate studies office; forms are available at the undergraduate studies office.

### Course Substitution Policy for Students with Disabilities

Course waivers will not be granted. However, appropriate course substitutions may be made if circumstances warrant and/or there is a history of previous effort to meet the requirement.

1. The student shall provide documentation of the disability to the Plymouth Academic Support Services (PASS) disability coordinator to review.
2. The student shall schedule an appointment with the disability coordinator to discuss or verify the documentation of the disability.

3. The student shall submit a student request form to the associate vice president for undergraduate studies that includes the following information:
  - a. request for specific course substitution,
  - b. brief description of disability,
  - c. history of previous efforts to complete the requirement, and
  - d. signatures from the disability coordinator, the chair of the student's major department, and the student's advisor.
4. The associate vice president for undergraduate studies will, in a timely manner, make a decision to approve/disapprove the request for the course substitution.

For example, American Sign Language I and II may satisfy the foreign language requirement of the Bachelor of Arts degree but they do **not** satisfy the Global Awareness Connection.

### Degree Requests and Audits

Plymouth State University graduates students three times per year—December, May, and August. Diplomas are printed three times a year—December, May, and August. Students who are completing their degrees need to file a Degree Request and Commencement Participation form. The deadlines for submitting the degree request are:

Students completing their degree in	Submit their degree request no later than
May	December 1
August	December 1
December	October 1

Degree requests will be accepted up to one month beyond the deadline; however, there will be a \$50 late fee. Degree requests received after this time will be interpreted as requests for graduation in the subsequent year.

A final audit will be completed by the degree auditor after the student's last semester grades have been posted.

Previous degree audits for readmitted students are no longer valid; a new audit will be conducted when a student files a new degree request. The official degree audit of a student who does not graduate expires when that student's catalog expires. The associate vice president for undergraduate studies, the registrar, and the chair of the major department will consider appeals for exception to this policy.

### Graduation Honors

Bachelor's and associate degree recipients who have maintained a cumulative average of 3.75 or above for work done at Plymouth State University are graduated summa cum laude. Bachelor's and associate degree recipients who have maintained a cumulative average of 3.50 through 3.74 are graduated magna cum laude. Bachelor's and associate degree recipients who have maintained a cumulative average of 3.25 through 3.49 are graduated cum laude. Degree candidates must have accumulated at least 45 credits (24 credits for the associate degree) at Plymouth State University to be eligible for graduation honors. Recognition is noted on the student's diploma and permanent record.

### Participation in Commencement Ceremonies

Students' eligibility to participate (walk) in the commencement ceremony is evaluated separately from the completion of their degree requirements. Students may participate in a commencement ceremony only once for a specific degree. Their name will be printed in the commencement program the same year they participate. Students may choose to participate in an upcoming commencement ceremony, knowing that they have not completed all degree requirements, as long as they meet the participation criteria. Students may choose, as an alternative, to wait to participate the year they complete their degree requirements.

All active matriculated (degree-seeking) students with at least 90.0 credits earned as of October 1 of the fall preceding the baccalaureate commencement ceremony (30.0 credits for the associate) are eligible to walk. These students will need to file a Degree Request and Commencement Participation form by the end of the fall semester indicating whether they wish to participate.

Students with less than 90.0 credits as of October 1 who wish to participate in the ceremony must first meet with the Undergraduate Advising Office to review their detailed plan for completing their

degree requirements. Then they must submit a written request to walk with a copy of their plan, which shows completion no later than the fall semester following the commencement ceremony, to the associate vice president for undergraduate studies. If their request is approved, they will be notified. They will then need to file a Degree Request and Commencement Participation form.

**Only students who have indicated that they wish to participate in the Commencement ceremony on their Degree Request and Commencement Participation form will appear on the official list for the Commencement ceremony and printed program.**



## Academic Programs

*BA: Bachelor of Arts*

*BFA: Bachelor of Fine Arts*

*BS: Bachelor of Science*

*Elective Options: Options not required in the major*

*Options: Required choice of alternate tracks within a major*

### Degree Programs—Alphabetical

Bachelor Degree	Offered By
Accounting, BS	College of Business Administration
Adventure Education, BS	Department of Health and Human Performance
Anthropology/Sociology, BA	Department of Social Science
<i>Options in:</i> Anthropology	
Sociology	
Art, BA	Department of Art
<i>Options in:</i> Graphic Design	
Studio Art	
Art, BFA	Department of Art
<i>Options in:</i> Graphic Design	
Studio Art	
Art Education (K–12), BS	Department of Art
Art History, BA	Department of Art
Athletic Training, BS	Department of Health and Human Performance
Biological Science Education (7–12), BS	Department of Biological Sciences
Biology, BA	Department of Biological Sciences
Biology, BS	Department of Biological Sciences
Biotechnology, BS	Department of Biological Sciences
Business Administration, BS	College of Business Administration

Bachelor Degree	Offered By
Chemistry, BS	Department of Atmospheric Science and Chemistry
<i>Options in:</i> Biochemistry	
Chemistry Education (7–12)	
Environmental Chemistry	
General	
Childhood Studies, BS	Department of Elementary Education and Childhood Studies
Communication Studies, BA	Department of Communication and Media Studies
<i>Options in:</i> Media Studies	
Professional Communication	
Computer Science, BS	Department of Computer Science and Technology
Criminal Justice, BA	Department of Criminal Justice
Early Childhood Studies, BS	Department of Early Childhood Studies
<i>Options in:</i> Contract	
Early Care and Education	
Early Intervention	
Teacher Certification (PreK–3)	
Elementary Education (K–8), BS	Department of Elementary Education and Childhood Studies
English, BA	Department of English
<i>Elective Options in:</i>	
Literature and Film	
Teacher Certification (5–12)	
Writing	
Environmental Biology, BS	Department of Biological Sciences
Environmental Planning, BS	Department of Social Science
Environmental Science and Policy, BS	Department of Environmental Science and Policy
<i>Options in:</i> Community and Environment	
Environmental Science	
Exercise and Sport Physiology, BS	Department of Health and Human Performance
Finance, BS	College of Business Administration
French, BA	Department of Languages and Linguistics
Geography, BS	Department of Social Science
Health Education and Promotion, BS	Department of Health and Human Performance
<i>Options in:</i> Health Promotion	
School Health (K–12)	
History, BA	Department of History, Philosophy, and Social Studies Education
Humanities, BA	Humanities Council
Information Technology, BS	Department of Computer Science and Technology
Interdisciplinary Studies, BA	Interdisciplinary Studies Council
Interdisciplinary Studies, BS	Interdisciplinary Studies Council
Management, BS	College of Business Administration
<i>Options in:</i> General Management	
Human Resource Management	
International Business	
Small Business/Entrepreneurship	
Marketing, BS	College of Business Administration
<i>Options in:</i> Integrated Marketing Communications	
Professional Sales	
Public Relations	
Mathematics, BS	Department of Mathematics
<i>Elective Options in:</i>	
Middle School Teacher Certification (5–8)	
Secondary Teacher Certification (7–12)	
Meteorology, BS	Department of Atmospheric Science and Chemistry
Modern Languages, BA	Department of Languages and Linguistics



Bachelor Degree	Offered By
Music, BA	Department of Music, Theatre, and Dance
<i>Options in:</i> Commercial Voice Performance	
Contract	
Music Technology	
Piano Performance and Pedagogy	
Voice Performance and Pedagogy	
Music Education (K–12), BS	Department of Music, Theatre, and Dance
Nursing, BS	Department of Nursing
Pre-Licensure Program	
RN-BS Program	
Philosophy, BA	Department of History, Philosophy, and Social Studies Education
Physical Education, BS	Department of Health and Human Performance
<i>Options in:</i> Contract	
Physical Education and Health Education Teacher Certification (K–12)	
Teacher Certification (K–12)	
Political Science, BA	Department of Social Science
Psychology, BA	Department of Psychology
Psychology, BS	Department of Psychology
<i>Options in:</i> Developmental	
Mental Health	
Psychology and Law	
Public Management, BS	Department of Social Science
Social Science, BS	Department of Social Science
Social Studies Education (5–12), BS	Department of History, Philosophy, and Social Studies Education
Social Work, BS	Department of Social Work
<i>Elective Options in:</i>	
Aging Services	
Child and Family Services	
Health Services	
Mental Health Services	
Social Services for Hispanic Communities	
Spanish, BA	Department of Languages and Linguistics
Sports Management, BS	College of Business Administration and the Department of Health and Human Performance
Theatre Arts, BA	Department of Music, Theatre, and Dance
<i>Options in:</i> Acting	
Contract	
Dramatic Writing	
Music Theatre Performance	
Theatrical Design/Tech	
Tourism Management and Policy, BA	Department of Social Science

## Degree Programs—College or Department

College or Department	Bachelor Degree
Art	Art, BA Art, BFA Art Education, BS Art History, BA
Atmospheric Science and Chemistry	Chemistry, BS Meteorology, BS
Biological Sciences	Biological Science Education (7–12), BS Biology, BA Biology, BS Biotechnology, BS Environmental Biology, BS
College of Business Administration	Accounting, BS Business Administration, BS Finance, BS Management, BS Marketing, BS Sports Management, BS
Communication and Media Studies	Communication Studies, BA
Computer Science and Technology	Computer Science, BS Information Technology, BS
Criminal Justice	Criminal Justice, BA
Early Childhood Studies	Early Childhood Studies, BS
Elementary Education and Childhood Studies	Childhood Studies, BS Elementary Education (K–8), BS
English	English, BA
Environmental Science and Policy	Environmental Science and Policy, BS
Health and Human Performance	Adventure Education, BS Athletic Training, BS Exercise and Sport Physiology, BS Health Education and Promotion, BS Physical Education, BS Sports Management, BS
History, Philosophy, and Social Studies Education	History, BA Philosophy, BA Social Studies Education (5–12), BS
Humanities Council	Humanities, BA
Interdisciplinary Studies Council	Interdisciplinary Studies, BA or BS
Languages and Linguistics	French, BA Modern Languages, BA Spanish, BA
Mathematics	Mathematics, BS
Music, Theatre, and Dance	Music, BA Music Education (K–12), BS Theatre Arts, BA
Nursing	Nursing, BS
Psychology	Psychology, BA Psychology, BS
Social Science	Anthropology/Sociology, BA Environmental Planning, BS Geography, BS Political Science, BA Public Management, BS Social Science, BS Tourism Management and Policy, BA
Social Work	Social Work, BS

## Foreign Language Requirement for the Bachelor of Arts Degree

The minimal foreign language requirement for all Bachelor of Arts students, regardless of major, is proficiency in a foreign language as demonstrated by one of the following:

- satisfactory completion of one year of one language at the university level. American Sign Language I and II (LL 2950-2960) fulfill this one year of one language requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.
- satisfactory completion of a departmental placement test and Intermediate French II (FR 2040), Intermediate German II (GR 2040), Intermediate Latin II (LA 2060), or Intermediate Spanish II (SP 2040);
- satisfactory completion of one three-credit course at the 3000 level or above; or
- satisfactory completion of a proficiency test (see Advanced Placement and CLEP in the Appendix).

The foreign language requirement is satisfied for BA candidates who are native speakers of a language other than English. No credit is awarded.

Students are strongly encouraged to complete their foreign language requirement in their **first year** to build on their high school experience. *It is important that the language requirement be satisfied during the first or second year.* All students are encouraged to take a foreign language to satisfy the Global Awareness Connection.

## General Education Program

Plymouth State University provides opportunities for students to cultivate the mind in ways that will lead them to full awareness as adults, and to lives in which occupational achievement is balanced by social responsibility, cultural experience, and personal happiness. The University measures its excellence, not by the quality of students who enter its doors, but by the quality it adds to those who graduate. Because of this commitment, Plymouth State University believes that every student must receive a strong general education as well as specialized instruction in a field. The undergraduate General Education program gives students a broad perspective on ideas and an awareness of diverse human experiences and cultures.

The General Education program is meant to ensure that students develop the skills necessary for academic success and lifelong learning, an appreciation of the various ways scholars consider and understand human experience, and an appreciation of the process by which different approaches to scholarship can be brought to bear on the same problem. Courses taken to ensure breadth of knowledge emphasize the relevance and application of methods of inquiry and content to students' lives.

### Skills

To live and learn in a multicultural, multimedia, multidimensional world, students need certain skills. These are the competencies expected of an educated person, the skills needed for lifelong learning. In this General Education program, the following skills are developed in meaningful contexts.

**Critical Thinking:** the abilities to compare, contrast, analyze, and synthesize; and to challenge underlying assumptions; to take imagi-

native leaps and intellectual risks; and to solve problems creatively and effectively.

**Reading:** the achievement of advanced literacy; that is, the ability to comprehend written material within a variety of genres, and to articulate one's response verbally and in writing.

**Quantitative Reasoning:** the ability to analyze quantitative materials and use quantitative techniques to solve problems.

**Writing:** development of a writing process that includes the ability to pre-write (brainstorm, outline, take notes, free-write) on a selected topic; to prepare, assess, and organize information; and to compose, revise, and edit a polished product.

**Speaking and Listening:** the ability to use both verbal and nonverbal skills to communicate effectively in one or more languages, to listen actively, and to take part respectfully in group discussions.

**Conducting Research:** the ability to locate, comprehend, and synthesize information; and to understand what constitutes reliable evidence for decision making.

**Working with Information Technology:** the ability to perform searches; to use word processing and spreadsheets; to work with database management systems and presentation software; to work with software to enhance the creative process; and to make effective use of software to organize information and to communicate with others.

**Collaborating with Others:** to know, understand, and respond to others' feelings and perspectives; to work and learn in teams to enhance interpersonal relationship skills; and to develop an awareness of leadership approaches and the ability to influence others.

## Components of the Program

In Plymouth State University's General Education program, students take three First Year Experience courses which introduce the skills listed above. The skills are then further developed and refined in the other components of the program: the Directions courses and the Connections courses, as well as in the major. Students take two courses in each of four Directions. These courses are designed to excite students about learning and to give them breadth of knowledge and experience with different approaches to learning. Though taught by the various academic departments, they are required of no major and are open to all students. Connections courses help students develop more advanced academic skills, appreciation of difference, and appreciation of wellness within specific academic contexts. Three of the seven Connections must be explored within the context of the major; the other four may be explored in that context or in some other.

### Overview of Three Components

First Year Experience		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3

**Directions:**

CTDI	Creative Thought	6
PPDI	Past and Present	6
SIDI	Scientific Inquiry	6–8
SSDI	Self and Society	6

**Connections:**

DICO	Diversity*	3
GACO	Global Awareness*	3
INCO	Integration*	3
WECO	Wellness*	3

QRCO Quantitative Reasoning in the Disciplines\*\*

TECO Technology in the Disciplines\*\*

WRCO Writing in the Disciplines\*\*

**Total** 45–47

\* These Connections may be double counted with a major, minor, or any other General Education requirement.

\*\*These Connections are three-credit experiences taken as part of the major and hence add no credits to those required of the major.

### Description of the Three Components

#### First Year Experience

The goals of the First Year Experience component are to connect students to life in an academic community and to introduce and practice in a meaningful context the skills listed above. The component consists of the following three courses to be taken during the first year.

#### Composition 3 credits

The Composition requirement is intended to help students become responsible writers who can take charge of their own writing process. It is satisfied by the course EN 1200 Composition or its equivalency.

Students learn how to draft, respond to feedback from peers and instructor, revise and edit successful college prose. By the end of the course, they should be able to write essays that are unified by a central thesis, well-developed in carefully organized paragraphs with vivid details, and grammatically appropriate with effective sentence structure and correct mechanics.

Students also learn to read comprehensively and effectively in order to relate ideas and arguments to their writing and thinking. They are expected to summarize different kinds of texts, paraphrase the ideas of someone else, analyze others' arguments and positions, compare and contrast ideas, and generate their own thoughts and ideas following research and observation. Students are required to engage in library research and to write papers based on their research. Thus the General Education Skills being given special emphasis in this course are **writing, reading, conducting research, and collaborating with others**.

#### First Year Seminar 3 credits

During the first semester, all first year students, including those transferring in fewer than 24 credits, take the course IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry. This course introduces students to the concepts of general education and

the academic community and to the skills educated people use to generate and address important questions. Using critical thinking skills and basic tools of gathering and evaluating information, students and the instructor together explore a specific question which challenges contemporary thinkers. The question varies across sections of the course.

The First Year Seminar is a cornerstone course, through which students begin to build the repertoire of intellectual skills needed for university-level work. The skills are not taught in isolation but rather in the context of the topic or problem of the course. Assignments and activities introduce all of the skills listed above, but special emphasis is given to **critical thinking, conducting research, working with information technology, writing, speaking and listening, and collaborating with others**.

#### Mathematics Foundations 3 credits

Through the Mathematics Foundations requirement, students become aware of the importance of mathematics and its application to fields as diverse as art, music, and science. It is satisfied by a mathematics course numbered MA1500 or above, or by a mathematics course that is equivalent to MA 1500 or above, including credit-by-exam as explained below.

Mathematics Foundations courses focus on problem solving using the language of mathematics and on developing students' ability to reason quantitatively in diverse contexts. Students learn to reduce complex problems to their fundamentals using algebra and geometry.

The Mathematics Foundations requirement enables students to make connections between mathematics and their own lives and to explore the roles of mathematics in society, culture, and politics. General Education skills given special emphasis are **quantitative reasoning, critical thinking, and working with information technology**.

Students may demonstrate proficiency in mathematics by recording under the credit-by-examination policy, credits for a satisfactory performance on an AP, CLEP, DANTES, or IB examination (see Appendix). Mathematics course work for which equivalent AP, CLEP, DANTES, or IB credit has been received will not be granted credit.

Transfer students may demonstrate proficiency in mathematics by recording mathematics transfer credits that are equivalent to Plymouth State University courses. In cases where there is no equivalent course, the transfer credits must be deemed to be at a level equivalent to MA 1500 or higher by the Director of Curriculum Support and the mathematics department chair. Mathematics course work at PSU for which equivalent transfer credit has been recorded will not be granted credit.

If a student fulfilled the Mathematics Proficiency (as indicated in the 1998–1999 Catalog) by August 31, 1999, and chooses to change to the 1999–2000 or subsequent Catalog, the requirement to take a Mathematics Foundations course will be waived.

**Mathematics Placement Assessment.** The Department of Mathematics offers an online placement assessment. Students who wish to demonstrate mastery of algebra as a prerequisite for certain mathematics courses, or other courses at Plymouth State University



that have an algebra mastery prerequisite, take the mathematics placement assessment. Students who excelled in mathematics in high school, especially with AP courses, are strongly urged to take the exam to allow placement at the appropriate level. Students who fail to show competency on the placement assessment may study and retake the assessment, or they may register for MA 1800 College Algebra. Students may take the assessment a total of two times. The mathematics placement assessment is scored at three levels:

- Level 1:** Student should complete MA 1800 College Algebra before entering MA 2140 or MA 2490.
- Level 2:** Student meets the prerequisite for MA 2140 Precalculus or MA 2490 Applied Calculus I.
- Level 3:** Student meets the prerequisite for MA 2550 Calculus I.

The mathematics placement assessment is available online for all registered students through the Math Activity Center website: [plymouth.edu/services/math-center/math-placement-assessment](http://plymouth.edu/services/math-center/math-placement-assessment).

### Directions

The Directions component is intended to introduce students to different ways of considering and understanding human experience which they can apply as they seek meaning in their lives. Directions courses challenge them to see how different perspectives shape the ways in which people interpret ideas and experiences to construct meaning. They emphasize connections between the world of ideas and the “real world.”

Rather than introducing a whole academic discipline, these courses focus on a particular issue or problem or topic of interest within the discipline, especially a topic relevant to students’ own lives. Ideally and whenever possible, alternative perspectives and approaches are woven into the course. No Directions course is required as part of any major.

The four Directions essentially represent four different approaches to learning, defined by a combination of method of inquiry and content. They are intended to further strengthen the academic skills upon which the First Year Experience is based. Different Directions emphasize different of these, but among them all skills are included. Because these skills are useful in all academic work, students are encouraged to take Directions courses early. Ideally all should be completed by the end of the second year.

Students must take two courses in each of the Directions categories. Directions courses will be a minimum of three credits. Some, for example, Scientific Inquiry courses involving laboratory work, may be more.

### Creative Thought Directions 6 credits

**People need to be creative in order to thrive in our complex and changing world.** People need to understand the creative processes that lead to the generation of ideas and to engage in new interpretations of existing ideas. Creative Thought courses encourage students to recognize beauty in its many manifestations and to become aware of formal elements of creative expression.

These courses also encourage students to view themselves as creative beings, to appreciate creativity in others, and to regard creativity

as an essential component in all areas of human endeavor. In these courses, students develop and value perseverance and a tolerance for ambiguity. Students are challenged to appreciate aesthetic forms, to use their imaginations, and to develop the skills and attitudes that allow creativity to flourish: independence and non-conformity, the ability to organize and reorganize information, and the confidence to think in new ways. Creative Thought courses emphasize the skills of **critical thinking, reading, writing, listening and speaking, and working with information technology.**

### Past and Present Directions 6 credits

**In order to comprehend the present and envision the future, we must understand the past.** Cultures and societies discern time and construct chronologies of significant events to explain the past, comprehend the present, and envision the future. By examining issues and events that are currently impacting students’ lives, Past and Present courses explore how people interpret causes and effects within events.

These courses encourage students to realize that different times shape different views of the world. For students to realize that all fields of knowledge are subject to change, they need to study the changes that have taken place within those fields. They also need to understand the dialectic movement between the past and present: just as the past shapes the present, so does the present shape our understanding of the past. Past and Present courses emphasize the skills of **reading, writing, speaking and listening, critical thinking, and conducting research.**

### Scientific Inquiry Directions 6–8 credits

**The methods of science are powerful tools with which we can attain a clearer understanding of the world.** In the modern world, science has real application to all people’s lives. Scientific literacy helps people to make sense of the explosion of information they encounter every day. Scientific Inquiry courses use scientific methodologies to examine relationships between events in the natural world and make students aware that science occurs in a social, cultural, political, and ethical context.

Use of scientific methods in laboratory or field settings is an integral part of these courses. As students plan investigations, collect, analyze, and interpret data, and develop their ability to propose answers, offer explanations, and make predictions, they come to see both the power and the limitations of science. Students investigate the distinctions between rational thinking and anecdotal argumentation and develop an understanding that answers are never final, but always subject to revision. Scientific Inquiry courses emphasize the skills of **critical thinking, writing, conducting research, quantitative reasoning, working with information technology, and collaborating with others.**

### Self and Society Directions 6 credits

**A rich and productive life encompasses an understanding of one’s self and one’s relationship to the world.** An educated person must grapple with a question that has interested human beings for centuries: the relationship between self and society. To understand one’s self, one must understand and acknowledge the impact of society on the development of identity and the formation of beliefs. The needs of the individual sometimes conflict with the needs of society. Cultures differ in the relative value they give to the individual and to the group.

Using issues that impact on students' lives, Self and Society courses explore questions of these sorts. They encourage students to inquire into multiple dimensions of self including the social, physical, emotional, and cognitive, and to investigate the interactions between individuals and the spatial, temporal, political, economic, and technological aspects of the social environment. Self and Society courses emphasize the skills of **reading, writing, speaking and listening, critical thinking, conducting research, and collaborating with others.**

### Connections

The Connections component is intended to tie general education to the rest of the curriculum, including the majors, by helping students develop attitudes shared by educated people and more advanced academic skills within specific academic contexts. Three of the seven Connections are tied explicitly to the majors in that students take courses required by the major which advance their writing, quantitative, and technological skills in ways appropriate to the major. In many cases, one or more of the other four Connections may be tied to the major as well.

#### Diversity Connection\* 3 credits

Becoming educated involves developing awareness of, sensitivity to, and appreciation for viewpoints other than those to which we have been acculturated. Through such development comes increased respect for those different from oneself.

Students take a three-credit Diversity (DICO) course (either within the major or not) designed to broaden and deepen awareness and appreciation of differences and commonalities of sub-cultural groups in the U.S. society defined by differences in race, ethnicity, ability, social class, religion, politics, gender, or sexual orientation. Diversity courses do this by exposing students to the life stories and the voices of members of different groups and by exploring issues of equity, opportunity, and justice.

#### Global Awareness Connection\* 3 credits

Educated people are aware that human beings are interdependent members of a world community, that there are both similarities and differences in the societies and cultures of the world, and that the manners in which people live their lives need not be exactly alike.

Students take a three-credit Global Awareness (GACO) course (either within the major or not) designed to expose them to the important societal issues facing the world and to encourage them to develop the ability to appreciate and think about issues from different points of view. Global Awareness courses focus on the forces that have shaped peoples, cultures, nations, and regions of the world. They increase students' understanding of each person's position, participation, obligations, and responsibilities within the world community.

#### Integration Connection\* 3 credits

We live in a world where scholarship is increasingly interdisciplinary. The educated person recognizes the challenges and rewards of drawing connections between fields of knowledge and of applying alternative methods of inquiry to solve problems.

Students take a three-credit Integration (INCO) course (either within the major or not) which brings content or methods of inquiry from two or more disciplines or perspectives to bear on a problem

or question. The Integration course is a General Education capstone course, taken in the junior or senior year. As such, it should require substantial, although general, background and a high level of proficiency at most or all of the General Education skills.

#### Wellness Connection\* 3 credits

To be fully educated, people need respect for and understanding of how health, physical activity, and wellness contribute to mental acuity and emotional well-being. Awareness of and attention to the physical can enhance the cognitive and emotional aspects of life.

Students take a three-credit Wellness (WECO) course (either within the major or not) designed to increase their understanding of the connection between mind and body. These courses expose students to the theory and practice of life-span wellness and fitness activity, and to the knowledge, attitudes, habits, and skills needed to live well. Their goal is to help students cultivate life skills which will promote mental, physical, and emotional well-being.

#### Quantitative Reasoning (3 credits within the major) in the Disciplines\*\*

Mathematics finds application in all fields of scholarship. All disciplines make use of quantitative reasoning in some way and to some extent.

Students take a three-credit Quantitative Reasoning (QRCO) course specified as required for their major. This course may be taught within the major discipline or not. It might teach quantitative techniques used as primary or secondary tools within the discipline, or might be a course in which students of less quantitative disciplines come to deepen their appreciation of the relevance of quantitative reasoning to us all.

#### Technology in the Disciplines\*\* (3 credits within the major)

In the modern world, technology has application to every academic discipline, and educated people must have an understanding of technology that will allow them to adapt to rapid technological change.

Students take a three-credit Technology in the Disciplines (TECO) course specified as required for the major. This course may be taught within the major discipline or not. The course will help students examine the role of technology within their own discipline and within a larger societal and cultural context. The TECO course will provide students with hands-on experience using current technologies; with a broad understanding of the concepts underlying current technology; with an understanding of the potential ethical issues involved with the use of technology; and with an understanding of forces, based in the needs and values of our culture, that drive technological innovation.

#### Writing in the Disciplines\*\* (3 credits within the major)

Students take a three-credit Writing course (within a major) that contains significant writing experiences appropriate to the discipline. These experiences must include Writing Across the Curriculum activities that facilitate student learning and help

\* These Connections may be double counted with a major, minor, or any other general education requirement.

\*\* These Connections are three-credit experiences taken as part of the major and hence add no credits to those required for the major.

students become better writers. At a minimum these activities demonstrate three specific aspects. (1) Students in the course do *substantial* writing that enhances learning and demonstrates knowledge of the subject or the discipline. Writing assignments should be an integral part of the course and account for a significant part (approximately 50 percent or more) of the final grade. (2) The course demonstrates an approach to writing as a process where students have the opportunity to submit and receive feedback on multiple drafts of major assignments. (3) Students have the opportunity to write for formal and informal, graded and ungraded occasions throughout the course with an emphasis on the use of writing as a mode of learning.

*Note: Students who entered in 2003–2004 or earlier, but elect to follow the 2005–2006 or subsequent catalog for their major requirements, must fulfill the General Education requirements of the 2003–2004 catalog. Students who entered in 2004–2005, but elect to follow the 2005–2006 or subsequent catalog for their major requirements, must fulfill the General Education requirements of the 2004–2005 catalog.*

### Transfer of General Education Courses

A course, or courses, must fulfill the transfer criteria established by Plymouth State University. When discrepancies occur, the director of curriculum support shall consult with the department chair for clarification on details of course description or the amount of credit to be honored. In cases where a clear decision is not apparent, or where students make a challenge of a decision, it shall become the responsibility of the associate vice president for undergraduate studies to make a decision.

Courses that are transferred into Plymouth State University receive General Education designation in one of the following ways:

- The appropriate department declares the course to be equivalent to a PSU course that carries the General Education designation.
- The director of curriculum support assigns the designation as part of the initial evaluation of transfer credit or as part of the review of the Transfer Credit Approval form.
- The associate vice president for undergraduate studies approves a Student Request for such designation (this option provides a mechanism of appeal of the first two).

### The First Year Experience

In each of the courses students take, professors will be looking for evidence of three skills: critical thinking, quantitative reasoning, and communication. Successful first year students approach the First Year Seminar, Mathematics Foundations, and English Composition

with the special attention and effort they require and deserve. These courses are the foundation of the General Education program, the program which will instill in PSU students the hallmarks of a truly educated person.

Far from being merely introductory academic hurdles, the mastery of these three courses is a predictive barometer of students' ability to make the transition from high school-level thinking—characterized by the elementary skills of merely absorbing and regurgitating facts, to college-level thinking—characterized by the ability to analyze and synthesize opposing viewpoints, an eagerness to weigh skeptically the accuracy and relevance of an argument's logical and quantitative evidence, and an ability to communicate eloquently and convincingly a reasoned response. Only when students embrace and persevere in these skills will they have made the transition from high school to college; only then will they have taken the most important first steps toward becoming educated.

Plymouth State University places special emphasis on success in the first year. PSU is one of only 12 United States state institutions to hold the title of founding member of Foundations of Excellence in the First College Year™. To achieve this honor, the University participated in a two-year study in order to develop a model first year experience to which it might aspire. Using this model, PSU continually makes efforts to improve the experience by refining its approach to the first year philosophy, organization, recruitment methods, and faculty involvement. Additionally, Plymouth State University pays special attention to the individual needs of all students, student engagement, diversity, the roles and purposes of education, and the systematic assessment of its progress in all of these areas. In the fall of 2004, the Policy Center on the First Year of College, located in Brevard, NC, formally commended Plymouth State University for exemplary service and for its contributions as a Founding Institution in the establishment of Foundations of Excellence in the First College Year.

### Writing Across the Curriculum

Plymouth State University has a Writing Across the Curriculum program that supports the Writing (WRCO) courses and other courses in which writing is assigned. The program is overseen by the Writing Across the Curriculum advisory board whose members represent a variety of academic disciplines. The advisory board sponsors activities that are designed to encourage faculty to make more and better use of writing assignments in teaching. As students write to learn, they learn to write.

## Academic Minors

An academic minor consists of at least 15 credit hours of courses. The courses selected to fulfill the minor must be approved by the department or faculty group that offers the minor program.

- Students may not major and minor in the same discipline.
- Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor.
- For a second, or subsequent, minor, at least nine credits must be different from the major or the first minor.

To earn a minor students must achieve at least a 2.00 grade point average in their minor. One exception is the pre-law minor, which requires a 3.00 grade point average. Declaration of an Academic Minor forms are available from the registrar.

Academic Minor	Offered By
Adventure Education	Department of Health and Human Performance
Anthropology/ Sociology	Department of Social Science
Applied Linguistics	Department of Languages and Linguistics
Art	Department of Art
Art History	Department of Art
Biology	Department of Biological Sciences
Business Administration	College of Business Administration
Ceramics	Department of Art
Chemistry	Department of Atmospheric Science and Chemistry
Child Welfare and Family Studies	Department of Social Work
Coaching	Department of Health and Human Performance
Computing	Department of Computer Science and Technology
Creative Writing	Department of English
Dance	Department of Music, Theatre, and Dance
Digital Media Design and Development	Department of Communication and Media Studies
Drawing	Department of Art
Economics	College of Business Administration
Exercise Biology	Exercise Biology Council (Interdisciplinary Studies)
Expository Writing	Department of English
Film Studies	Department of English
French	Department of Languages and Linguistics
Geographic Information Systems	Department of Social Science
Geography	Department of Social Science
German	Department of Languages and Linguistics
Gerontology	Department of Social Work
Global Tourism	Department of Social Science
Graphic Design	Department of Art
Health	Department of Health and Human Performance

Academic Minor	Offered By
Health and Mental Health Studies	Department of Social Work
History	Department of History, Philosophy, and Social Studies Education
Human Resource Management	College of Business Administration
Information Technology	Department of Computer Science and Technology
Latin American Studies	Latin American Studies Council (Interdisciplinary Studies)
Literature	Department of English
Mathematics Education: K–8	Department of Mathematics
Mathematics Education: 7–12	Department of Mathematics
Mathematics: General	Department of Mathematics
Mathematics: Technical	Department of Mathematics
Media Studies	Department of Communication and Media Studies
Medieval Studies	Medieval Studies Council (Interdisciplinary Studies)
Meteorology	Department of Atmospheric Science and Chemistry
Music	Department of Music, Theatre, and Dance
Neuroscience	Neuroscience Council (Interdisciplinary Studies)
Northern New England Heritage Studies	Institute for New Hampshire Studies (Interdisciplinary Studies)
Pacific Rim	Department of Social Science
Painting	Department of Art
Peace and Social Justice Studies	Peace and Social Justice Studies Council (Interdisciplinary Studies)
Philosophy	Department of History, Philosophy, and Social Studies Education
Photography	Department of Art
Physics	Department of Atmospheric Science and Chemistry
Political Science	Department of Social Science
Pre-Law	Pre-Law Council (Interdisciplinary Studies)
Printmaking	Department of Art
Professional Communication	Department of Communication and Media Studies
Professional Sales	College of Business Administration
Psychology	Department of Psychology
Religious Studies	Department of History, Philosophy, and Social Studies Education
Sculpture	Department of Art
Spanish	Department of Languages and Linguistics
Sport Physiology	Department of Health and Human Performance
Teaching English to Speakers of Other Languages (TESOL)	Department of Languages and Linguistics
Theatre	Department of Music, Theatre, and Dance
Women's Studies	Women's Studies Council (Interdisciplinary Studies)



### Academic Certificates

An academic certificate consists of specific courses with a practical, applied focus intended to enhance one's professional credentials. Anyone eligible to enroll in PSU classes may earn a certificate. The courses taken to fulfill a certificate provide a learning experience concentrated on expanding skills, competencies, and knowledge in particular subject areas approved by the department or faculty group offering the certificate program. To earn an academic certificate, students must achieve at least a 2.00 grade point average in their certificate. Declaration of an Academic Certificate form is available from the registrar. All certificates earned at PSU will be listed on the academic transcript.

<b>Academic Certificate</b>	<b>Offered by</b>
Afterschool Professional	Department of Elementary Education and Childhood Studies
Early Intervention	Department of Early Childhood Studies
Geographic Information Systems	Department of Social Science
Hospitality Management	Department of Social Science
Professional Sales	College of Business Administration
Teaching English to Speakers of Other Languages (TESOL)	Department of Languages and Linguistics

## Department of Art

### College of Arts and Sciences

**Department of Art**, Draper and Maynard Building

*Department Chair:* Nicholas Sevigney

*Assistant Chair:* Jason A. Swift

*Professors:* John T. Downs, Thomas W. Driscoll Jr., Richard W.

Hunnewell, David W. Martin, Cynthia W. Vascak

*Associate Professors:* Jong-Yoon Kim, Philip C. Loneragan

*Assistant Professors:* Pamela P. Anneser, Kimberly Ritchie,

Jayme A. Yahr

Please also visit: [plymouth.edu/department/art/](http://plymouth.edu/department/art/).

### ART, Bachelor of Arts 120 credits

The Bachelor of Arts Program is designed to provide students with the opportunity for a breadth of experience in the Visual Arts as well as a foundation for further studies through a common 18-credit core of studio art and art history courses. This is followed by a choice of one of two options in the areas of Graphic Design and Studio Art. BA students should begin their option during year two.

A portfolio is required for admission and transfer to the Department of Art. Portfolio guidelines are available on the Department of Art Web site or by contacting the Department Chair.

Course sequence is suggested and prerequisites must be met before courses are selected. The BA language proficiency should be completed in the first two years.

#### GRAPHIC DESIGN OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
AR 1040 Fundamentals of Art: Color and Design	3
AR 1060 Fundamentals of Art: Form in 3D	4
AR 1120 Drawing: Objects, Interiors, Landscapes	4
AR 2520 Drawing: Figure in Value	4
AR 3000/4000 level Art elective [not ARDI]	3
AG 2330 An Introduction to Graphic Design Software (TECO)	3
AG 2350 Graphic Design I	3
AG 3050 Digital Multimedia Design	3
AG 3300 Graphic Design II	3
AG 3360 Graphic Design III	3
AG 3480 Production for Graphic Design	3
AG 3500 History of Graphic Design (WRCO)	3
AG 4370 Graphic Design IV	3
AH 1110 Survey of Art I	3
AH 1120 Survey of Art II	3
PT 2600 Photography I	3
Integration Connection – complete one of the following:	3
AH 3100 Contemporary Art Seminar (INCO)	
AH 3620 Mesoamerican Art: Maya to Frida Kahlo (INCO)	
BU 3720 Career Development (INCO)	

IS 3470 Women in Contemporary American Culture (INCO)

Quantitative Reasoning in the Discipline Connection – complete one of the following: 3

AR 3060 Foundations of Sculpture: Representing the Body (QRCO)  
 AR 3160 Foundations of Sculpture: Objects and Ideas (QRCO)  
 MA 1500 Mathematics and the Humanities (QRCO)  
 MA 1900 Statistical Literacy in Today's Society (QRCO)  
 MA 2140 Precalculus (QRCO)  
 MA 2200 Finite Mathematics (QRCO)  
 MA 2300 Statistics I (QRCO)  
 MA 2490 Applied Calculus I (QRCO)  
 MA 2550 Calculus I (QRCO)  
 PY 2310 Elements of Logic (QRCO)

*General Education:*

EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
DICO Diversity Connection	3
WECO Wellness Connection	3
Foreign Language (GACO)	8
Electives	16–14
Total	120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
AR 1040 Fundamentals of Art: Color and Design	3
AR 1060 Fundamentals of Art: Form in 3D	4
AR 1120 Drawing: Objects, Interiors, Landscapes	4
AR 2520 Drawing: Figure in Value	4
AH 1110 Survey of Art I	3
AH 1120 Survey of Art II	3
	30

Year Two		Credits
AG 2330	An Introduction to Graphic Design Software (TECO)	3
AG 2350	Graphic Design I	3
AG 3300	Graphic Design II	3
PT 2600	Photography I	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
	Foreign Language (GACO)	8
		32
Year Three		Credits
AG 3050	Digital Multimedia Design	3
AG 3360	Graphic Design III	3
AG 4370	Graphic Design IV	3
CTDI	Creative Thought Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Elective</i>	5–3
		29
Year Four		Credits
AR 3000/4000	level Art elective [not ARDI]	3
AG 3480	Production for Graphic Design	3
AG 3500	History of Graphic Design (WRCO)	3
INCO	Integration Connection	3
DICO	Diversity Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	11
		29
<b>Total</b>		<b>120</b>

### STUDIO ART OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
AR 1040	Fundamentals of Art: Color and Design
AR 1060	Fundamentals of Art: Form in 3D
AR 1120	Drawing: Objects, Interiors, Landscapes
AR 2520	Drawing: Figure in Value
AR 3010	Painting: Theory and Process
Ceramics Elective – complete one of the following:	4
AR 3220	Foundations of Ceramics: Exploration
AR 3230	Foundations of Ceramics: Wheel Explorations
Printmaking Elective – complete one of the following:	4
AR 3295	Printmaking Foundations: Cut, Scratch, Etch
AR 3325	Printmaking Foundations: Silk and Stone
Sculpture Elective – complete one of the following:	4
AR 3060	Foundations of Sculpture: Representing the Body (QRCO)
AR 3160	Foundations of Sculpture: Objects and Ideas (QRCO)
Studio Electives – complete 8–9 credits of 3000/4000 level courses from ONE of the following areas: Ceramics, Drawing, Painting, Printmaking, Sculpture [not ARDI]	
AH 1110	Survey of Art I
AH 1120	Survey of Art II
AH 2700	20/21: Art Since 1900 (WRCO)
AH 3100	Contemporary Art Seminar (INCO)

Technology in the Discipline Connection – complete one of the following:		3
AE 3500	Technology for Art Education (TECO)	
AG 2330	Introduction to Graphic Design Software (TECO)	
CM 2770	Introduction to Media and Cultural Studies (TECO)	
CS 1100	Introduction to Computers (TECO)	
PT 3450	Digital Photography (TECO)	
General Education:		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
WECO	Wellness Connection	3
	Foreign Language (GACO)	8
	<i>Electives</i>	20–17
<b>Total</b>		<b>120</b>

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3
		30
Year Two		Credits
AR 3010	Painting: Theory and Process	3
AH 2700	20/21: Art Since 1900 (WRCO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
	Foreign Language (GACO)	8
	<i>Elective</i>	4
		30
Year Three		Credits
Ceramics Elective – complete one		4
Printmaking Elective – complete one		4
Sculpture Elective – complete one		4
SIDI	Scientific Inquiry Directions	6–8

SSDI	Self and Society Directions	6
TECO	Technology in the Discipline Connection	3
	<i>Elective</i>	3–1
		30
<b>Year Four</b>		<b>Credits</b>
AR 3000/4000 level Studio Electives [not ARDI]		8–9
AH 3100	Contemporary Art Seminar (INCO)	3
DICO	Diversity Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	13–12
		30
<b>Total</b>		<b>120</b>

## ART, Bachelor of Fine Arts 122 credits

The Bachelor of Fine Arts program is designed to provide students with the opportunity for a concentrated and focused education in Graphic Design or the Visual Arts (including Ceramics, Drawing, Painting, Printmaking, and Sculpture). The BFA degree provides students with a broad understanding of the visual arts and art history through a common 18-credit core. In addition, students complete an additional option in Graphic Design or Studio Art. *Portfolio reviews are required for acceptance and continuation in the BFA program.* Prerequisites must be met before courses are selected.

A portfolio is required for admission and transfer to the Department of Art. Portfolio guidelines are available on the Department of Art Website or by contacting the Department Chair.

### GRAPHIC DESIGN OPTION

Degree Requirements		Credits
Courses required for the Option are shown in boldface. Students should begin their Option during year two.		
AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
AR 3000/4000 level Art elective [not ARDI]		3–4
AG 2330	<b>An Introduction to Graphic Design Software (TECO)</b>	3
AG 2350	<b>Graphic Design I</b>	3
AG 3050	<b>Digital Multimedia Design</b>	3
AG 3300	<b>Graphic Design II</b>	3
AG 3360	<b>Graphic Design III</b>	3
AG 3480	<b>Production for Graphic Design</b>	3
AG 3500	<b>History of Graphic Design (WRCO)</b>	3
AG 3600	<b>Advanced Photoshop and Illustrator Techniques</b>	3
AG 4350	<b>Advanced Flash Animation and Effects</b>	3
AG 4370	<b>Graphic Design IV</b>	3
AG 4380	<b>Graphic Design V</b>	3
AG 4390	<b>Graphic Design VI</b>	3
Internship – complete one of the following (AG 3550 and AG 3650) or AG 4900:		
		4–3
AG 3550	PSU Student Design Company <i>and</i>	
AG 3650	PSU Student Design Company Internship <i>or</i>	
AG 4900	Internship	
AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3
CM 2770	Introduction to Media and Cultural Studies (TECO)	3
PT 2600	Photography I	3

<b>Quantitative Reasoning in the Discipline Connection – complete one of the following:</b>		<b>3</b>
AR 3060	<b>Foundations of Sculpture: Representing the Body (QRCO)</b>	
AR 3160	<b>Foundations of Sculpture: Objects and Ideas (QRCO)</b>	
MA 1500	<b>Mathematics and the Humanities (QRCO)</b>	
MA 1900	<b>Statistical Literacy in Today's Society (QRCO)</b>	
MA 2140	<b>Precalculus (QRCO)</b>	
MA 2200	<b>Finite Mathematics (QRCO)</b>	
MA 2300	<b>Statistics I (QRCO)</b>	
MA 2490	<b>Applied Calculus I (QRCO)</b>	
MA 2550	<b>Calculus I (QRCO)</b>	
PY 2310	<b>Elements of Logic (QRCO)</b>	

### General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		10–8
<b>Total</b>		<b>122</b>

Enrollment in AG 3550, AG 3650, AG 4380 and AG 4390 is by portfolio review. AG 4900 requires a minimum cumulative grade point average of 2.30 and a minimum grade point average in the major of 2.50.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3
		30
Year Two		Credits
AG 2330	<b>An Introduction to Graphic Design Software (TECO)</b>	3
AG 2350	<b>Graphic Design I</b>	3
AG 3300	<b>Graphic Design II</b>	3
CM 2770	<b>Introduction to Media and Cultural Studies (TECO)</b>	3
PT 2600	<b>Photography I</b>	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
		30



Year Three		Credits
AG 3050	Digital Multimedia Design	3
AG 3360	Graphic Design III	3
AG 3480	Production for Graphic Design	3
AG 3500	History of Graphic Design (WRCO)	3
AG 3600	Advanced Photoshop and Illustrator Techniques	3
AG 4370	Graphic Design IV	3
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Elective</i>	5–3
		32
Year Four		Credits
AR 3000/4000 level Art elective [not ARDI]		3–4
AG 4350	Advanced Flash Animation and Effects	3
AG 4380	Graphic Design V	3
AG 4390	Graphic Design VI	3
	Internship	4–3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	5
		30
<b>Total</b>		<b>122</b>

### STUDIO ART OPTION

The Studio Art Option includes a core of introductory Studio Area courses, introductory Art History courses, a Studio Option Area of focus, and a Thesis in the Area of Focus. Studio Option Areas available are Ceramics, Drawing, Painting, Printmaking, and Sculpture. Students should begin coursework in their Studio Option Area during year two in order to complete requirements prior to Thesis.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
AR 3010	<b>Painting: Theory and Process</b>	3
AR 4110	<b>BFA Thesis I</b>	6
AR 4120	<b>BFA Thesis II</b>	6
Ceramics Elective – complete one of the following:		4
AR 3220	<b>Foundations of Ceramics: Exploration</b>	
AR 3230	<b>Foundations of Ceramics: Wheel Explorations</b>	
Printmaking Elective – complete one of the following:		4
AR 3295	<b>Printmaking Foundations: Cut, Scratch, Etch</b>	
AR 3325	<b>Printmaking Foundations: Silk and Stone</b>	
Sculpture Elective – complete one of the following:		4
AR 3060	<b>Foundations of Sculpture: Representing the Body (QRCO)</b>	
AR 3160	<b>Foundations of Sculpture: Objects and Ideas (QRCO)</b>	
AR Studio elective [not ARDI]		3–4
Studio Option Area – complete 8–9 credits of 3000/4000 level courses from ONE of the following areas: Ceramics, Drawing, Painting, Printmaking, Sculpture [not ARDI]		8–9
AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3

AH 2700	20/21: Art Since 1900 (WRCO)	3
AH 3100	Contemporary Art Seminar (INCO)	3
Art History elective – complete one of the following		3
AH 3530	Arts of the Far East (GACO) (INCO)	
AH 3540	Arts and Ideas in the 19 <sup>th</sup> Century (GACO) (INCO)	
AH 3620	Mesoamerican Arts: Maya to Frida Kahlo (GACO) (INCO)	
AH 3730	Renaissance Arts in Southern Europe (GACO) (INCO)	
Technology in the Discipline Connection – complete one of the following:		3
AE 3500	Technology for Art Education (TECO)	
AG 2330	Introduction to Graphic Design Software (TECO)	
CM 2770	Introduction to Media and Cultural Studies (TECO)	
CS 1100	Introduction to Computers (TECO)	
PT 3450	Digital Photography (TECO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		18–14
<b>Total</b>		<b>122</b>

Enrollment in Thesis is by portfolio review.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3
		30
Year Two		Credits
AR 3010	<b>Painting: Theory and Process</b>	3
AR	<b>Studio elective [not ARDI]</b>	3–4
AH 2700	20/21: Art Since 1900 (WRCO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
		30–33

Year Three		Credits
Ceramics Elective – complete one		4
Printmaking Elective – complete one		4
Sculpture Elective – complete one		4
Studio Option Area – complete 8–9 credits of 3000/4000 level courses from ONE of the following areas: Ceramics, Drawing, Painting, Printmaking, Sculpture [not ARDI]		8–9
TECO	Technology in the Discipline Connection	3
	<i>Electives</i>	9–5
		32–29
Year Four		Credits
AR 4110	BFA Thesis I	6
AR 4120	BFA These II	6
AH 3100	Contemporary Art Seminar (INCO)	3
AH	Art History elective (GACO) (INCO)	3
WECO	Wellness Connection	3
	<i>Electives</i>	9
		30
Total		122

### Bachelor Fine Arts/Master of Arts in Teaching

The dual degree BFA, Studio Art Option/MAT is a five year plan of study, combining the undergraduate Bachelor of Fine Arts degree with the Master of Arts in Teaching for K–12 certification in Art Education. Undergraduate BFA students have the opportunity to plan ahead and select up to 12 credits of required Art Education courses and six credits of graduate education courses (if they have at least a 3.00 cumulative grade point average) during their undergraduate BFA studies. The remaining MAT courses and student teaching internship are completed within the fifth year of study following acceptance into the College of Graduate Studies. Thus, students can achieve these two degrees within a five year plan of study. Interested students should see the Department Chair or the Coordinator of Art Education.

### ART EDUCATION (K–12), Bachelor of Science

122 credits

This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this teacher certification program are eligible for K–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Teacher Education and Clinical Experiences section. The Art Education program endorses the Plymouth State University conceptual framework for teacher education: **CHECK**. The experiences required for this program are **Commitment** and **Holism** and are based on **Experience**, **Collaboration** and **Knowledge** of the disciplines of the Fine Arts.

All Art Education majors take a common 79–81 credit core, which includes 8–10 credits of advanced level course work in one of eight art areas: Art History, Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking or Sculpture. This opportunity provides

a greater depth of experience in a single discipline. A portfolio is required for admission and transfer to the Department of Art. Portfolio guidelines are available on the Department of Art website or by contacting the Department Chair.

Art Education majors are required to complete a 50-hour observation component prior to the Art Education Internship in Teaching. As part of this requirement, students will have the opportunity to work with an experienced public school art educator through the New Hampshire Art Education Mentor Network. Students may also participate in the After School Arts Program for area children or participate in Arts Smarts, an interdisciplinary outreach program involving the Art Department Karl Drerup Gallery and Exhibitions Program.

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including the Art Education Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Art Education majors are expected to apply for admission to Internship in Teaching candidacy at the beginning of their second year in the program. This application is initiated through the Office of Educator Preparation; please visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/). Please also refer to the section in this Catalog on Educator Preparation for additional information. A minimum cumulative grade point average of 2.50 is required for admission into this teacher certification candidacy program; students are required to have a 2.70 GPA to enter the Art Education Internship in Teaching.

Degree Requirements	Credits
AE 1000 Introduction to Art Education	3
AE 2000 Foundations of Art Education	3
AE 3050 Methods and Materials for Art Education	3
AE 3060 Instructional Planning and Pedagogy for Art Education (DICO)	3
AE 3100 Curriculum and Assessment for Art Education	3
AE 3500 Technology for Art Education (TECO)	3
Art Education Internship in Teaching – complete AE 4950 or (AE 4960 and AE 4970):	12
AE 4950 Art Education Internship in Teaching: K–12	
AE 4960 Art Education Internship in Teaching: Secondary Component	
AE 4970 Art Education Internship in Teaching: Elementary Component	

AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3
AH 2700	20/21: Art Since 1900 (WRCO)	3
AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
AR 3010	Painting: Theory and Process	3
AR 3220	Foundations of Ceramics: Exploration	4
AR 3300	Process and Printmaking	3
Advanced Concentration – complete 8–10 credits in 3000/4000 level courses from ONE of the following areas: Art History, Ceramics, Drawing, Graphic Design, Painting, Photography, Printmaking, Sculpture [not AHDI, not ARDI, not PTDI]		
		8–10
Global Awareness Connection – complete one of the following:		
AH 3530	Arts of the Far East (GACO) (INCO)	
AH 3540	Art and Ideas in the 19 <sup>th</sup> Century (GACO) (INCO)	
AH 3620	Mesoamerican Arts: Maya to Frida Kahlo (GACO) (INCO)	
AH 3730	Renaissance Art in Southern Europe (GACO) (INCO)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		
		4
AR 3060	Foundations of Sculpture: Representing the Body (QRCO)	
AR 3160	Foundations of Sculpture: Objects and Ideas (QRCO)	
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
PS 3195	Development and Understanding	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		4–0
Total		122

Art Education Internship in Teaching requires a minimum cumulative grade point average of 2.70.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
AE 1000	Introduction to Art Education	3
AH 1110	Survey of Art I	3
AH 1120	Survey of Art II	3

AR 1040	Fundamentals of Art: Color and Design	3
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
		33

Year Two		Credits
AE 2000	Foundations of Art Education	3
AE 3050	Methods and Materials for Art Education	3
AH 2700	20/21: Art Since 1900 (WRCO)	3
AR 3010	Painting: Theory and Process	3
AR 3220	Foundations of Ceramics: Exploration	4
AR 3300	Process and Printmaking	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Direction	3
QRCO	Quantitative Reasoning in the Discipline Connection	4
		29

Year Three		Credits
AE 3060	Instructional Planning and Pedagogy for Art Education (DICO)	3
AE 3100	Curriculum and Assessment for Art Education	3
AE 3500	Technology for Art Education (TECO)	3
AR	Advanced Concentration [not AHDI, not ARDI]	8–10
PS 3195	Development and Understanding	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Direction	3
<i>Elective</i>		2–0
		31

Year Four		Credits
AE	Art Education Internship in Teaching:	12
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
SIDI	Scientific Inquiry Directions	6–8
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
<i>Elective</i>		2–0
		29
Total		122

### ART HISTORY, Bachelor of Arts 120 credits

Art History is a discipline that explores the fascination and allure of visual objects and imagery interpreted through contextual knowledge and understanding. Art functions on numerous levels within society and is integrally related to aesthetic, political, religious, and cultural systems, the study of which provides intellectual pleasure and valuable preparation for further educational and vocational pursuits.

Art History furnishes a solid foundation in the history, theory, and criticism of both Western and non-Western art as well as an introduction to media and cultural studies that provide a basis for understanding contemporary culture. Based on a strong liberal arts foundation, the degree emphasizes skills in critical thinking, advanced writing, and research, and encourages majors to explore interdisciplinary connections with other fields across the cur-

riculum. Distinguished by flexibility of student choice in selecting courses best attuned to meeting academic needs and professional goals, the program also provides opportunities for gallery and museum related experiences and international study. Majors develop a contract in consultation with the Art History advisor to chart fulfillment of degree requirements.

In our image rich and media driven culture, majors in Art History can look forward to a wide range of professional applications of this degree, including (but not limited to) the following: museum and gallery professional, art center administrator, historic preservation, digital media resources, as well as preparation for graduate training in a broad range of fields including art history, media/cultural studies, law and cultural property, business school, library science, and numerous other areas where a fine liberal arts degree is relevant.

Degree Requirements	Credits
AH 1110 Survey of Art I	3
AH 1120 Survey of Art II	3
AH 2700 20/21: Art Since 1900 (WRCO)	3
AH Non-western Art History 3000/4000 level elective* [not AHDII]	3
AH Western (pre-1900) Art History 3000/4000 level elective** [not AHDII]	3
Group A Art History electives – complete four courses, in addition to the Non-western Art History and the Western (pre-1900) Art History electives required above:	12
AH 3100 Contemporary Art Seminar (INCO)	
AH 3150 Museum Studies: Objects and Collections	
AH 3170 Museum Studies: Trends and Practices	
AH 3530 Arts of the Far East (GACO) (INCO)*	
AH 3540 Art and Ideas in the 19th Century (GACO) (INCO)**	
AH 3600 Arts of the United States (DICO)**	
AH 3620 Mesoamerican Arts: Maya to Frida Kahlo (GACO) (INCO)*	
AH 3730 Renaissance Art in Southern Europe (GACO) (INCO)**	
AH 3750 Women, Art, and Society (DICO)	
AH 4500 Special Topics in Art History	
AH 4880 Art History Internship	

Group B Supporting courses – complete any combination of three courses in any discipline excluding AH that complement the student's academic and professional goals, given the written approval of the Art History advisor. Courses should be at the 2000 level or above and cannot be the same courses used to satisfy either the two Studio Arts electives in the major or the General Education Directions course requirements.

AR/PT Studio Arts and/or Photography electives [not ARDI, not PTDI]	6–7
CM 2770 Introduction to Media and Cultural Studies (TECO)	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:	3
AR 3060 Foundations of Sculpture: Representing the Body (QRCO)	
AR 3160 Foundations of Sculpture: Objects and Ideas (QRCO)	
LL 2000 Introduction to Language and Linguistics (QRCO)	
MA 1500 Mathematics and the Humanities (QRCO)	

MA 1900 Statistical Literacy in Today's Society (QRCO)	
MA 2140 Precalculus (QRCO)	
MA 2200 Finite Mathematics (QRCO)	
MA 2300 Statistics I (QRCO)	
MA 2490 Applied Calculus I (QRCO)	
MA 2550 Calculus I (QRCO)	
PY 2310 Elements of Logic (QRCO)	

#### General Education:

EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
DICO Diversity Connection	3
INCO Integration Connection	3
WECO Wellness Connection	3
Foreign Language (GACO)	8
Electives	22–19
Total	120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

The Studio Arts electives are generally 1000/2000 level courses. The BA language proficiency should be completed in the first two years.

\* Satisfies either the Non-western Art History 3000/4000 level elective *or* the Art History elective (not both).

\*\*Satisfies either the Western (pre-1900) Art History 3000/4000 level elective *or* the Art History elective (not both).

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
AH 1110 Survey of Art I	3
AH 1120 Survey of Art II	3
CTDI Creative Thought Directions	6
Foreign Language (GACO)	8
	29
Year Two	Credits
AH 2700 20/21: Art Since 1900 (WRCO)	3
AR/PT Studio Arts and/or Photography electives [not ARDI, not PTDI]	6–7
CM 2770 Introduction to Media and Cultural Studies (TECO)	3
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8



<i>Electives</i>		7-4
		31
<b>Year Three</b>		<b>Credits</b>
AH	Group A Art History electives	12
	Group B Supporting courses	9
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
		30
<b>Year Four</b>		<b>Credits</b>
AH	Non-western Art History 3000/4000 level elective* [not AHDI]	3
AH	Western (pre-1900) Art History 3000/4000 level elective** [not AHDI]	3
DICO	Diversity Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		15
		30
<b>Total</b>		<b>120</b>

\* Satisfies either the Non-western Art History 3000/4000 level elective or the Art History elective (not both).

\*\*Satisfies either the Western (pre-1900) Art History 3000/4000 level elective or the Art History elective (not both).

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

#### ART MINOR 17-20 credits

Students should work closely with an art faculty advisor to develop a meaningful sequence of courses. For some upper-division courses, it may be necessary to take additional courses to meet prerequisite requirements. Contact the Department Chair for further information.

		<b>Credits</b>
Complete one of the following:		3
AH 1110	Survey of Art I	
AH 1120	Survey of Art II	
AHDI 1200	Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210	Exploring Art: Revelations and Revolutions (PPDI)	
Complete two of the following:		7-8
AR 1040	Fundamentals of Art: Color and Design	
AR 1060	Fundamentals of Art: Form in 3D	
AR 1120	Drawing: Objects, Interiors, Landscapes	
Complete seven to nine credits in the following areas (at least six credits must be taken at the 3000/4000 level):		7-9
AG	Graphic Design	
AH	Art History	
AR	Studio Art	

#### ART HISTORY MINOR 15 credits

		<b>Credits</b>
Complete one of the following:		3
AH 1110	Survey of Art I	

AHDI 1200 Exploring Art: Temples and Treasures (PPDI)		
Complete one of the following:		3
AH 1120	Survey of Art II	
AHDI 1210	Exploring Art: Revelations and Revolutions (PPDI)	
AH 2700	20/21: Art Since 1900	3
AH	3000/4000 level Art History courses	6

#### CERAMICS MINOR 19-20 credits

		<b>Credits</b>
AR 1060	Fundamentals of Art: Form in 3D	4
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 3220	Foundations of Ceramics: Exploration	4
AR 3230	Foundations of Ceramics: Pottery Wheel	4
Complete one of the following courses:		3-4
AR 4230	Advanced Ceramics	
AH	Art History	
AHDI 1200	Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210	Exploring Art: Revelations and Revolutions (PPDI)	

#### DRAWING MINOR 17 credits

		<b>Credits</b>
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 2520	Drawing: Figure in Value	4
Complete nine credits in the following areas (at least six credits must be taken at the 3000/4000 level):		9
AR	Drawing (6-9 credits)	
AH	Art History (3-0 credits)	
AHDI 1200	Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210	Exploring Art: Revelations and Revolutions (PPDI)	

#### GRAPHIC DESIGN MINOR 22 credits

		<b>Credits</b>
AG 2330	An Introduction to Graphic Design Software	3
AG 2350	Graphic Design I	3
AG 3300	Graphic Design II	3
AG 3360	Graphic Design III	3
AG 3500	History of Graphic Design	3
AR 1040	Fundamentals of Art: Color and Design	3
AR 1120	Drawing: Objects, Interiors, Landscapes	4

#### PAINTING MINOR 19-20 credits

		<b>Credits</b>
AR 1040	Fundamentals of Art: Color and Design	3
AR 1120	Drawing: Objects, Interiors, Landscapes	4
AR 3010	Painting: Theory and Process	3
Complete 9-10 credits in the following areas (at least six credits must be taken at the 3000/4000 level):		9-10
AR	Painting (6-10 credits)	
AH	Art History (3-0 credits)	
AHDI 1200	Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210	Exploring Art: Revelations and Revolutions (PPDI)	

**PHOTOGRAPHY MINOR** **15–17 credits**

	<b>Credits</b>
Complete one of the following:	3
PTDI 220 The Art of Photography (CTDI)	
PT 2600 Photography I	
PT 3450 Digital Photography	3
Complete one of the following:	3
AH 2700 20/21: Art Since 1900	
AN 2210 Cultural Anthropology (GACO)	
CM 2770 Introduction to Media and Cultural Studies	
Complete two of the following:	6–8
PT 3620 Photography Documentary and the Artist	
PT 4600 Special Topics in Photography	
CM 3750 Film and Video Production Techniques	
CM 3760 Advanced Digital Video Production	

**PRINTMAKING MINOR** **18 credits**

	<b>Credits</b>
AR 1040 Fundamentals of Art: Color and Design	3
AR 1120 Drawing: Objects, Interiors, Landscapes	4
Complete two courses from the following:	8
AR 3295 Printmaking Foundations: Cut, Carve, Etch	
AR 3325 Printmaking Foundations: Silk and Stone	
AR 4325 Advanced Printmaking	
Complete one course from the following:	3
AH Art History	
AHDI 1200 Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210 Exploring Art: Revelations and Revolutions (PPDI)	

**SCULPTURE MINOR** **19–20 credits**

	<b>Credits</b>
AR 1060 Fundamentals of Art: Form in 3D	4
AR 1120 Drawing: Objects, Interiors, Landscapes	4
AR 3060 Foundations of Sculpture: Representing the Body	4
AR 3160 Foundations of Sculpture: Objects and Ideas	4
Complete one of the following:	3–4
AR Sculpture (4 credits)	
AH Art History (3 credits)	
AHDI 1200 Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210 Exploring Art: Revelations and Revolutions (PPDI)	

*Allowable Department of Art Academic Minors for Art Majors*

<b>Degree</b>	<b>Allowable Department of Art Academic Minor</b>
BA Art/Graphic Design	Art History Photography Graphic Design Photography
BA Art/Studio Art	Art History Graphic Design Photography Art Ceramics Drawing Graphic Design Painting Photography Printmaking Sculpture
BA Art History	Art Ceramics Drawing Graphic Design Painting Photography Printmaking Sculpture
BFA/Graphic Design	Art Art History Ceramics Drawing Painting Photography Printmaking Sculpture
BFA/Studio Art	Art History Graphic Design Photography Printmaking Sculpture
BS Art Education*	Art History Ceramics Drawing Graphic Design Painting Photography Printmaking Sculpture

\* Cannot minor in the same area as the Advanced Concentration for the major.

Art majors may also complete an academic minor in other departments.

## Department of Atmospheric Science and Chemistry

### College of Arts and Sciences

**Department of Atmospheric Science and Chemistry, Boyd Science Center**

*Chair:* Susan Swope

*Professor:* Eric G. Hoffman

*Associate Professors:* Lourdes B. Aviles, Dennis E. Machnik,

Samuel T. K. Miller, Anil Waghe

*Assistant Professors:* Jason Cordeira, Jeremiah S. Duncan

*Meteorology Technical Manager:* Brendon Hoch

*Chemistry Technical Specialist:* Marguerite A. Crowell

Please also visit: [plymouth.edu/departments/asc/](http://plymouth.edu/departments/asc/).

### CHEMISTRY, Bachelor of Science 120 credits

The BS in Chemistry includes a General Option as well as options in Biochemistry, Environmental Chemistry, and Chemistry Education (7–12). The BS in Chemistry (all options) follows guidelines established by the American Chemical Society. The program includes an undergraduate research experience for all options except Chemistry Education, which instead includes Student Teaching. The program prepares students for admission to graduate and professional schools as well as employment as professional chemists and secondary school teachers.

#### BIOCHEMISTRY OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
CH 1050 Laboratory Safety	1
CH 2250 Techniques in Laboratory Chemistry	2
CH 2335 General Chemistry I (QRCO)	4
CH 2340 General Chemistry II	4
CH 3020 Biochemistry I	4
CH 3370 Organic Chemistry I	4
CH 3380 Organic Chemistry II	4
CH 3400 Instrumental Analysis (TECO)	4
CH 3450 Physical Chemistry: Thermodynamics and Kinetics	4
<b>CH 3460 Physical Chemistry: Quantum Mechanics and Spectroscopy (WRCO)</b>	4
CH 3500 Inorganic Chemistry	4
<b>CH 4025 Biochemistry II</b>	4
CH 4190 Introduction to Research	2
CH 4530 Senior Research	4
Bio Molecular elective – complete one of the following:	4
BI 3040 Microbiology	
BI 3050 Biotechnology (WRCO)	
BI 3060 Genetics	
Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):	8
MA 2490 Applied Calculus I (MATH)	
MA 2500 Applied Calculus II (QRCO)	
MA 2550 Calculus I (MATH)	
MA 2560 Calculus II (QRCO)	

PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar:	
	Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		15
Total		120

The Bio Molecular elective has prerequisites that are not required by the Option.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CH 1050	Laboratory Safety	1
CH 2250	Techniques in Laboratory Chemistry	2
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
Calculus – complete one sequence (MATH) (QRCO)		8
CTDI	Creative Thought Directions	6
		31
Year Two		Credits
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
<i>Elective</i>		2
		30
Year Three		Credits
CH 3020	Biochemistry I	4
<b>CH 4025 Biochemistry II</b>		4
<b>CH 4190 Introduction to Research</b>		2

DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
	<i>Electives</i>	5
<b>Years Three and Four</b>		<b>Credits</b>
CH 3400	Instrumental Analysis (TECO)	4
CH 3450	Physical Chemistry: Thermodynamics and Kinetics	4
<b>CH 3460</b>	<b>Physical Chemistry: Quantum Mechanics and Spectroscopy (WRCO)</b>	4
CH 3500	Inorganic Chemistry	4
<b>Year Four</b>		<b>Credits</b>
CH 4530	Senior Research	4
BI	Bio Molecular Elective	4
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	8
Total		120

### CHEMISTRY EDUCATION (7–12) OPTION

Graduates who complete this Chemistry Education Option are eligible for 7–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Secondary Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

<b>Degree Requirements</b>		<b>Credits</b>
Courses required for the Option are shown in boldface.		
CH 1050	Laboratory Safety	1
CH 2250	Techniques in Laboratory Chemistry	2
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CH 3020	Biochemistry I	4
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
CH 3400	Instrumental Analysis (TECO)	4

CH 3450	Physical Chemistry: Thermodynamics and Kinetics	4
CH 3500	Inorganic Chemistry	4
<b>CH 3600</b>	<b>Environmental Chemistry (INCO)</b>	4
<b>CH 4330</b>	<b>Science in the Secondary School</b>	3
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
ED 4420	Secondary Internship in Teaching	12
ESP 2150	Introduction to Geological Sciences	4
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3
Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):		8
MA 2490 Applied Calculus I (MATH)		
MA 2500 Applied Calculus II (QRCO)		
MA 2550 Calculus I (MATH)		
MA 2560 Calculus II (QRCO)		
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
PS 2050	Life-Span Developmental Psychology	3
<b>SE 3090</b>	<b>Introduction Special Education: Middle and Secondary</b>	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
Total		127

Secondary Internship in Teaching requires a minimum cumulative grade point average of 2.50.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CH 1050	Laboratory Safety	1
CH 2250	Techniques in Laboratory Chemistry	2
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
Calculus – complete one sequence (MATH) (QRCO)		8
CTDI	Creative Thought Directions	6
		31



Year Two	Credits
CH 3370 Organic Chemistry I	4
CH 3380 Organic Chemistry II	4
<b>BI 1110 Biological Science I (TECO)</b>	4
<b>BI 1120 Biological Science II</b>	4
PH 2410 University Physics I	3
PH 2420 University Physics II	3
PH 2430 University Physics Laboratory I	1
PH 2440 University Physics Laboratory II	1
PPDI Past and Present Directions	6
GACO Global Awareness Connection	3
	33

Year Three	Credits
CH 3020 Biochemistry I	4
CH 3500 Inorganic Chemistry	4
<b>CH 3600 Environmental Chemistry (INCO)</b>	4
<b>CD 3000 Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)</b>	3
ESP 2150 Introduction to Geological Sciences	4
<b>SE 3090 Introduction Special Education: Middle and Secondary</b>	3
SSDI Self and Society Directions	6

Years Three and Four	Credits
CH 3400 Instrumental Analysis (TECO)	4
CH 3450 Physical Chemistry: Thermodynamics and Kinetics	4

Year Four	Credits
<b>CH 4330 Science in the Secondary School</b>	3
<b>ED 3350 Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)</b>	3
<b>ED 4420 Secondary Internship in Teaching</b>	12
<b>IS 4360 Cultural Diversity and American Society (DICO) (INCO)</b>	3
<b>PS 2050 Life-Span Developmental Psychology</b>	3
WECO Wellness Connection	3
Total	127

### ENVIRONMENTAL CHEMISTRY OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
CH 1050 Laboratory Safety	1
CH 2250 Techniques in Laboratory Chemistry	2
CH 2335 General Chemistry I (QRCO)	4
CH 2340 General Chemistry II	4
CH 3020 Biochemistry I	4
CH 3370 Organic Chemistry I	4
CH 3380 Organic Chemistry II	4
CH 3400 Instrumental Analysis (TECO)	4
CH 3450 Physical Chemistry: Thermodynamics and Kinetics	4
<b>CH 3460 Physical Chemistry: Quantum Mechanics and Spectroscopy (WRCO)</b>	4
CH 3500 Inorganic Chemistry	4
<b>CH 3600 Environmental Chemistry (INCO)</b>	4
<b>CH 4190 Introduction to Research</b>	2
<b>CH 4530 Senior Research</b>	4

### Environmental Electives – complete at least nine credits from the following:

BI 3210 Tropical Biology	9
BI 3240 Conservation (DICO) (GACO) (INCO)	
BI 3260 Freshwater Ecology	
BI 4050 Ecology (QRCO) (WRCO)	
BI 4800 Current Environmental Issues	
BU 3220 Business and the Environment	
EPL 3100 Environmental Planning	
ESP 2100 Introduction to Environmental Science and Policy I	
ESP 3000 Environmental Field Studies	
ESP 3300 Soils and Environmental Change	
ESP 3502 Geo-cultural Education on the Colorado Plateau	
ESP 4100 Applied Hydrogeology	
ESP 4550 Environmental Science and Policy Seminar (WRCO)	
ESP 4710 Science Colloquium Series	
GE 2001 Physical Geography	
GE 2002 Human Geography	
GE 3030 Urban Geography	
GE 3270 Introduction to Geographic Information Systems	
GE 3300 Introduction to Hydrology	
MT 4150 Air Quality (INCO)	
Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):	8
MA 2490 Applied Calculus I (MATH)	
MA 2500 Applied Calculus II (QRCO)	
MA 2550 Calculus I (MATH)	
MA 2560 Calculus II (QRCO)	
PH 2410 University Physics I	3
PH 2420 University Physics II	3
PH 2430 University Physics Laboratory I	1
PH 2440 University Physics Laboratory II	1
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SSDI Self and Society Directions	6
DICO Diversity Connection	3
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	13
Total	120

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CH 1050 Laboratory Safety	1
CH 2250 Techniques in Laboratory Chemistry	2
CH 2335 General Chemistry I (QRCO)	4
CH 2340 General Chemistry II	4
Calculus – complete one sequence (MATH) (QRCO)	8
CTDI Creative Thought Directions	6
	31

Year Two		Credits
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
	<i>Elective</i>	<u>2</u>
		30

Year Three		Credits
CH 3020	Biochemistry I	4
CH 3600	<b>Environmental Chemistry (INCO)</b>	4
CH 4190	<b>Introduction to Research</b>	2
	<b>Environmental Elective</b>	3
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3

Years Three and Four		Credits
CH 3400	Instrumental Analysis (TECO)	4
CH 3450	Physical Chemistry: Thermodynamics and Kinetics	4
CH 3460	<b>Physical Chemistry: Quantum Mechanics and Spectroscopy (WRCO)</b>	4
CH 3500	Inorganic Chemistry	4

Year Four		Credits
CH 4530	<b>Senior Research</b>	4
	<b>Environmental Electives</b>	6
	<i>Electives</i>	11
Total		120

### GENERAL OPTION

This is a traditional chemistry degree intended for students who desire greater flexibility in their program of study.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
CH 1050	Laboratory Safety	1
CH 2250	Techniques in Laboratory Chemistry	2
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CH 3020	Biochemistry I	4
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
CH 3400	Instrumental Analysis (TECO)	4
CH 3450	Physical Chemistry: Thermodynamics and Kinetics	4
CH 3460	<b>Physical Chemistry: Quantum Mechanics and Spectroscopy (WRCO)</b>	4
CH 3500	Inorganic Chemistry	4
CH 4190	<b>Introduction to Research</b>	2
CH 4530	<b>Senior Research</b>	4
CH 3000/4000 level Chemistry elective [not CHDI]		4
Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):		8
MA 2490	Applied Calculus I (MATH)	

MA 2500	Applied Calculus II (QRCO)	
MA 2550	Calculus I (MATH)	
MA 2560	Calculus II (QRCO)	
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		19
Total		120

CH 4330 does not satisfy any 3000/4000 level Chemistry elective.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credit
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CH 1050	Laboratory Safety	1
CH 2250	Techniques in Laboratory Chemistry	2
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
Calculus – complete one sequence (MATH) (QRCO)		8
CTDI	Creative Thought Directions	<u>6</u>
		31

Year Two		Credits
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
	<i>Elective</i>	<u>2</u>
		30

Year Three		Credits
CH 3020	Biochemistry I	4
CH 4190	<b>Introduction to Research</b>	2
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		7

Years Three and Four		Credits
CH 3400	Instrumental Analysis (TECO)	4
CH 3450	Physical Chemistry: Thermodynamics and Kinetics	4
CH 3460	Physical Chemistry: Quantum Mechanics and Spectroscopy (WRCO)	4
CH 3500	Inorganic Chemistry	4
Year Four		Credits
CH 4530	Senior Research	4
CH	Chemistry 3000/4000 level elective [not CHDI]	4
INCO	Integration Connection	3
	<i>Electives</i>	10
Total		120

## METEOROLOGY, Bachelor of Science

120 credits

Plymouth State University is the only institution in New Hampshire to offer a BS degree in Meteorology. The program offers students not only a solid curriculum in traditional areas of theoretical and applied meteorology but also an opportunity for independent research and for internships in operational meteorology. A program graduate will have received an education of sufficient depth and versatility either to pursue advanced graduate study in theoretical or experimental meteorology or to seek employment in the fields of operational and applied meteorology. As an alternative to the BS program, students may pursue an interdisciplinary major that incorporates atmospheric science with related fields such as earth science, mathematics, computer science, journalism, etc. At a minimum, entering students should have a mastery of high school precalculus. Meteorology majors should consider the following minors: General Mathematics, Technical Mathematics, Computer Science or Business Administration.

Degree Requirements		Credits
MT 2110	Introduction to Atmospheric Sciences	3
MT 2230	Introduction to Meteorological Analysis	1
MT 2800	Climatology (GACO)	3
MT 3230	Atmospheric Thermodynamics	3
MT 3300	Synoptic Meteorology I	4
MT 3710	Meteorological Instruments and Observations (WRCO)	4
MT 4280	Synoptic Meteorology II (TECO)	4
MT 4310	Dynamic Meteorology I	3
MT 4320	Dynamic Meteorology II	3
MT 4410	Atmospheric Physics	3
MT 4480	Mesoscale Meteorology	3
Oral Communication – complete one of the following:		1
MT 4330	Current Weather Seminar	
MT 4360	Forecasting/Broadcast Practicum	
Capstone Experiences – minimum of five credits		5
Students will design their capstone experiences with their academic advisors. Capstone experiences should contain a mix of coursework (4000 level) and experiential learning (internship, research, or practicum). See examples below.		
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CS 2400	Scientific Programming	3
MA 2550	Calculus I (MATH)	4
MA 2560	Calculus II (QRCO)	4

MA 3500	Probability and Statistics for Scientists	3
MA 3510	Differential Equations	3
MA 3540	Calculus III	4
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		10
Total		120

### Capstone Experience Examples

Student interested in broadcast meteorology:

- MT 4150 Air Quality (INCO) [3 credits]
- MT 4262 Broadcast Meteorology [3 credits]
- MT 4600 Internship [at least 1 credit]
- Satisfy Oral Communication with MT 4360 Forecasting/Broadcast Practicum

Student interested in graduate school:

- MT 4400 Numerical Weather Prediction (INCO) (TECO) [3 credits]
- MT 4500 Undergraduate Research
- or
- MT 4510/4520 Senior Research [at least 2 credits]
- and/or
- MT 4450 Advanced Synoptic Meteorology [3 credits]

Student interested in forecasting:

- MT 4330 Current Weather Seminar [1 credit]
- MT 4450 Advanced Synoptic Meteorology [3 credits]
- MT 4600 Internship [at least 1 credit]

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MT 2110	Introduction to Atmospheric Sciences	3
MT 2230	Introduction to Meteorological Analysis	1
MT 2800	Climatology (GACO)	3
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
MA 2550	Calculus I (MATH)	4
MA 2560	Calculus II (QRCO)	4
DICO	Diversity Connection	3
		32
Year Two		Credits
MT 3230	Atmospheric Thermodynamics	3
MT 3300	Synoptic Meteorology I	4
CS 2400	Scientific Programming	3

MA 3540	Calculus III	4
PH 2410	University Physics I	3
PH 2420	University Physics II	3
PH 2430	University Physics Laboratory I	1
PH 2440	University Physics Laboratory II	1
CTDI	Creative Thought Directions	6
	<i>Elective</i>	1
		29

Year Three		Credits
MT 3710	Meteorological Instruments and Observations (WRCO)	4
MT 4280	Synoptic Meteorology II (TECO)	4
MT 4310	Dynamic Meteorology I	3
MT 4320	Dynamic Meteorology II	3
MA 3500	Probability and Statistics for Scientists	3
MA 3510	Differential Equations	3
PPDI	Past and Present Directions	6
WECO	Wellness Connection	3
		29

Year Four		Credits
MT	Oral Communication	1
MT	Capstone Experiences	5
MT 4410	Atmospheric Physics	3
MT 4480	Mesoscale Meteorology	3
SSDI	Self and Society Directions	6
INCO	Integration Connection	3
	<i>Electives</i>	9
		30

Total		120
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**Complementary Courses:** Generally, students are encouraged to take electives from the following disciplines: Biology, Chemistry, Computer Science, Earth Science, Geography, Mathematics, Meteorology, and Physics. Specifically, students considering research and/or graduate school should take as many of the following electives as possible: CH 3340, CH 3400, CH 3450, CH 3460, ESDI 2140, MA 4430, MT 4150, MT 4400, MT 4420, MT 4450, MT 4470, MT 4500, MT 4510, MT 4520, MT 4550, PH 3130. Students considering operational, forecast and/or broadcast meteorology should take as many of the following as possible: CM 2400, CM 2910, MT 4150, MT 4450, MT 4550, MT 4600.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

## CHEMISTRY MINOR 20 credits

Students should take eight credits of lower-level (1000/2000) general chemistry and 12 credits of upper-level (3000/4000) courses consisting of organic/upper-level chemistry courses in order to complete this minor. It is also recommended that students contact the Department Chair.

## METEOROLOGY MINOR 16 or 17 credits

The Meteorology minor contains a mixture of theory, forecasting and numerical analysis. It requires simultaneous enrollment in MT 3300 and MT 4310 during the fall semester of the junior or senior year.

		Credits
MT 2110	Introduction to Atmospheric Sciences	3
MT 2230	Introduction to Meteorological Analysis	1
MT 2800	Climatology (GACO)	3
MT 3230	Atmospheric Thermodynamics	3
Complete (MT 4310 and MT 4320) or (MT 3300 and MT 4310):		6 or 7
MT 3300	Synoptic Meteorology I	
MT 4310	Dynamic Meteorology I	
MT 4320	Dynamic Meteorology II	

Corequisites and prerequisites: MA 2550, MA 2560, MA 3540, PH 2410, PH 2420, PH 2430 and PH 2440

## PHYSICS MINOR 18 credits

Students should take at least 18 credits of Physics courses starting with University Physics (PH 2410) and including at least seven credits of 3000/4000 level courses. Calculus should also be taken as it is a prerequisite for some of the courses. It is also recommended that students see the Department Chair.



## Department of Biological Sciences

### College of Arts and Sciences

**Department of Biological Sciences**, Boyd Science Center

*Chair:* Kerry L. Yurewicz

*Professors:* Christopher C. Chabot, Frederick P. Prince,

Leonard R. Reitsma

*Associate Professor:* Michele L. Pruyn

*Assistant Professors:* Heather E. Doherty, Brigid C. O'Donnell,

Mike S. Son

*Technical Specialist:* Amy S. Ueland

Please also visit: [plymouth.edu/departments/biology/](http://plymouth.edu/departments/biology/).

### Biological Sciences Honors Program

The Department of Biological Sciences allows eligible students to develop an Honors research project working with an individual faculty member. A faculty member will serve as a research mentor throughout the process, but the student takes responsibility for the design, data collection, analysis, and writing required to complete and communicate the results of the project. Students must understand that faculty can more readily advise Honors projects that integrate with their existing research interests. The Honors project can assist students wishing to pursue admission to competitive graduate and professional programs in biological sciences. Along with letters of recommendation, solid grade point average and Graduate Record Exam scores, participating in research is an important criterion such program use to select students.

#### *Requirements for Admission to the Program:*

- 3.25 minimum grade point average
- completion of at least 45 credit hours
- completion of Biological Science I and II (BI 1110 and BI 1120 or their equivalents) and at least one 3000/4000 level Biology course that involves a research project, or approval of the faculty sponsor
- availability and support of a Faculty Advisor
- submission of an Honors Application to the Department of Biological Sciences. The Application consists of a research proposal that is developed with the guidance and approval of a Faculty Advisor and contains a literature review, hypotheses, methods (including costs), and references (formatted according to discipline-specific standards)
- approval of the Honors Application by the Biological Sciences faculty.

#### *Completing the Program:*

- completion of four credits of Senior Research (BI 4200) or Undergraduate Research (BI 4950)
- presentation of the results of the research
  - submission of a final paper (in discipline-specific format) to the Department of Biological Sciences by May 1 of the year Honors distinction is sought
  - presentation of the results at an appropriate scientific conference or seminar series, either at PSU or in the New England region

- overall approval of both the final paper and the presentation from the Biological Science faculty
- maintenance of a 3.25 minimum grade point average.

### BIOLOGICAL SCIENCE EDUCATION (7–12), Bachelor of Science 126 credits

This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Biological Science Education Option are eligible for 7–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Secondary Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements		Credits
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
Zoology Elective – complete one of the following:		4
BI 2030	Invertebrate Zoology	
BI 2040	Vertebrate Zoology	
BI 2070	Botany	4
BI 2110	Human Anatomy and Physiology I	3
BI 2120	Human Anatomy and Physiology II	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2140	Human Anatomy and Physiology Laboratory II	1
BI 3020	Biochemistry I	4
BI 3040	Microbiology	4
BI 3060	Genetics	4
BI 3130	Evolution	4

BI 3240	Conservation (DICO) (GACO) (INCO)	3	SE 3090	Introduction to Special Education: Middle and Secondary	3
BI 4050	Ecology (QRCO) (WRCO)	4	CTDI	Creative Thought Direction	3
BI 4330	Science in the Secondary School	3	PPDI	Past and Present Directions	6
CH 1050	Laboratory Safety	1			32
CH 2335	General Chemistry I (QRCO)	4	<b>Year Three</b>		<b>Credits</b>
CH 2340	General Chemistry II	4	BI 3020	Biochemistry I	4
CH 3370	Organic Chemistry I	4	BI 3040	Microbiology	4
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3	BI 3060	Genetics	4
ED 4420	Secondary Internship in Teaching	12	ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3	PH 2130	Physics I	4
PH 2130	Physics I	4	PH 2140	Physics II	4
PH 2140	Physics II	4	PS 2050	Life-Span Developmental Psychology	3
PS 2050	Life-Span Developmental Psychology	3	SSDI	Self and Society Direction	3
SE 3090	Introduction to Special Education: Middle and Secondary	3	WECO	Wellness Connection	3
Mathematics Foundations – complete one of the following:		4			32
MA 2140	Precalculus (MATH)		<b>Year Four</b>		<b>Credits</b>
MA 2490	Applied Calculus I (MATH)		BI 3130	Evolution	4
MA 2550	Calculus I (MATH)		BI 3240	Conservation (DICO) (GACO) (INCO)	3
<i>General Education:</i>			BI 4050	Ecology (QRCO) (WRCO)	4
EN 1200	Composition	3	BI 4330	Science in the Secondary School	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3	ED 4420	Secondary Internship in Teaching	12
CTDI	Creative Thought Directions	6	IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3
PPDI	Past and Present Directions	6			29
SSDI	Self and Society Directions	6	Total		126
WECO	Wellness Connection	3			
Total		126			

Secondary Internship in Teaching requires a minimum cumulative grade point average of 2.50.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	4
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CTDI	Creative Thought Direction	3
SSDI	Self and Society Direction	3
		33
Year Two		Credits
BI	Zoology Elective	4
BI 2070	Botany	4
BI 2110	Human Anatomy and Physiology I	3
BI 2120	Human Anatomy and Physiology II	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2140	Human Anatomy and Physiology Laboratory II	1
CH 3370	Organic Chemistry I	4

General Chemistry should only be taken in the first year if the student does well on the mathematics placement exam or has suitable math skills.

### BIOLOGY, Bachelor of Arts 120 credits

The BA program in Biology is a broad overview of the principles of biology and the functions of biological systems with supportive courses in mathematics, physics, and chemistry. It can be used to fulfill the goals of students just interested in biology or those who plan to go on to professional programs or graduate degrees in the biological sciences. For the latter case, it should be noted that some professional/graduate schools require a full year each of organic chemistry, physics, and calculus; this program is less restrictive. Thus students should work closely with their academic advisor to plan their coursework.

Degree Requirements		Credits
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
BI 3060	Genetics	4
BI 3130	Evolution	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4960	Biology Seminar	1
BI 2000 level Biology electives [not BIDI]		0–8
BI 3000/4000 level Biology electives [not BIDI]		16–8
Writing in the Discipline Connection – BI 3000/4000 level Biology elective (WRCO) [not BIDI]		4
CH 1050	Laboratory Safety	1

CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
Physical Science Group – complete four credits:		4
CH 3370	Organic Chemistry I	
PH 2130	Physics I	
PH 2410	University Physics I <i>and</i>	
PH 2430	University Physics Laboratory I	
Mathematics Foundations – complete one of the following:		4
MA 2140	Precalculus (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		28
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	4
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CTDI	Creative Thought Direction	3
		30
Year Two		Credits
BI	2000 level Biology elective [not BIDI]	0–4
BI	3000/4000 level Biology elective [not BIDI]	4–0
Physical Science Group – complete four credits		4
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
	Foreign Language (GACO)	8
	<i>Elective</i>	2
		30
Year Three		Credits
BI	2000 level Biology elective [not BIDI]	0–4
BI	3000/4000 level Biology electives [not BIDI]	12–8
BI 3060	Genetics	4

BI 3240	Conservation (DICO) (GACO) (INCO)	3
CTDI	Creative Thought Direction	3
<i>Electives</i>		8
		30
Year Four		Credits
BI 3130	Evolution	4
BI 4960	Biology Seminar	1
BI	3000/4000 level Biology elective (WRCO) [not BIDI]	4
WECO	Wellness Connection	3
<i>Electives</i>		18
		30
Total		120

General Chemistry should only be taken in the first year if the student does well on the mathematics placement exam or has suitable math skills.

### BIOLOGY, Bachelor of Science 120 credits

The BS in Biology is a broad-based degree that prepares students for graduate or professional schools including medical, dental, and veterinary schools, and emphasizes cellular, physiological, and organismal biology. It should be noted that some professional/graduate schools require a full year of physics and thus students should work closely with their academic advisor to plan their coursework.

Degree Requirements		Credits
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
BI 3060	Genetics	4
BI 3130	Evolution	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4960	Biology Seminar	1
Lower Level Organismal Electives – complete two of the following:		8
BI 2030	Invertebrate Zoology	
BI 2040	Vertebrate Zoology	
BI 2070	Botany	
BI 2110	Human Anatomy and Physiology I <i>and</i>	
BI 2130	Human Anatomy and Physiology Laboratory I	
BI 2120	Human Anatomy and Physiology II <i>and</i>	
BI 2140	Human Anatomy and Physiology Laboratory II	
Upper Level Electives – complete 20 credits of 3000/4000 level Biology courses; at least three courses must be from the following list of cellular, physiological, and organismal courses and one must be a Writing in the Discipline Connection (WRCO):		20
BI 3020	Biochemistry I	
BI 3040	Microbiology	
BI 4100	Cell Structure and Function	
BI 4140	Developmental Biology	
BI 4170	Ecology and Development (WRCO)	
BI 4185	Molecular Biology	
BI 4750	Plant Physiology	
BI 4770	Animal Physiology (WRCO)	
BI 4780	Neurobiology (WRCO)	
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4

CH 2340	General Chemistry II	4
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
Physics – complete (PH 2130) or (PH 2410 and PH 2430):		4
PH 2130	Physics I	
PH 2410	University Physics I	
PH 2430	University Physics Laboratory I	
Mathematics Foundations – complete one of the following:		4
MA 2140	Precalculus (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
Electives		20
Total		120

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	4
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CTDI	Creative Thought Direction	3
		30

Year Two		Credits
BI	Lower Level Organismal Electives – complete two courses	8
BI 3060	Genetics	4
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
CTDI	Creative Thought Direction	3
PPDI	Past and Present Directions	6
	<i>Elective</i>	2
		31

Year Three		Credits
BI	Upper Level Electives – complete four courses, including the Writing in the Discipline Connection (WRCO)	16
PH	Physics – complete four credits	4
SSDI	Self and Society Directions	6
	<i>Elective</i>	4
		30

Year Four		Credits
BI 3130	Evolution	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4960	Biology Seminar	1
BI	Upper Level Elective	4
WECO	Wellness Connection	3
	<i>Electives</i>	14
		29
Total		120

General Chemistry should only be taken in the first year if the student does well on the mathematics placement exam or has suitable math skills.

### BIOTECHNOLOGY, Bachelor of Science 122 credits

This major focuses on biology at the molecular level and reflects the importance of science at the biology/chemistry interface. Independent laboratory work is emphasized and the senior research project is mandatory. The program prepares students for work in the field of biotechnology as well as industries such as chemical companies, pharmaceutical companies, and environmental firms. This major also provides students with the core courses required for admission to professional and graduate schools.

Degree Requirements		Credits
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
BI 3040	Microbiology	4
BI 3050	Biotechnology (WRCO)	4
BI 3060	Genetics	4
BI 4100	Cell Structure and Function	4
BI 4200	Senior Research	4
BI/CH	Major electives [not BIDI/CHDI]	8
Introduction to Research – complete one of the following:		2
BI 4190	Introduction to Research	
CH 4190	Introduction to Research	
CH 1050	Laboratory Safety	1
CH 2250	Techniques in Laboratory Chemistry	2
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CH 3020	Biochemistry I	4
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
Mathematics requirement – complete two of the following:		7–8
MA 2140	Precalculus (MATH)	
MA 2300	Statistics I (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2500	Applied Calculus II (QRCO)	
MA 2550	Calculus I (MATH)	
MA 2560	Calculus II (QRCO)	
Physics – complete (PH 2130 and PH 2140) or (PH 2410-PH 2440):		8
PH 2130	Physics I	
PH 2140	Physics II	
PH 2410	University Physics I	
PH 2420	University Physics II	
PH 2430	University Physics Laboratory I	
PH 2440	University Physics Laboratory II	



*General Education:*

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		10–9
<b>Total</b>		122

Those who satisfy the Biological Science requirement by exam or Advanced Placement must choose eight credits from introductory Zoology or Botany courses (BI 2030, BI 2040, BI 2070). Biotechnology majors may **not** declare the Biology minor.

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

**Year One**

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics requirement – complete two courses	7–8
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
CH 1050	Laboratory Safety	
CH 2335	General Chemistry I (QRCO)	
CH 2340	General Chemistry II	4
		30–31

**Year Two**

BI 3050	Biotechnology (WRCO)	4
BI 3060	Genetics	4
CH 2250	Techniques in Laboratory Chemistry	2
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
		30

**Year Three**

BI 3040	Microbiology	4
BI 4100	Cell Structure and Function	4
Introduction to Research – complete one course		2
CH 3020	Biochemistry I	4
PH	Physics – complete one sequence	8
SSDI	Self and Society Directions	6
	<i>Elective</i>	<u>3–2</u>
		31–30

**Year Four**

BI 4200	Senior Research	4
BI/CH	Major electives [not BIDI/CHDI]	8
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3

WECO	Wellness Connection	3
	<i>Electives</i>	2
		31
<b>Total</b>		122

## ENVIRONMENTAL BIOLOGY, Bachelor of Science 120 credits

The BS in Environmental Biology focuses on organismal, evolutionary, ecological, and field biology. This degree prepares students for careers in the environmental biology field, including environmental consulting firms, environmental education groups, and governmental agencies. It also provides a foundation for post-graduate study.

**Degree Requirements****Credits**

BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
	Organisms – complete two of the following:	8
BI 2030	Invertebrate Zoology	
BI 2040	Vertebrate Zoology	
BI 2070	Botany	
	Organisms and Environments – complete two of the following:	8
BI 3040	Microbiology	
BI 3210	Tropical Biology	
BI 3250	Ornithology	
BI 3260	Freshwater Ecology	
BI 4750	Plant Physiology	
BI 4760	Animal Behavior (WRCO)	
BI 4770	Animal Physiology (WRCO)	
BI 3060	Genetics	4
BI 3130	Evolution	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4050	Ecology (QRCO) (WRCO)	4
BI 4800	Current Environmental Issues	3
BI 4960	Biology Seminar	1
BI 3000/4000 level	Biology electives [not BIDI]	8
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CH 3370	Organic Chemistry I	4
CH 3600	Environmental Chemistry (INCO)	4
	Physics – complete PH 2130 or (PH 2410 and PH 2430):	4
PH 2130	Physics I	
PH 2410	University Physics I	
PH 2430	University Physics Laboratory I	
	Mathematics Foundations – complete one of the following:	4
MA 2140	Precalculus (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
	<i>General Education:</i>	
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
	<i>Electives</i>	17
<b>Total</b>		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	4
BI 1110	Biological Science I (TECO)	4
BI 1120	Biological Science II	4
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
CTDI	Creative Thought Direction	3
		30
<b>Year Two</b>		<b>Credits</b>
BI	Organisms – complete two courses	8
CH 3370	Organic Chemistry I	4
CTDI	Creative Thought Direction	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
	<i>Elective</i>	3
		30
<b>Year Three</b>		<b>Credits</b>
BI	Organisms and Environments – complete two courses	8
BI 3060	Genetics	4
BI 3130	Evolution	4
CH 3600	Environmental Chemistry (INCO)	4
PH	Physics – complete one course	4
WECO	Wellness Connection	3
	<i>Elective</i>	4
		31
<b>Year Four</b>		<b>Credits</b>
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4050	Ecology (QRCO) (WRCO)	4
BI 4800	Current Environmental Issues	3
BI 4960	Biology Seminar	1
BI 3000/4000 level Biology electives [not BIDI]		8
	<i>Electives</i>	10
		29
<b>Total</b>		<b>120</b>

General Chemistry should only be taken in the first year if the student does well on the mathematics placement exam or has suitable math skills.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

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**BIOLOGY MINOR** **20 credits**
**Credits**

Complete eight credits from one of the following sequences: 8

BI 1110	Biological Science I and	
BI 1120	Biological Science II or	
BI 2110	Human Anatomy and Physiology I and	
BI 2120	Human Anatomy and Physiology II and	
BI 2130	Human Anatomy and Physiology Laboratory I and	
BI 2140	Human Anatomy and Physiology Laboratory II	
BI	1000/2000 level Biology course	4
BI	3000/4000 level Biology courses	8

A maximum of four credits taken in Scientific Inquiry Direction (BIDI) courses can be applied towards the Biology minor.

It is also recommended that students contact the Chair of the Department.

## College of Business Administration

### College of Business Administration, Hyde Hall

*Dean:* Trent E. Boggess

*Professors:* Bonnie L. Bechard, Edward Harding, Soo M. Jang, Frank J. Kopczyński, Vedran Lelas, David M. Leuser, Warren E. Mason Jr., Duncan C. McDougall, Daniel P. Moore, Robyn E. Parker

*Associate Professors:* C. Bradford Allen, Roger O. Babin, Samuel D. Brickley II, Deborah J. Brownstein, L. Michael Couvillion, Yvette J. Lazdowski, Soung (Daniel) Lee, Richard E. Sparks, Roxanna Wright

*Assistant Professors:* Christina J. Bradbury, Aditi Grover, Terence M. Murphy, Chen Wu

*Contract Faculty:* Eileen F. Bennett, Roger E. Blake, Deborah M. Burnell, Terri L. Dautcher, Chantalle R. Forgues, Thomas F. Guarino, Robert A. Nadeau, David C. Talbot, Michael J. Tentnowski, Bruce W. Wiggitt Sr., Tinglan Yang

Please also visit: [plymouth.edu/departments/business/](http://plymouth.edu/departments/business/).

All degree programs offered by the College of Business Administration are nationally accredited by the Association of Collegiate Business Schools and Programs.

### Undergraduate Honors Program in Business

The Business Honors Program is a sequence of specially designated sections of the College's required courses. Honors sections are enhanced to challenge highly motivated students by incorporating supplemental research, readings, and classroom activities. The goal of each class is to provoke intellectual curiosity and thus develop a heightened understanding of the subject matter. The Program is open to all students who have demonstrated excellence in their academic endeavors. Student transcripts will indicate each completed honors course. Continuing students must maintain a grade point average of 3.25. To have the notation of "Business Honors Program Graduate" placed on their transcripts, students must be in good standing in the Program at the time of graduation and have completed at least 11 Business Honors courses.

#### Course Sequence

##### Fall Honors Courses

##### First Year

Principles of Marketing	Business Statistics
Business Computer Applications	Financial Accounting
Business Law	Macroeconomics

##### Second Year

Management Accounting	Information Technology
Microeconomics	Organizational Communications

##### Third Year

Financial Management	Operations Management
Organizational Behavior	

### Fourth Year

#### Strategic Management

Participation in any Honors section is limited to available space, with preference given to students with the earliest date of entry into the Program and highest grade point average. Faculty may, at their discretion, admit a student who is not currently a member of the Honors Program, provided that all Program participants desiring the class have been accommodated. Class size will usually be smaller than typical sections of the course so as to allow time for sufficient interaction, writing, and written examinations forms.

### ACCOUNTING, Bachelor of Science 122 credits

The BS in Accounting prepares graduates for many careers in industry, public, governmental or non-profit accounting. Students are encouraged to seek certification as a management accountant (CMA) or as a public accountant (CPA) upon graduation. Graduates of the Accounting program are well prepared for entry into the accounting profession and also have the background needed to advance into high level management and finance positions.

#### Degree Requirements

#### Credits

BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3112	Intermediate Accounting I	4
BU 3122	Intermediate Accounting II	4
BU 3142	Cost Accounting	4
BU 3170	Income Taxes	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 3550	Investment Principles	3
BU 4040	Commercial Law	3
BU 4100	Accounting Information Systems	3
BU 4122	Advanced Accounting	4
BU 4150	Auditing	3
BU 4210	Auditing Practice	1
BU 4220	Strategic Management (INCO)	3
BU 4390	Seminar in Finance	3
BU or EC	3000/4000 level Business or Economics elective [not BUDI/ECDI]	3
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
EC 3580	Managerial Statistics	3
EC 4460	Money and Banking	3
Mathematics Foundations – complete one of the following:		3
MA 2200 Finite Mathematics (MATH)		
MA 2490 Applied Calculus I (MATH)		

MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
Total		122

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Directions	6
		30
Year Two		Credits
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 3142	Cost Accounting	4
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
SIDI	Scientific Inquiry Directions	6
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
		31
Year Three		Credits
BU 3112	Intermediate Accounting I	4
BU 3122	Intermediate Accounting II	4
BU 3170	Income Taxes	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 3550	Investment Principles	3
EC 3580	Managerial Statistics	3
CTDI	Creative Thought Direction	3
		32
Year Four		Credits
BU 4040	Commercial Law	3
BU 4100	Accounting Information Systems	3

BU 4122	Advanced Accounting	4
BU 4150	Auditing	3
BU 4210	Auditing Practice	1
BU 4220	Strategic Management (INCO)	3
BU 4390	Seminar in Finance	3
EC 4460	Money and Banking	3
BU or EC	3000/4000 level Business or Economics elective [not BUDI/ECDI]	3
WECO	Wellness Connection	3
		29
Total		122

## BUSINESS ADMINISTRATION, Bachelor of Science 120 credits

The BS degree in Business Administration is designed for transfer students transferring in to Plymouth 60 or more credits. Most transfer students in this program will be able to complete all degree requirements in four semesters at Plymouth. The Business Administration major is available to all Plymouth students.

Degree Requirements		Credits
<i>Business Core:</i>		
BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>Major:</i>		
BU/EC	3000/4000 level Business/Economics electives [not BUDI/ECDI]	9
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry*	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		33–31
Total		120

\*For students entering with 24 or more transfer credits, this course is not required and the credits become an elective.



**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
CTDI	Creative Thought Directions	6
	<i>Elective</i>	3
		30
<b>Year Two</b>		<b>Credits</b>
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
EC 2560	Microeconomics	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Elective</i>	3
		30
<b>Year Three</b>		<b>Credits</b>
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU/EC	3000/4000 level Business/Economics elective [not BUDI/ECDI]	3
SIDI	Scientific Inquiry Directions	6–8
	<i>Electives</i>	9–7
		30
<b>Year Four</b>		<b>Credits</b>
BU 4220	Strategic Management (INCO)	3
BU/EC	3000/4000 level Business/Economics electives [not BUDI/ECDI]	6
WECO	Wellness Connection	3
	<i>Electives</i>	18
		30
Total		120

**FINANCE, Bachelor of Science 120 credits**

The Bachelor of Science in Finance degree program of study offers a complete undergraduate survey of the discipline aimed at preparing students for employment in the field of finance and/or for further graduate work in the field. Basic accounting and quantitative skills, plus economic theory, provide the foundation for further exploring the financial management of the firm, the nature of capital markets, and various investment strategies. Additional areas of study include financial model building techniques and the impact of globalization on financial decision making.

**Degree Requirements Credits**

BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3100	Financial Modeling	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 3550	Investment Principles	3
BU 4220	Strategic Management (INCO)	3
BU 4390	Seminar in Finance	3
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
EC 3510	Intermediate Macroeconomics	3
EC 3580	Managerial Statistics	3
EC 4460	Money and Banking	3
EC 4610	International Finance and Economic Policy	3
	Finance Electives – complete two of the following:	6
BU 3170	Income Taxes	
BU 3530	Real Estate Investment and Finance	
BU 4600	Business Internship	
EC 3520	Intermediate Microeconomics	
EC 3600	Public Finance	
	Mathematics Foundations – complete one of the following:	3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
	Quantitative Reasoning in the Discipline Connection – complete one of the following:	3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
	<i>General Education:</i>	
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
	<i>Electives</i>	15–13
Total		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3

CTDI	Creative Thought Directions	6
PPDI	Past and Present Direction	3
		30

Year Two		Credits
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 3240	Information Technology	3
EC 2560	Microeconomics	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
		30

Year Three		Credits
BU 3100	Financial Modeling	3
BU 3210	Financial Management	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
EC 3510	Intermediate Macroeconomics	3
EC 3580	Managerial Statistics	3
SIDI	Scientific Inquiry Directions	6-8
	<i>Electives</i>	6-4
		30

Year Four		Credits
BU 3550	Investment Principles	3
BU 4220	Strategic Management (INCO)	3
BU 4390	Seminar in Finance	3
EC 4460	Money and Banking	3
EC 4610	International Finance and Economic Policy	3
	Finance Electives – complete two courses	6
	<i>Electives</i>	9
		30

Total		120
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### MANAGEMENT, Bachelor of Science 120 credits

Management is an integrative profession. Effective managers are leaders, skilled in organizational, motivational, and analytical and quantitative problem solving. Plymouth's Management programs prepare graduates to manage change in a global marketplace, characterized by cultural diversity and advancing technology. With a Management major, graduates are qualified for positions in corporate, governmental, and non-profit sectors of the economy. The BS degree in Management provides students with a general understanding of management through a common 50 credit core. In addition, majors choose one of four options in General Management, Human Resource Management, International Business or Small Business/Entrepreneurship.

### GENERAL MANAGEMENT OPTION

The General Management Option is built for students who wish to develop career versatility across the management spectrum.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
BU/EC	<b>Business upper-level electives [not BUDI/ECDI]</b>	9
	<b>Finance Electives – complete two of the following:</b>	6
BU 3100	<b>Financial Modeling</b>	
BU 3530	<b>Real Estate Investment and Finance</b>	
BU 3550	<b>Investment Principles</b>	
BU 4040	<b>Commercial Law</b>	
BU 4390	<b>Seminar in Finance</b>	
EC 3520	<b>Intermediate Microeconomics</b>	
EC 3600	<b>Public Finance</b>	
EC 4460	<b>Money and Banking</b>	
EC 4610	<b>International Finance and Economic Policy</b>	
	<b>Human Resource Elective – complete one of the following:</b>	3
BU 3180	<b>Human Resource Management</b>	
BU 3410	<b>Labor and Employment Law for Managers</b>	
BU 4200	<b>Training and Development</b>	
BU 4240	<b>Organizational Development</b>	
BU 4260	<b>Interpersonal Relations</b>	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
PS 2010	<b>Introduction to General Psychology</b>	3
	<b>Mathematics Foundations – complete one of the following:</b>	3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
	<b>Quantitative Reasoning in the Discipline Connection – complete one of the following:</b>	3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
	<i>General Education:</i>	
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
	<i>Electives</i>	21-19
Total		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
PS 2010	<b>Introduction to General Psychology</b>	3
CTDI	Creative Thought Directions	<u>6</u>
		30
<b>Year Two</b>		<b>Credits</b>
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
EC 2560	Microeconomics	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Elective</i>	3
		30
<b>Year Three</b>		<b>Credits</b>
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
<b>Human Resource Elective – complete one course</b>		3
SIDI	Scientific Inquiry Directions	6–8
	<i>Electives</i>	<u>9–7</u>
		30
<b>Year Four</b>		<b>Credits</b>
BU 4220	Strategic Management (INCO)	3
BU/EC	<b>Business upper-level electives [not BUDI/ECDI]</b>	9
<b>Finance Electives – complete two courses</b>		6
WECO	Wellness Connection	3
	<i>Electives</i>	<u>9</u>
		30
Total		120

**HUMAN RESOURCE MANAGEMENT OPTION**

The Human Resource Management Option prepares students for careers managing compensation, benefits, recruitment, training, and development in organizations.

<b>Degree Requirements</b>		<b>Credits</b>
Courses required for the Option are shown in boldface.		
BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3

BU 2290	Organizational Communications (WRCO)	3
BU 2440	<b>Business, Ethics, and Society</b>	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3180	<b>Human Resource Management</b>	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
<b>Human Resource Electives – complete four of the following:</b>		12
BU 3410	<b>Labor and Employment Law for Managers</b>	
BU 4200	<b>Training and Development</b>	
BU 4240	<b>Organizational Development</b>	
BU 4260	<b>Interpersonal Relations</b>	
BU 4600	<b>Business Internship</b>	
EC 4020	<b>Labor Economics</b>	
PS 3460	<b>Industrial/Organizational Psychology</b>	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
PS 2010	<b>Introduction to General Psychology</b>	3
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
	<i>Electives</i>	<u>21–19</u>
Total		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
PS 2010	<b>Introduction to General Psychology</b>	3
CTDI	Creative Thought Directions	<u>6</u>
		30

Year Two		Credits
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
<b>BU 2440</b>	<b>Business, Ethics, and Society</b>	3
EC 2560	Microeconomics	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
		30

Year Three		Credits
<b>BU 3180</b>	<b>Human Resource Management</b>	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
SIDI	Scientific Inquiry Directions	6–8
	<i>Electives</i>	9–7
		30

Year Four		Credits
BU 4220	Strategic Management (INCO)	3
<b>Human Resource Electives – complete four courses</b>		12
WECO	Wellness Connection	3
	<i>Electives</i>	12
		30

Total	120
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### INTERNATIONAL BUSINESS OPTION

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
<b>BU 3525</b>	<b>Introduction to Globalization and Business</b>	3
BU 4220	Strategic Management (INCO)	3
<b>BU 4440</b>	<b>Global Marketing</b>	3
<b>BU 4460</b>	<b>International Management</b>	3
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
<b>EC 4610</b>	<b>International Finance and Economics Policy</b>	3
<b>Cultural Component – complete two of the following:</b>		6
AH 3530	Arts of the Far East (GACO) (INCO)	
AH 3620	Mesoamerican Arts: Maya to Frida Kahlo (GACO) (INCO)	
FR 3020	French Culture and Conversation	
FR 3150	French for Business	
FR 3410	Quebec Culture and Literature	
HI 3460	The British Empire in World History (GACO)	
HI 3730	Modern History of East Asia (GACO)	

HI 3740	History of Japan (GACO)	
HI 3745	History of Traditional China (GACO)	
HI 3750	History of Modern China (GACO)	
HI 3760	History of Southeast Asia (GACO)	
HI 3765	India and the World (GACO) (INCO)	
HI 3770	The History of Islamic Empires (GACO)	
IS 4370	Hispanic Cultures in the United States (DICO) (INCO)	
PO 3500	Politics and Conflict in the Middle East (GACO) (INCO)	
PO 3540	European Politics	
PO 3580	Politics of the Pacific Rim—ASEAN (WRCO)	
SP 3120	Spanish Culture and Civilization	
SP 3140	Spanish American Culture and Civilization	
Any other upper-level world language course beyond the foreign language requirement		
Foreign Language – satisfactory completion of one year of one language at the university level*		6–8
International Business Elective – complete one of the following:		3
BU 4090	Special Topics in Business	
BU 4600	Business Internship (study abroad)	
EC 4090	Special Topics in Economics	
EC 4440	International Economics	
EC 4600	Economics Internship (study abroad)	
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		15–11
Total		120

\*It is strongly recommended that International Business students attain cultural competency and foreign language proficiency skills (reading, writing, listening, and speaking) at the advanced-mid level. American Sign Language does not apply to the Foreign Language requirement. Proficiency and placement exams may be taken in the Department of Languages and Linguistics.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3

BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Direction	3
		30

**Year Two****Credits**

BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
<b>BU 3525</b>	<b>Introduction to Globalization and Business</b>	<b>3</b>
EC 2560	Microeconomics	3
PPDI	Past and Present Direction	3
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<b>Foreign Language</b>	<b>6–8</b>
	<i>Elective</i>	<u>3–1</u>
		30

**Year Three****Credits**

BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
	<b>Cultural Component – complete two courses</b>	<b>6</b>
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Direction	6
	<i>Elective</i>	<u>2–0</u>
		32

**Year Four****Credits**

BU 4220	Strategic Management (INCO)	3
<b>BU 4440</b>	<b>Global Marketing</b>	<b>3</b>
<b>BU 4460</b>	<b>International Management</b>	<b>3</b>
<b>EC 4610</b>	<b>International Finance and Economic Policy</b>	<b>3</b>
	<b>International Business Elective</b>	<b>3</b>
WECO	Wellness Connection	3
	<i>Electives</i>	<u>10</u>
		28
Total		120

**SMALL BUSINESS/ENTREPRENEURSHIP OPTION****Degree Requirements****Credits**

Courses required for the Option are shown in boldface.

BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
<b>BU 3460</b>	<b>Small Business/Entrepreneurship Marketing and Operations</b>	<b>3</b>
<b>BU 3470</b>	<b>Small Business Law and Human Resources</b>	<b>3</b>

BU 4220	Strategic Management (INCO)	3
<b>BU 4530</b>	<b>Small Business/Entrepreneurship Finance and Accounting Methods</b>	<b>3</b>
<b>BU 4700</b>	<b>Small Business/Entrepreneurship Capstone</b>	<b>3</b>
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
<b>PS 2010</b>	<b>Introduction to General Psychology</b>	<b>3</b>
	Mathematics Foundations – complete one of the following:	3

MA 2200 Finite Mathematics (MATH)

MA 2490 Applied Calculus I (MATH)

MA 2550 Calculus I (MATH)

Quantitative Reasoning in the Discipline Connection – complete one of the following: 3

BU 2240 Business Statistics (QRCO)

MA 2300 Statistics I (QRCO)

*General Education:*

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>27–25</u>
Total		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

**Year One****Credits**

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
<b>PS 2010</b>	<b>Introduction to General Psychology</b>	<b>3</b>
CTDI	Creative Thought Directions	<u>6</u>
		30

**Year Two****Credits**

BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
EC 2560	Microeconomics	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Direction	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
		30

**Year Three****Credits**

BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3



BU 3420	Organizational Behavior (DICO)	3
BU 3460	Small Business/Entrepreneurship Marketing and Operations	3
BU 3470	Small Business Law and Human Resources	3
SIDI	Scientific Inquiry Directions	6–8
	<i>Electives</i>	6–4
		30
<b>Year Four</b>		<b>Credits</b>
BU 4220	Strategic Management (INCO)	3
BU 4530	Small Business/Entrepreneurship Finance and Accounting Methods	3
BU 4700	Small Business/Entrepreneurship Capstone	3
	<i>Electives</i>	21
		30
<b>Total</b>		<b>120</b>

### MARKETING, Bachelor of Science 120 credits

The BS degree in Marketing prepares students for one of the most exciting and vital areas in any business enterprise: marketing. The study of marketing provides the necessary qualitative and quantitative skills to be successful in careers throughout the business spectrum. Specifically, this program exposes students to areas of relationship marketing that integrate advertising, sales, consumer service, public relations, promotion, retailing, wholesaling, product management, direct marketing, marketing management, and marketing research. In addition to the Marketing course offerings, students are encouraged to explore the professional marketing community by participating in opportunities such as marketing internships, advanced marketing projects, and student membership in marketing organizations. Additionally, students are strongly encouraged to pursue a minor in an academic discipline other than business. Marketing majors may choose one of three options in Integrated Marketing Communications, Professional Sales or Public Relations.

#### INTEGRATED MARKETING COMMUNICATIONS OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
BU 1100 Business Computer Applications (TECO)	3
BU 1152 Financial Accounting	3
BU 2262 Management Accounting	3
BU 2290 Organizational Communications (WRCO)	3
BU 2450 Principles of Marketing	3
BU 2480 Business Law	3
BU 3210 Financial Management	3
BU 3240 Information Technology	3
BU 3280 Professional Selling Skills I	3
BU 3300 Operations Management	3
BU 3340 Consumer Behavior	3
BU 3360 Marketing Research	3
<b>BU 3370 Branding and Marketing Communication</b>	<b>3</b>
BU 3420 Organizational Behavior (DICO)	3
BU 4220 Strategic Management (INCO)	3
<b>BU 4250 Marketing Management</b>	<b>3</b>
<b>BU 4440 Global Marketing</b>	<b>3</b>
<b>Integrated Marketing Communications elective – complete one of the following:</b>	<b>3</b>

BU 3050	Special Topics in Marketing	
BU 3320	E-Commerce	
BU 3350	Event Marketing	
BU 3450	Sports Marketing	
BU 4600	Business Internship (minimum of three credits)	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar:	
	Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		21–19
<b>Total</b>		<b>120</b>

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
BU 1100 Business Computer Applications (TECO)	3
BU 2450 Principles of Marketing	3
BU 2480 Business Law	3
EC 2550 Macroeconomics (GACO)	3
CTDI Creative Thought Directions	6
PPDI Past and Present Direction	3
	30
Year Two	Credits
BU 1152 Financial Accounting	3
BU 2262 Management Accounting	3
BU 2290 Organizational Communications (WRCO)	3
BU 3340 Consumer Behavior	3
EC 2560 Microeconomics	3
PPDI Past and Present Direction	3
SSDI Self and Society Directions	6
QRCO Quantitative Reasoning in the Discipline Connection	3
WECO Wellness Connection	3
	30
Year Three	Credits
BU 3210 Financial Management	3
BU 3240 Information Technology	3
BU 3280 Professional Selling Skills I	3

BU 3300	Operations Management	3
BU 3360	Marketing Research	3
<b>BU 3370</b>	<b>Branding and Marketing Communication</b>	<b>3</b>
<b>Integrative Marketing Communications elective</b>		<b>3</b>
SIDI	Scientific Inquiry Directions	6–8
	<i>Elective</i>	<u>20</u>
		29

Year Four		Credits
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
BU 4250	Marketing Management	3
BU 4440	Global Marketing	3
	<i>Electives</i>	<u>19</u>
		31

Total	120
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### PROFESSIONAL SALES OPTION

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3280	Professional Selling Skills I	3
<b>BU 3290</b>	<b>Professional Selling Skills II</b>	<b>3</b>
BU 3300	Operations Management	3
BU 3340	Consumer Behavior	3
BU 3360	Marketing Research	3
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
<b>BU 4260</b>	<b>Interpersonal Relations</b>	<b>3</b>
BU 4330	Sales Management	3
Professional Sales elective – complete one of the following		3
BU 3050	Special Topics in Marketing	
BU 3350	Event Marketing	
BU 3370	Branding and Marketing Communication	
BU 4440	Global Marketing	
BU 4600	Business Internship (minimum of three credits)	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
General Education:		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3

CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
	<i>Electives</i>	<u>21–19</u>
Total		120

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Direction	3
		30

Year Two		Credits
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 3340	Consumer Behavior	3
EC 2560	Microeconomics	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
		30

Year Three		Credits
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3280	Professional Selling Skills I	3
<b>BU 3290</b>	<b>Professional Selling Skills II</b>	<b>3</b>
BU 3300	Operations Management	3
BU 3360	Marketing Research	3
<b>Professional Sales elective</b>		<b>3</b>
SIDI	Scientific Inquiry Directions	6–8
	<i>Elective</i>	<u>2–0</u>
		29

Year Four		Credits
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
<b>BU 4260</b>	<b>Interpersonal Relations</b>	<b>3</b>
<b>BU 4330</b>	<b>Sales Management</b>	<b>3</b>
	<i>Electives</i>	<u>19</u>
		31
Total		120

**PUBLIC RELATIONS OPTION****Degree Requirements Credits**

Courses required for the Option are shown in boldface.

BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3280	Professional Selling Skills I	3
BU 3300	Operations Management	3
<b>BU 3310</b>	<b>Business and the Media</b>	<b>3</b>
BU 3340	Consumer Behavior	3
<b>BU 3350</b>	<b>Event Marketing</b>	<b>3</b>
BU 3360	Marketing Research	3
BU 3420	Organizational Behavior (DICO)	3
<b>BU 3600</b>	<b>Corporate Public Relations</b>	<b>3</b>
BU 4220	Strategic Management (INCO)	3
<b>Public Relations elective – complete one of the following:</b>		<b>3</b>
BU 3050	Special Topics in Marketing	
BU 3370	Branding and Marketing Communication	
BU 4600	Business Internship (minimum of three credits)	
CM 3500	Media Effects	
CM 3670	Journalism (TECO) (WRCO)	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>21–19</u>
Total		120

**Recommended Course Sequence**Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3

EC 2550	Macroeconomics (GACO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Direction	3
		30

**Year Two Credits**

BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 3340	Consumer Behavior	3
EC 2560	Microeconomics	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
		30

**Year Three Credits**

BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3280	Professional Selling Skills I	3
BU 3300	Operations Management	3
<b>BU 3310</b>	<b>Business and the Media</b>	<b>3</b>
BU 3360	Marketing Research	3
<b>Public Relations elective</b>		<b>3</b>
SIDI	Scientific Inquiry Directions	6–8
<i>Elective</i>		<u>2–0</u>
		29

**Year Four Credits**

<b>BU 3350</b>	<b>Event Marketing</b>	<b>3</b>
BU 3420	Organizational Behavior (DICO)	3
<b>BU 3600</b>	<b>Corporate Public Relations</b>	<b>3</b>
BU 4220	Strategic Management (INCO)	3
<i>Electives</i>		<u>19</u>
		31

Total 120

**SPORTS MANAGEMENT, Bachelor of Science 120 credits**

The Bachelor of Science in Sports Management is a collaborative effort between the College of Business Administration and the Department of Health and Human Performance. It encompasses a unique blend of course offerings from both entities to form a major that prepares students for managerial careers in athletics, fitness, recreation, stadium/arena facilities, and sports marketing industries. Students are required to complete a practical experience to provide opportunity to apply classroom theory.

**Degree Requirements Credits**

BU 1100	Business Computer Applications (TECO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
BU 3210	Financial Management	3
BU 3240	Information Technology	3

BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
BU 3430	Sports Law	3
BU 3450	Sports Marketing	3
BU 4220	Strategic Management (INCO)	3
CC 2200	Introduction to Sports Management	3
CC 3300	Sports Facilities Management	3
CC 3670	Organization and Administration of Physical Education and Athletics	3
CC 3780	Sport in Society	3
Group A – complete one of the following:		3–4
CC 388I	Sports Management Practicum	
CC 488I	Sports Management Internship	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Mathematics Foundations – complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
BU 2240	Business Statistics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 111I	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>21–18</u>
Total		120

CC 388I requires a minimum cumulative grade point average of 2.00. CC 488I requires a minimum cumulative grade point average of 2.70.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 111I	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
BU 1100	Business Computer Applications (TECO)	3
BU 2450	Principles of Marketing	3
BU 2480	Business Law	3
EC 2550	Macroeconomics (GACO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Direction	3
		30
Year Two		Credits
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
CC 2200	Introduction to Sports Management	3

EC 2560	Microeconomics	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
		30

Year Three		Credits
BU 3210	Financial Management	3
BU 3300	Operations Management	3
BU 3430	Sports Law	3
BU 3450	Sports Marketing	3
CC 3300	Sports Facilities Management	3
CC 3670	Organization and Administration of Physical Education and Athletics	3
CC 3780	Sport in Society	3
SIDI	Scientific Inquiry Directions	6–8
<i>Elective</i>		<u>2–0</u>
		29

Year Four		Credits
BU 3240	Information Technology	3
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
Group A	Practicum or Internship	3–4
<i>Electives</i>		<u>19–18</u>
		31

Total 120

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

#### BUSINESS ADMINISTRATION MINOR 18 credits

The Business Administration minor is designed to provide liberal arts majors with fundamental business knowledge. A student who has completed this minor is qualified to apply for the Plymouth State University Masters in Business Administration (MBA) program without further prerequisites.

		Credits
BU 1500	Financial Reporting and Analysis	3
BU 2450	Principles of Marketing	3
BU 3420	Organizational Behavior (DICO)	3
EC 2000	Survey of Modern Economics	3
Complete two of the following, one of which must be at the 3000/4000 level:		6
BU 1100	Business Computer Applications	
BU 2290	Organizational Communications	
BU 2480	Business Law	
BU 3180	Human Resource Management	
BU 3240	Information Technology	
BU 3320	E-Commerce	
BU 3340	Consumer Behavior	
BU 3410	Labor and Employment Law for Managers	
BU 3560	Land Use Law and Development	
BU 3720	Career Development (INCO) (WECO)	
BU 4200	Training and Development	

BU 4260 Interpersonal Relations  
BU 4440 Global Marketing

**ECONOMICS MINOR****15 or 18 credits**

The minor in Economics is defined by a sequence of five or six courses that provide students with a substantive overview of the various fields in economics. The courses are taken in two groups, as outlined below.

**Group I****Credits**

Courses listed in this group are the primary component of the student's exploration of the field of economics. When possible, the courses should be taken in the order suggested.

Complete either EC 2000 or (EC 2550 and EC 2560) 3 or 6

EC 2000 Survey of Modern Economics

EC 2550 Macroeconomics (GACO)

EC 2560 Microeconomics

Complete one of the following: 3

EC 3510 Intermediate Macroeconomics

EC 3520 Intermediate Microeconomics

EC 4460 Money and Banking 3

**Group II**

Courses listed in this group are the second component of the student's exploration of the field of economics. The student must complete two of the following: 6

BU 3550 Investment Principles

EC 3480 Development of Economic Thought

EC 3510 Intermediate Macroeconomics (if not selected above)

EC 3520 Intermediate Microeconomics (if not selected above)

EC 3580 Managerial Statistics

EC 3600 Public Finance

EC 4020 Labor Economics

EC 4090 Current Topics in Economics

EC 4440 International Economics

EC 4610 International Finance and Economic Policy

EC 4910 Independent Study

HIDI 2310 American Economic Development (PPDI)

WS 4010 Women and the Economy

**HUMAN RESOURCE MANAGEMENT MINOR****15 credits**

Students are encouraged to discuss their goals and objectives with a Business faculty advisor in order to design a minor that closely addresses their desires.

**Credits**

BU 2480 Business Law 3

BU 3420 Organizational Behavior (DICO) 3

Complete three of the following: 9

BU 3180 Human Resource Management

BU 3410 Labor and Employment Law for Managers

BU 4200 Training and Development

BU 4240 Organizational Development

BU 4260 Interpersonal Relations

BU 4600 Business Internship (three credits in Human Resource field)

PS 3460 Industrial/Organizational Psychology

**PROFESSIONAL SALES MINOR****19–21 credits****Credits**

BU 2450 Principles of Marketing 3

BU 3280 Professional Selling Skills I 3

BU 3290 Professional Selling Skills II 3

BU 3420 Organizational Behavior (DICO) 3

BU 4260 Interpersonal Relations 3

BU 4330 Sales Management 3

Complete one of the following: 1–3

BU 3350 Event Marketing

BU 3370 Branding and Marketing Communication

BU 4380 Sales Internship

BU 4440 Global Marketing

**PROFESSIONAL SALES CERTIFICATE****19–21 credits****Credits**

BU 2450 Principles of Marketing 3

BU 3280 Professional Selling Skills I 3

BU 3290 Professional Selling Skills II 3

BU 3420 Organizational Behavior (DICO) 3

BU 4260 Interpersonal Relations 3

BU 4330 Sales Management 3

Complete one of the following: 1–3

BU 3350 Event Marketing

BU 3370 Branding and Marketing Communication

BU 4380 Sales Internship

BU 4440 Global Marketing



## Department of Communication and Media Studies

### College of Arts and Sciences

**Department of Communication and Media Studies**, Hyde Hall

*Chair:* Catherine F. LeBlanc

*Professors:* Warren E. Mason Jr., Evelyn M. Stiller

*Associate Professors:* Scott R. Coykendall, Annette M. Holba,

Metasebia Woldemariam, Eun-Ho Yeo

*Assistant Professor:* Mary Elizabeth Ray

Please also visit: [plymouth.edu/departments/commstudies/](http://plymouth.edu/departments/commstudies/).

### COMMUNICATION STUDIES, Bachelor of Arts 120 credits

The BA in Communication Studies is an interdisciplinary degree that allows students to investigate communication processes and effects from a variety of perspectives. Students receive a broad-based liberal arts education through a series of courses that offers significant opportunities for selecting classes to meet individual interests and needs.

The BA degree provides students with a solid understanding of communication technology, theory, and research methods as part of a common 16 credit core. In addition, students complete a 24 credit option in either Media Studies or Professional Communication. A minimum of 20 credits in the major must be completed at the 3000/4000 level.

#### MEDIA STUDIES OPTION

The Option in Media Studies enables students to explore media history, theory, criticism, and production in relation to a variety of media forms, including film, television, and emerging technologies. Students learn to effectively analyze, create, and understand the effects of media offerings of all kinds. They are also introduced, through regular course topics and screenings, to a wide range of noteworthy media offerings that have been created and disseminated in various historical eras, including both early and contemporary films, television programs, print and online artifacts, and video games. This course of study is recommended for students who plan careers or graduate study in the fields of advertising, broadcast journalism, film, marketing, media studies, media writing, online communication, print journalism, public relations, television, and related areas.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
CM 2000 Studies in Communication and Media (TECO)	4
CM 2770 <b>Introduction to Media and Cultural Studies (TECO)</b>	3
CM 3480 <b>Global Perspectives in the Media (GACO)</b>	3
CM 3500 <b>Media Effects</b>	3
CM 3640 Communication Theory (WRCO)	3
CM 3650 Communication Research Methods (QRCO)	3
CM 4900 Senior Seminar	3
Societal Contexts – complete one of the following:	3
CM 3000 Rhetoric and Semiotics (INCO)	

CM 3510 Communication, Media, and Wellness (WECO)

CM 3700 Media as Popular Culture

CM 3710 Film and Identity Politics (DICO)

**Advanced Study – complete 15 credits from the following:** 15

**Recommended – complete at least nine credits from the following:**

- CM 2400 Public Speaking
- CM 3100 Communicating Through Animation
- CM 3670 Journalism (TECO) (WRCO)
- CM 3750 Film and Video Production Techniques
- CM 3760 Advanced Digital Video Production
- CM 3770 Advanced Video Art Production
- CM 3800 Analyzing Television (INCO)
- CM 3810 Analyzing Film (DICO)
- CM 3870 Introduction to Game Design and Development
- CM 3910 Topics in Media Studies
- CM 3925 Topics in Screenwriting and Video Production
- CM 3950 Internship
- CM 4870 Advanced Game Design and Development
- CM 4910 Independent Study
- EN 2610 Introduction to Film
- EN 3120 Advanced Composition
- EN 3130 Non-Fiction Workshop
- EN 3300 The Craft of Screenwriting: Reading and Writing Screenplays
- EN 3320 Literature into Film
- EN 3590 The Filmmaker's Vision: An Introduction to Film Analysis
- EN 3680 Scriptwriting

**Allowed – complete no more than six credits from the following:**

- CM 2910 Human Communication and Conflict
- CM 3090 Technical Communication (TECO) (WRCO)
- CM 4090 Advanced Technical Communication
- BU 2290 Organizational Communications (WRCO)
- BU 2450 Principles of Marketing
- BU 3050 Special Topics in Marketing
- BU 3310 Business and the Media
- BU 3320 E-Commerce
- BU 3340 Consumer Behavior
- BU 3350 Event Marketing
- BU 3360 Marketing Research
- BU 3370 Branding and Marketing Communication
- BU 3420 Organizational Behavior (DICO)
- BU 3450 Sports Marketing
- BU 3600 Corporate Public Relations
- BU 4250 Marketing Management
- BU 4440 Global Marketing

*General Education:*

EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6

SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		<u>30-28</u>
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CM 2000	Studies in Communication and Media (TECO)	4
<b>CM 2770</b>	<b>Introduction to Media and Cultural Studies (TECO)</b>	3
CTDI	Creative Thought Directions	6
	Foreign Language (GACO)	<u>8</u>
		30
Year Two		Credits
<b>CM 3480</b>	<b>Global Perspectives in the Media (GACO)</b>	3
CM 3640	Communication Theory (WRCO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
	<i>Elective</i>	<u>3-1</u>
		30
Year Three		Credits
<b>CM 3500</b>	<b>Media Effects</b>	3
CM 3650	Communication Research Methods (QRCO)	3
Societal Contexts – complete one course		3
Years Three and Four		Credits
<b>Advanced Study – complete 15 credits</b>		15
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	27
Year Four		Credits
CM 4900	Senior Seminar	3
Total		120

#### PROFESSIONAL COMMUNICATION OPTION

The Option in Professional Communication enables students to explore various approaches to persuasive communication. Students learn to identify and apply theories and techniques that enable effective communication to occur in a variety of professional settings. They complete a series of required courses offered through the Departments of Business and Communication and Media Studies, and they round out their coursework with a range of interdisciplinary courses that correspond with their educational and professional interests. This course of study is recommended for students who plan careers or graduate study in the fields of business, communication, professional writing, promotion, sales, sports information, and related areas.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
CM 2000	Studies in Communication and Media (TECO)	4
<b>CM 2910</b>	<b>Human Communication and Conflict</b>	3
CM 3640	Communication Theory (WRCO)	3
CM 3650	Communication Research Methods (QRCO)	3
CM 4900	Senior Seminar	3
<b>BU 2290</b>	<b>Organizational Communications (WRCO)</b>	3
<b>BU 2450</b>	<b>Principles of Marketing</b>	3
Societal Contexts – complete one of the following:		3
	CM 3000 Rhetoric and Semiotics (INCO)	
	CM 3510 Communication, Media, and Wellness (WECO)	
	CM 3700 Media as Popular Culture	
	CM 3710 Film and Identity Politics (DICO)	
<b>Advanced Study – complete 15 credits from the following:</b>		15
<b>Recommended – complete at least nine credits from the following:</b>		
	CM 2400 Public Speaking	
	CM 3090 Technical Communication (TECO) (WRCO)	
	CM 3670 Journalism (TECO) (WRCO)	
	CM 3910 Topics in Media Studies	
	CM 3950 Internship	
	CM 4090 Advanced Technical Communication	
	CM 4910 Independent Study	
	BU 3050 Special Topics in Marketing	
	BU 3310 Business and the Media	
	BU 3320 E-Commerce	
	BU 3340 Consumer Behavior	
	BU 3350 Event Marketing	
	BU 3360 Marketing Research	
	BU 3370 Branding and Marketing Communication	
	BU 3420 Organizational Behavior (DICO)	
	BU 3450 Sports Marketing	
	BU 3600 Corporate Public Relations	
	BU 4250 Marketing Management	
	BU 4440 Global Marketing	
<b>Allowed – complete no more than six credits from the following:</b>		
	CM 2770 Introduction to Media and Cultural Studies (TECO)	
	CM 3100 Communicating Through Animation	
	CM 3480 Global Perspectives in the Media (GACO)	
	CM 3500 Media Effects	
	CM 3750 Film and Video Production Techniques	
	CM 3760 Advanced Digital Video Production	
	CM 3770 Advanced Video Art Production	
	CM 3800 Analyzing Television (INCO)	
	CM 3810 Analyzing Film (DICO)	

CM 3870	Introduction to Game Design and Development	
CM 3925	Topics in Screenwriting and Video Production	
CM 4870	Advanced Game Design and Development	
EN 2610	Introduction to Film	
EN 3120	Advanced Composition	
EN 3130	Non-Fiction Workshop	
EN 3300	The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3320	Literature into Film	
EN 3590	The Filmmaker's Vision: An Introduction to Film Analysis	
EN 3680	Scriptwriting	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		<u>30–28</u>
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CM 2000	Studies in Communication and Media (TECO)	4
CM 2910	<b>Human Communication and Conflict</b>	3
CTDI	Creative Thought Directions	6
	Foreign Language (GACO)	<u>8</u>
		30

Year Two		Credits
CM 3640	Communication Theory (WRCO)	3
BU 2290	<b>Organizational Communications (WRCO)</b>	3
BU 2450	<b>Principles of Marketing</b>	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
	<i>Elective</i>	<u>3–1</u>
		30

Year Three		Credits
CM 3650	Communication Research Methods (QRCO)	3
Societal Contexts – complete one course		3
WECO	Wellness Connection	3

Years Three and Four		Credits
<b>Advanced Study – complete 15 credits</b>		<b>15</b>
DICO	Diversity Connection	3
INCO	Integration Connection	3
	<i>Electives</i>	<u>27</u>

Year Four		Credits
CM 4900	Senior Seminar	3
Total		120

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

#### DIGITAL MEDIA DESIGN AND DEVELOPMENT MINOR

15–16 credits

The Digital Media Design and Development minor offers students the opportunity to create and critique digital media offerings of various kinds.

	Credits
CM 2770 Introduction to Media and Cultural Studies	3
CM 3100 Communicating with Animation	3
Complete three of the following courses (at least one of these courses must be at the 3000/4000 level):	9–10
CMDI 1100 Creating Games (CTDI)	
CMDI 1200 Web Expressions (CTDI)	
CMDI 2100 The Digital Imagination (CTDI)	
CMDI 2200 The Science of Animation Programming (SIDI)	
CM 3750 Film and Video Production Techniques	
CM 3760 Advanced Digital Video Production	
CM 3770 Advanced Video Art Production	
CM 3870 Introduction to Game Design and Development	
CM 3925 Topics in Screenwriting and Video Production	
CM 4870 Advanced Game Design and Development	

**MEDIA STUDIES MINOR****15 credits**

Increasingly today, a thorough understanding of media offerings and their effects is essential for people who work in the fields of anthropology, art, business, education, information technology, the performing arts, political science, psychology, sociology, and related areas. Accordingly, the Media Studies minor offers students in-depth exploration of the history, theory, criticism, and effects of media offerings of all kinds.

	<b>Credits</b>
CM 2770 Introduction to Media and Cultural Studies	3
CM 3500 Media Effects	3
Complete nine credits selected from three of the following courses (at least one of these courses must be at the 3000/4000 level):	9
CMDI 2010 Outlaws, Delinquents, and Other "Deviants" in Film and Society (SSDI)	
CMDI 2020 Sex and Cinema in the 20 <sup>th</sup> Century (and Beyond) (PPDI)	
CM 2910 Human Communication and Conflict	
CM 3480 Global Perspectives in the Media (GACO)	
CM 3640 Communication Theory	
CM 3800 Analyzing Television (INCO)	
CM 3810 Analyzing Film (DICO)	
CM 3910 Topics in Media Studies	

**PROFESSIONAL COMMUNICATION MINOR****15 credits**

The Professional Communication minor offers students the opportunity to explore theories and techniques that enable effective communication to occur in a variety of professional settings.

	<b>Credits</b>
CM 2910 Human Communication and Conflict	3
CM 3640 Communication Theory	3
BU 2290 Organizational Communications	3
Complete six credits selected from two of the following courses (at least one of these courses must be at the 3000/4000 level):	6
BU 2450 Principles of Marketing	
BU 3370 Branding and Marketing Communication*	
BU 3600 Corporate Public Relations*	
CM 2400 Public Speaking	
CM 2770 Introduction to Media and Cultural Studies	
CM 3090 Technical Communication	
CM 3500 Media Effects	
CM 3670 Journalism	
CM 3910 Topics in Media Studies	
CM 4090 Advanced Technical Communication	

\*Students majoring in Business (Accounting, Business Administration, Finance, Management, Marketing, Sports Management) cannot count this class toward the minor.

## Department of Computer Science and Technology

### College of Arts of Sciences

Department of Computer Science and Technology, Memorial Hall

Chair: Christian A. Roberson

Professors: Peter G. Drexel, Roger G. Marshall, Zhizhang Shen

Please also visit: [plymouth.edu/departments/computer-science/](http://plymouth.edu/departments/computer-science/).

### COMPUTER SCIENCE, Bachelor of Science 120 credits

This program focuses on the design and development of software systems with an emphasis on the creation of new technology.

Students will build a framework of conceptual knowledge and practical skills through core computer science courses. A broad selection of electives offers the opportunity to delve into several of the application areas of Computer Science. Auxiliary courses in mathematics and science develop additional analytical skills necessary for success in the many computing specialties graduates typically choose.

Degree Requirements	Credits
CS 2010 Computing Fundamentals (TECO)	3
CS 2220 Computer Hardware	3
CS 2370 Programming in Java	4
CS 2381 Data Structures and Intermediate Programming	4
CS 2470 Systems Programming in C/C++	2
CS 3221 Algorithm Analysis	4
CS 3600 Database Management Systems	4
CS 3720 Systems Analysis and Design	3
CS 3780 Introduction to Computational Theory	3
CS 4140 Software Engineering	3
CS 4250 Computer Architecture	3
CS 4310 Operating Systems	3
CS 4520 CyberEthics (DICO) (INCO) (WRCO)	3
CS 4750 Senior Project	3
Computer Science Major Electives – complete two of the following:	6
CS 3020 Web Programming	
CS 3030 Advanced Web Programming	
CS 3240 Data Communication and Computer Networks	
CS 3500 Introduction to Artificial Intelligence	
CS 3700 Computer Graphics	
CS 3820 Human-Computer Interaction	
CS 4220 System Administration	
CS 4400 Computer Networks and Protocols	
CS 4420 Computer Security	
CS 4920 Computer Science Internship (maximum of three credits)	
MA 2300 Statistics I (QRCO)	3
MA 3200 Discrete Mathematics	3
Calculus – complete one sequence of (MA 2490-2500) or (MA 2550-2560):	8
MA 2490 Applied Calculus I (MATH)	
MA 2500 Applied Calculus II (QRCO)	
MA 2550 Calculus I (MATH)	
MA 2560 Calculus II (QRCO)	
Science course with laboratory [not BIDI/CHDI/ESDI/MTDI/PHDI]	4

#### General Education:

EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6-8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
WECO Wellness Connection	3
Electives	15-13
Total	120

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CS 2010 Computing Fundamentals (TECO)	3
CS 2370 Programming in Java	4
Calculus – complete one two-semester sequence	8
CTDI Creative Thought Directions	6
PPDI Past and Present Direction	3
	30
Year Two	Credits
CS 2220 Computer Hardware	3
CS 2381 Data Structures and Intermediate Programming	4
CS 2470 Systems Programming in C/C++	2
CS 3221 Algorithm Analysis	4
CS 3600 Database Management Systems	4
MA 2300 Statistics I (QRCO)	3
MA 3200 Discrete Mathematics	3
PPDI Past and Present Direction	3
SSDI Self and Society Directions	6
	32
Year Three	Credits
CS 3720 Systems Analysis and Design	3
Science course with laboratory [not BIDI/CHDI/ESDI/MTDI/PHDI]	4
SIDI Scientific Inquiry Directions	6-8
GACO Global Awareness Connection	3
WECO Wellness Connection	3
Electives	6
Years Three and Four	Credits
CS 3780 Introduction to Computational Theory	3
CS 4140 Software Engineering	3
CS 4250 Computer Architecture	3
CS 4310 Operating Systems	3
CS 4520 CyberEthics (DICO) (INCO) (WRCO)	3



Computer Science Major Electives – complete two courses	6
<b>Year Four</b>	<b>Credits</b>
CS 4750 Senior Project	3
Electives	9–7
<b>Total</b>	<b>120</b>

## INFORMATION TECHNOLOGY, Bachelor of Science 120 credits

This program focuses on the functioning and workings of hardware and software systems in an organizational setting. The emphasis in the program is on the application and utilization of computing technology in a wide variety of Information Technology environments. A solid core of fundamental computing courses is followed by applications in several areas of Information Technology such as networks, multimedia, and systems.

<b>Degree Requirements</b>	<b>Credits</b>
CS 2010 Computing Fundamentals (TECO)	3
CS 2080 Visual Basic	3
CS 2220 Computer Hardware	3
CS 2370 Programming in Java	4
CS 2381 Data Structures and Intermediate Programming	4
CS 3240 Data Communication and Computer Networks	3
CS 3600 Database Management Systems	4
CS 3720 Systems Analysis and Design	3
CS 4220 System Administration	3
CS 4400 Computer Networks and Protocols	4
CS 4420 Computer Security	3
CS 4520 CyberEthics (DICO) (INCO) (WRCO)	3
CS 4750 Senior Project	3
Information Technology Major Electives – complete two of the following:	5–6
CS 2470 Systems Programming in C/C++	
CS 3020 Web Programming	
CS 3030 Advanced Web Programming	
CS 3221 Algorithm Analysis	
CS 3440 Multimedia	
CS 3500 Introduction to Artificial Intelligence	
CS 3820 Human-Computer Interaction	
CS 4140 Software Engineering	
CS 4250 Computer Architecture	
CS 4310 Operating Systems	
CS 4920 Computer Science Internship (maximum of three credits)	
CM 3090 Technical Communication (TECO) (WRCO)	3
MA Math elective MA 1800, MA 2010, MA 2140 or above [not MADI]*	3
MA 2200 Finite Mathematics (MATH)	3
MA 2300 Statistics I (QRCO)	3
Complete one of the following:	4
MA 2140 Precalculus (QRCO) (TECO)	
MA one semester of Calculus	
<b>General Education:</b>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6

PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<b>Electives</b>	<b>20–17</b>
<b>Total</b>	<b>120</b>

\*Cannot double count MA 2140 or calculus.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>	<b>Credits</b>
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CS 2010 Computing Fundamentals (TECO)	3
CS 2370 Programming in Java	4
MA Math elective MA 1800, MA 2010, MA 2140 or above [not MADI]	3
MA 2200 Finite Mathematics (MATH)	3
CTDI Creative Thought Directions	6
SSDI Self and Society Directions	6
	31

<b>Year Two</b>	<b>Credits</b>
CS 2080 Visual Basic	3
CS 2220 Computer Hardware	3
CS 2381 Data Structures and Intermediate Programming	4
MA 2140 or one semester of Calculus	4
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
GACO Global Awareness Connection	3
Elective	3–1
	32

<b>Year Three</b>	<b>Credits</b>
CS 3240 Data Communication and Computer Networks	3
CS 3600 Database Management Systems	4
CS 3720 Systems Analysis and Design	3
CM 3090 Technical Communication (TECO) (WRCO)	3

<b>Years Three and Four</b>	<b>Credits</b>
CS 4400 Computer Networks and Protocols	4
CS 4520 CyberEthics (DICO) (INCO) (WRCO)	3
Information Technology Major Electives – complete two courses	5–6
MA 2300 Statistics I (QRCO)	3
WECO Wellness Connection	3
Electives	10–9

<b>Year Four</b>	<b>Credits</b>
CS 4220 System Administration	3
CS 4420 Computer Security	3
CS 4750 Senior Project	3
Electives	7
<b>Total</b>	<b>120</b>

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

### COMPUTING MINOR

17–19 credits

The minor in Computing allows students to choose an area of concentration in Computer Science, such as programming or networks. A minimum of two of the courses in the minor must be taken at Plymouth State University, with at least one of them at the 3000/4000 level. Students intending to take the minor in Computing should consult with a Computer Science faculty advisor to determine which courses best suit their needs.

	Credits
CS 2010 Computing Fundamentals	3
CS 2370 Programming in Java	4
CS 2381 Data Structures and Intermediate Programming	4
Complete two of the following:	6–8
CS 3020 Web Programming	
CS 3221 Algorithm Analysis	
CS 3240 Data Communication and Computer Networks	
CS 3600 Database Management Systems	
CS 3720 Systems Analysis and Design	
CS 3820 Human-Computer Interaction	

Several upper-level courses have prerequisites that are not covered by the required courses. Students must select courses carefully.

### INFORMATION TECHNOLOGY MINOR

16–18 credits

The minor in Information Technology is focused on information systems. A minimum of two courses in the minor must be taken at Plymouth State University, with at least one of them at the 3000/4000 level. Students intending to take the minor should consult with a Computer Science faculty advisor to determine which courses best suit their needs.

	Credits
CS 2010 Computing Fundamentals	3
CS 2220 Computer Hardware	3
CS 2370 Programming in Java	4
Complete two of the following:	6–8
CS 3020 Web Programming	
CS 3240 Data Communication and Computer Networks	
CS 3600 Database Management Systems	
CS 3720 Systems Analysis and Design	
CS 4400 Computer Networks and Protocols	
CS 4520 CyberEthics (DICO) (INCO)	

## Department of Criminal Justice

### College of Education, Health, and Human Services

**Department of Criminal Justice, Hyde Hall**

*Chair:* Mark J. Fischler

*Professor:* David A. Mackey

*Associate Professors:* Stephanie J. Halter, Kristine M. Levan,  
Francis M. Williams

Please also visit: [plymouth.edu/departments/cjustice/](http://plymouth.edu/departments/cjustice/).

### CRIMINAL JUSTICE, Bachelor of Arts

**120 credits**

The Department of Criminal Justice at Plymouth State University aims to serve students interested in careers in law enforcement, court administration, corrections, juvenile services, as well as graduate or law school. The Department also serves criminal justice agencies in the North Country and Lakes Region of New Hampshire by providing service and research support.

Students in Criminal Justice are exposed to a well-rounded liberal arts education that is interdisciplinary in nature. Therefore, students develop skills in a variety of areas including, but not limited to, problem solving techniques, communication skills, computing skills, and foreign language proficiency, along with an appreciation for ethical and professional behavior in the field. Upon completion of the program, students will have developed an independent sense of self, with a tolerance toward others and the ability to work in diverse cultures.

Students may transfer up to 50 percent of the required credits in the Criminal Justice BA degree program from an associate degree program. Students graduating with a BA in Criminal Justice must complete at least 50 percent of their credit hours through course work offered by Plymouth State University. For all students, at least 50 percent of the total course work for the major must be at the 3000/4000 level. The Department of Criminal Justice does not award course credit for life experience or training.

Degree Requirements	Credits
CJ 1010 The Criminal Justice System	3
CJ 2040 Criminal Adjudication	3
CJ 2070 Corrections	3
CJ 3050 The Law Enforcement Environment	3
CJ 3090 Criminology	3
CJ 3150 Society, Ethics, and the Law (DICO) (INCO)	3
CJ 4400 Research Methods in Criminal Justice	3
CJ 4800 Criminal Justice Seminar (WRCO)	3
CS 1170 Computing Technology in Criminal Justice (TECO)	3
SO 2220 Foundations of Sociology (DICO)	3
Part A – complete two major electives from the following:	6–7
AN 3600 Bodies, Bones, and Disease	
CJ 3010 Forensic Science	
CJ 3030 Forensic Science Laboratory	
CJ 3040 Race, Class, Crime, and Justice	

IS 4360 Cultural Diversity and American Society (DICO) (INCO)	
PO 3630 Constitutional Law: Civil Liberties	
PO 3680 Public Policy Analysis (WRCO)	
PS 3030 Social Psychology	
PS 3700 Psychology and Law	
PS 4320 Abnormal Psychology	
SO 3030 Social Psychology	
SO 3070 The Sociology of the Family	
SO 3100 Urban Sociology	
SO 3180 Sociology of Deviance (DICO)	
SO 3370 Sociology of Race and Ethnicity	
SO 3380 Drugs and Society (INCO)	
SO 3450 Social Stratification	
SW 3130 Child Welfare and Family Services (DICO)	
SW 3150 Child Maltreatment	

Quantitative Reasoning in the Discipline Connection – complete one of the following: 3

CJ 2350 Statistics for Criminal Justice (QRCO)	
MA 2300 Statistics I (QRCO)	
MA 2350 Statistics for Criminal Justice (QRCO)	

#### General Education:

EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundation	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
WECO Wellness Connection	3
Foreign Language (GACO)	8
Electives	37–34
Total	120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

Several of the Major Electives have prerequisites; see their course description for details.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundation	3

CJ 1010	The Criminal Justice System	3	<b>Year Four</b>		
CS 1170	Computing Technology in Criminal Justice (TECO)	3			<b>Credits</b>
SO 2220	Foundations of Sociology (DICO)	3	CJ 3150	Society, Ethics, and the Law (DICO) (INCO)	3
PPDI	Past and Present Direction	3	CJ 4800	Criminal Justice Seminar (WRCO)	3
SSDI	Self and Society Direction	3	WECO	Wellness Connection	3
	Foreign Language (GACO)	<u>8</u>		<i>Electives</i>	<u>19</u>
		32			28
<b>Year Two</b>		<b>Credits</b>	Total		120
CJ 2040	Criminal Adjudication	3	<b>Complementary Courses:</b> Students in Criminal Justice are encouraged to consider a minor in another department that would interface with the field of Criminal Justice. Free electives could be used to fulfill the requirements for minors such as: Anthropology/Sociology, Child Welfare and Family Studies, Computing, French, Geographic Information Systems, Media Studies, Peace and Social Justice Studies, Political Science, Pre-Law, Psychology or Spanish.		
CJ 2070	Corrections	3			
CTDI	Creative Thought Directions	6			
PPDI	Past and Present Direction	3			
SIDI	Scientific Inquiry Directions	6–8			
SSDI	Self and Society Direction	3			
QRCO	Quantitative Reasoning in the Discipline				
	Connection	3			
	<i>Elective</i>	<u>3–1</u>			
		30			
<b>Year Three</b>		<b>Credits</b>			
CJ 3050	The Law Enforcement Environment	3			
CJ 3090	Criminology	3			
CJ 4400	Research Methods in Criminal Justice	3			
Part A – complete two courses		6–7			
	<i>Electives</i>	<u>15–14</u>			
		30			

## Department of Early Childhood Studies

### College of Education, Health, and Human Services

**Department of Early Childhood Studies**, Rounds Hall

*Chair:* Patricia A. Cantor

*Professor:* Mary M. Cornish

*Assistant Professors:* Elizabeth Johnston, Meagan K. Shedd,  
Clarissa M. Uttley

Please also visit: [plymouth.edu/departments/early-childhood/](http://plymouth.edu/departments/early-childhood/).

**Center for Young Children and Families**, 35 Langdon Street

*Director:* Karen L. Sanders

*Teachers:* Robert F. Gannett, Wendy K. Hartke, Marcia O. Huckins,  
Susan E. LaFreniere, Meredith C. Leighton, Kayla B. Roper,  
Carly E. Roy

Please also visit: [plymouth.edu/services/cycf/](http://plymouth.edu/services/cycf/).

### EARLY CHILDHOOD STUDIES, Bachelor of Science 120 credits

The BS in Early Childhood Studies prepares students for careers working with children from birth through eight years of age and their families. The Early Childhood Studies program is based on the principle that supporting the growth, development, and learning of young children is meaningful, challenging, and important work. Students will develop a strong theoretical and conceptual knowledge base while engaging in supervised field experiences in a variety of early childhood settings, including the nationally accredited Center for Young Children and Families at PSU. The program is also grounded in the belief that children live and learn within families, cultures, and communities, and that to truly understand and appreciate each child, early childhood professionals must also learn about these broader contexts. Because early childhood professionals must work collaboratively with children, families, other professionals, community members and agencies, the program emphasizes effective communication and collaboration skills and openness to other perspectives.

All Early Childhood majors must choose at least one of the following options. These options emphasize the roles and responsibilities of all early childhood professionals and the knowledge and skills needed to be an effective leader and advocate. The BS in Early Childhood Studies also serves as a foundation to pursue advanced degrees in early childhood education, psychology, and the human services.

In order for Early Childhood Studies majors to participate in field experiences in diverse settings that are essential for their development as early childhood professionals, students must be willing and able to travel outside of the Plymouth area beyond walking distances. Early Childhood Studies majors should plan for and be able to provide their own transportation by the junior year.

### Fingerprinting/Criminal Background Check Requirements for Child Care Programs and Public Schools

Students who work with children in field experiences are subject to New Hampshire law, which requires all persons who come into contact with children/students on a regular basis for a period of time to undergo a full disclosure criminal records check, including fingerprinting. The cost to an individual for a fingerprinting and criminal record check currently ranges from around \$27 to \$38, depending on whether it is done at one of six digital stations in NH or through local police departments. (There may also be an additional service charge at police departments.) This requirement affects Early Childhood Studies majors who will be completing field experiences at the Center for Young Children and Families, other early care and education programs, and public school placements.

As of January 2010, NH State Law RSA 170-E:7(c) requires that all child care personnel ages 17 and over who spend more than five hours per week with children must be fingerprinted and have a criminal background check. This includes students in field experiences and practicums for more than five hours per week. Students should be prepared to complete this requirement at least once during their time at Plymouth State University, prior to their first field experience or practicum of five hours a week or more at the Center for Young Children and Families or another child care program site. Up-to-date information is available from the NH State Child Care Licensing Unit at [www.dhhs.nh.gov/oos/cclu/fingerprinting.htm](http://www.dhhs.nh.gov/oos/cclu/fingerprinting.htm) or from your academic advisor. If you have concerns about this requirement or the cost, please discuss those with your advisor.

Fingerprinting and background checks are also required for some field experiences in the public schools, such as those associated with CD 3400 and ER 4290, and for student teaching. School districts make final decisions about which field experiences will require a criminal background check. The results of the background check will be reported to and held by the district, so students may be required to complete a separate background check for each district in which they have a field experience placement. Questions about fingerprinting and criminal background checks for field experiences in public schools should be directed to the course instructor or, for student teaching experiences, to the Office of Educator Preparation. (See also the Teacher Education and Clinical Experiences section of this catalog.)

### Center for Young Children and Families

The Plymouth State University Center for Young Children and Families (CYCF), a state-licensed and nationally accredited early childhood program, is part of the Department of Early Childhood Studies. The mission of the CYCF is to provide high-quality early childhood programs to young children and their families, and to serve as a model program for preparing early childhood professionals. Its child-centered philosophy reflects an understanding of the needs of young children in a complex society. A play-based, project-oriented curriculum complements the constructivist approach intro-



duced in the Early Childhood Studies program. The CYCF employs teachers who have degrees in early childhood education and/or have considerable experience in the field. The CYCF hires undergraduate students as classroom aides and serves as an observation, field experience, and practicum site for all Early Childhood Studies majors as well as for students in other degree programs. For additional information, please visit [plymouth.edu/services/cycf/](http://plymouth.edu/services/cycf/).

### CONTRACT OPTION

This 21-credit option is designed by the student and his/her advisor and must be approved by the Department Chair. The 21 credits of the Option must be 3000/4000 level courses in Early Childhood (ER), Early Childhood Special Education (ERSE), Education (ED), and/or Reading (RL). The student must have 15-30 credits left to take at Plymouth to declare this Option. In designing this Option the student should work with his/her advisor to develop a program that will support his/her career goals.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
<b>ER, ERSE, ED, and/or RL 3000/4000 level Contract courses [not ERDI, not ERSEDI, not EDDI, not RLDI]</b>	<b>18</b>
MA 2110 Mathematics in Our World I (MATH)	4
RL 2500 Language and Literacy Development in Young Children	3
<b>Technology in the Discipline Connection – complete one of the following:</b>	<b>4–3</b>
ER 4250 Inquiry, Integration, and Problem Solving in the Primary Grades (TECO)	
ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>28–27</u>
<b>Total</b>	<b>120</b>

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110 Mathematics in Our World I (MATH)	4
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	<u>6</u>
	31
Year Two	Credits
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
RL 2500 Language and Literacy Development in Young Children	3
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Elective</i>	<u>2–0</u>
	32
Year Three	Credits
<b>ER, ERSE, ED, and/or RL 3000/4000 level Contract courses [not ERDI, not ERSEDI, not EDDI, not RLDI]</b>	<b>9</b>
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>15</u>
	30
Year Four	Credits
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
<b>ER, ERSE, ED, and/or RL 3000/4000 level Contract courses [not ERDI, not ERSEDI, not EDDI, not RLDI]</b>	<b>9</b>
TECO <b>Technology in the Discipline Connection</b>	<b>4–3</b>
<i>Electives</i>	<u>11–12</u>
	27
<b>Total</b>	<b>120</b>

**EARLY CARE AND EDUCATION OPTION**

The Early Care and Education Option provides specific preparation for caring for and teaching children from infancy through kindergarten and working with young children and families in non-public school settings. Students in this option will have experiences working in a variety of early childhood settings and programs. These could include Head Start, early intervention, infant care, public-school-based preschools, private and/or non-profit child care and preschool programs, hospital-based programs, Montessori programs or other settings. Early Childhood Studies candidates with this Option are strongly encouraged to complete an academic minor, selected in consultation with their academic advisor, to complement their interests and career goals.

In order for Early Childhood Studies majors to participate in field experiences in diverse settings that are essential for their development as early childhood professionals, students must be willing and able to travel outside of the Plymouth area beyond walking distances. Early Childhood Studies majors should plan for and be able to provide their own transportation by the junior year.

<b>Degree Requirements</b>	<b>Credits</b>
Courses required for the Option are shown in boldface.	
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
<b>ER 3400 The Project Approach</b>	<b>6</b>
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)	3
ER 4600 Special Topics in Early Childhood	3
ER 4700 Early Childhood Practicum	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
<b>ERSE 3600 Infant and Toddler Care and Education</b>	<b>4</b>
MA 2110 Mathematics in Our World I (MATH)	4
RL 2500 Language and Literacy Development in Young Children	3
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>31–29</u>
<b>Total</b>	<b>120</b>

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>	<b>Credits</b>
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110 Mathematics in Our World I (MATH)	4
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	<u>6</u>
	31
<b>Year Two</b>	<b>Credits</b>
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
RL 2500 Language and Literacy Development in Young Children	3
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Elective</i>	<u>2–0</u>
	32
<b>Year Three</b>	<b>Credits</b>
<b>ER 3400 The Project Approach</b>	<b>6</b>
<b>ER 4700 Early Childhood Practicum</b>	<b>3</b>
<b>ERSE 3600 Infant and Toddler Care and Education</b>	<b>4</b>
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>10</u>
	29
<b>Year Four</b>	<b>Credits</b>
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)	3
ER 4600 Special Topics in Early Childhood	3
<i>Electives</i>	<u>19</u>
	28
<b>Total</b>	<b>120</b>

**EARLY INTERVENTION OPTION**

Early Intervention refers to programs that provide services and supports for children under 3 with disabilities and their families. These services are provided in a variety of settings, from children's homes, to child care programs, to more specialized medical and therapeutic settings. The Option prepares students for careers in the growing field of early intervention. Coursework focuses on a family-centered, transdisciplinary approach to early intervention. Students will gain firsthand experience working with young children and families in early intervention settings under the mentorship of professionals in the field. The Option is designed so that it can be taken with the Early Care and Education Option.

In order for Early Childhood Studies majors to participate in field experiences in diverse settings that are essential for their development as early childhood professionals, students must be willing and able to travel outside of the Plymouth area beyond walking distances. Early Childhood Studies majors should plan for and be able to provide their own transportation by the junior year.

<b>Degree Requirements</b>	<b>Credits</b>
Courses required for the Option are shown in boldface.	
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
<b>ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)</b>	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
ERSE 3100 <b>Early Intervention</b>	3
ERSE 3300 <b>Assessment and Evaluation in Early Intervention</b>	3
ERSE 3600 <b>Infant and Toddler Care and Education</b>	4
ERSE 3900 <b>Early Intervention Practicum</b>	3
Electives for the Option – complete two of the following; at least one elective must be taken at the 3000/4000 level:	6
ER 4600 <b>Special Topics in Early Childhood</b>	
HE 3210 <b>Mental Health Issues (WECO)</b>	
LL 2950 <b>American Sign Language I (DICO)</b>	
LL 2960 <b>American Sign Language II (DICO)</b>	
PE 2850 <b>Wellness Choices for a Healthy, Active Lifestyle (WECO)</b>	
SW 3130 <b>Child Welfare and Family Services (DICO)</b>	
SW 3150 <b>Child Maltreatment</b>	
MA 2110 Mathematics in Our World I (MATH)	4
RL 2500 Language and Literacy Development in Young Children	3
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6

PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>28–26</u>
<b>Total</b>		<b>120</b>

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>	<b>Credits</b>
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110 Mathematics in Our World I (MATH)	4
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2300 Young Children's Learning and Development in Context	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	<u>6</u>
	31
<b>Year Two</b>	<b>Credits</b>
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3200 Assessment in Early Childhood (QRCO)	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ERSE 2500 Supporting Young Children with Exceptional Learning Needs	3
RL 2500 Language and Literacy Development in Young Children	3
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Elective</i>	<u>2–0</u>
	32
<b>Year Three</b>	<b>Credits</b>
ERSE 3100 <b>Early Intervention</b>	3
ERSE 3600 <b>Infant and Toddler Care and Education</b>	4
ERSE 3900 <b>Early Intervention Practicum</b>	3
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>13</u>
	29
<b>Year Four</b>	<b>Credits</b>
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
<b>ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)</b>	3
ERSE 3300 <b>Assessment and Evaluation in Early Intervention</b>	3
<b>Electives for the Option</b>	<b>6</b>
<i>Electives</i>	<u>13</u>
	28
<b>Total</b>	<b>120</b>

**TEACHER CERTIFICATION (PreK–3) OPTION**

Early Childhood Studies majors who plan to teach in a public school primary grade classroom should select the Teacher Certification PreK–3 Option. In this option, courses focus more specifically on children in the age range from five to eight and on the primary classroom setting. The content and pedagogical knowledge needed to teach in the primary grades is introduced in the early childhood core courses and the general education courses and further developed in the teacher certification option courses. Early Childhood teacher candidates will develop a repertoire of culturally responsive teaching strategies to foster primary grade students' understanding of reading, writing, language arts, mathematics, science, social studies, technology, and the arts. The Teacher Certification PreK–3 Option provides extensive field experiences in area public schools, culminating in a year-long teacher apprenticeship in a public school primary grade classroom. The year-long apprentice includes a two-and-a-half day per week practicum in a primary grade classroom in the fall semester, followed by a full-time teaching internship in the same classroom in the spring semester. The apprentice year provides Early Childhood Studies teacher candidates with a unique opportunity to develop relationships with their mentor teacher and the children in their class, participate in the development of classroom community over the course of a school year, see how the children grow and change over a year, and build the skills and knowledge needed to be an effective primary grade educator. Early Childhood Studies teacher candidates benefit from our Professional Development School partnership, which provides rich internship experiences under the mentorship of public school teachers and university faculty.

This teacher education program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for Birth-Grade 3 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. Receiving states may have a difference in elementary grade range and may impose certain special requirements that must be met within a reasonable period of time. For further information, please see the Educator Preparation section. A minimum cumulative grade point average of 2.50 is required for admission into Teacher Education candidacy; candidates are required to have a 3.00 grade point average to enroll in the Internship. All full-time or part-time matriculated candidates in this Option are expected to make satisfactory academic progress toward their academic goals.

In order for Early Childhood Studies majors to participate in field experiences in diverse settings that are essential for their development as early childhood professionals, students must be willing and able to travel outside of the Plymouth area beyond walking distances. Early Childhood Studies majors should plan for and be able to provide their own transportation by the junior year.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
ER 2000 Introduction to the Early Childhood Profession (WRCO)	3

ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2300	Young Children's Learning and Development in Context	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3200	Assessment in Early Childhood (QRCO)	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
<b>ER 3700</b>	<b>Learning and Teaching in the Primary Grades</b>	<b>3</b>
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
<b>ER 4250</b>	<b>Inquiry, Integration, and Problem Solving in the Primary Grades (TECO)</b>	<b>4</b>
<b>ER 4290</b>	<b>Primary Grade (K–3) Practicum</b>	<b>6</b>
<b>ER 4410</b>	<b>K–3 Internship in Teaching in an Inclusive Classroom</b>	<b>12</b>
<b>ER 4500</b>	<b>K–3 Internship in Teaching Seminar</b>	<b>3</b>
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3
<b>ERSE 3500</b>	<b>Special Education in the Primary Grades</b>	<b>3</b>
<b>CD 3400</b>	<b>Integrated Arts</b>	<b>3</b>
MA 2110	Mathematics in Our World I (MATH)	4
<b>MA 2120</b>	<b>Mathematics in Our World II (QRCO)</b>	<b>4</b>
RL 2500	Language and Literacy Development in Young Children	3
<b>RL 3500</b>	<b>Reading, Writing, and Language Arts in the Primary Grades</b>	<b>3</b>
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<b>9–7</b>
Total		<b>120</b>

Acceptance into the Teacher Certification Option requires acceptance into teacher certification candidacy (which includes passing the Praxis™ Core Academic Skills for Educators exam). The K–3 Internship in Teaching in an Inclusive Classroom requires a minimum grade of C in ER 4250 and ER 4290 and a minimum 3.00 cumulative grade point average.

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110 Mathematics in Our World I (MATH)	4
<b>ER 2000</b> Introduction to the Early Childhood Profession (WRCO)	<b>3</b>

ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2300	Young Children's Learning and Development in Context	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
		31
<b>Year Two</b>		<b>Credits</b>
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3200	Assessment in Early Childhood (QRCO)	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3
RL 2500	Language and Literacy Development in Young Children	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
	<i>Elective</i>	<u>2–0</u>
		32
<b>Year Three</b>		<b>Credits</b>
ER 3700	Learning and Teaching in the Primary Grades	3
ERSE 3500	Special Education in the Primary Grades	3
CD 3400	Integrated Arts	3
MA 2120	Mathematics in Our World II (QRCO)	4
RL 3500	Reading, Writing, and Language Arts in the Primary Grades	3
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	2
		29
<b>Year Four</b>		<b>Credits</b>
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
ER 4250	Inquiry, Integration, and Problem Solving in the Primary Grades (TECO)	4
ER 4290	Primary Grade (K–3) Practicum	6
ER 4410	K–3 Internship in Teaching in an Inclusive Classroom	12
ER 4500	K–3 Internship in Teaching Seminar	3
		28
Total		120

### EARLY INTERVENTION CERTIFICATE 16 credits

The Certificate program in Early Intervention is primarily intended for professionals working in the field of family-centered supports and services (early intervention) who need more focused coursework related to infants, toddlers, and young children with disabilities. For example, a licensed physical therapist providing services for a toddler with disabilities might want to pursue more focused coursework on this age group. The Certificate does **not** lead to credentialing as an Early Interventionist, but does address many of the competencies needed for this credential.

		<b>Credits</b>
ER 2300	Young Children's Learning and Development in Context	3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3
ERSE 3100	Early Intervention	3
ERSE 3300	Assessment and Evaluation in Early Intervention	3
ERSE 3600	Infant and Toddler Care and Education	4

Students in the Certificate program are eligible for federal financial aid. Up to two courses can be accepted for transfer credit in this Certificate.

The Certificate can be completed within three semesters, as follows:

#### *Spring (first semester)*

ER 2300	Young Children's Learning and Development in Context
ERSE 3600	Infant and Toddler Care and Education

#### *Fall (second semester)*

ERSE 2500	Supporting Young Children with Exceptional Learning Needs
ERSE 3100	Early Intervention

#### *Spring (third semester)*

ERSE 3300	Assessment and Evaluation in Early Intervention
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## Department of Elementary Education and Childhood Studies

### College of Education, Health, and Human Services

#### Department of Elementary Education and Childhood Studies,

Rounds Hall

*Chair:* Marianne M. True

*Professors:* Gerard E. Buteau, Michael L. Fischler,

Patricia L. Lindberg, Robert S. Miller

*Assistant Professors:* Joseph S. Rino, James W. Stiles,

Hilary L. Swank, Alison D. Wenhart

*Contract Faculty:* Brian Walker

Please also visit: [plymouth.edu/departments/education/](http://plymouth.edu/departments/education/).

#### CHILDHOOD STUDIES, Bachelor of Science

**120 credits**

This program provides the knowledge base necessary for working with children and families in a variety of settings as well as considerable field and internship experience. That knowledge base includes: theories of development, life-span development of the individual (both typical development and individual differences), context of development, interpersonal relationship skills, and personal and professional development. Two-credit field experiences complement two of the upper-level courses. Students complete a nine-credit internship during the final semester. Students are encouraged to choose elective courses, to pursue a minor (see Complementary Courses below), and to select an internship placement in order to focus their professional preparation.

Degree Requirements	Credits
CD 1000 Introduction to Childhood Studies (TECO)	3
CD 2200 Children and Families in Society	3
CD 2300 Human Development I: Child Development	3
CD 2310 Human Development II: Learning and Development (WRCO)	3
CD 2360 Foundations of Diversity (DICO)	3
CD 3000 Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
CD 3300 Creating Positive Learning Environments for Children	5
CD 3400 Integrated Arts	3
CD 4000 Leadership and Advocacy for Children	5
CD 4100 Contemporary Issues in Childhood Studies	3
CD 4230 Childhood Studies Internship	9
CD 4235 Childhood Studies Seminar	1
RL 3040 Exploring Childhood Through Children's Literature	3
SE 2080 Children with Disabilities	3
Quantitative Reasoning in the Discipline Connection – complete one of the following	3
BU 2240 Business Statistics (QRCO)	
MA 1900 Statistical Literacy in Today's Society (QRCO)	
MA 2120 Mathematics in Our World II (QRCO)	
MA 2300 Statistics I (QRCO)	
SS 3700 Social Statistics (QRCO)	
SW 3700 Social Statistics (QRCO)	

#### General Education:

EN 1200 Composition	3
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IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>28–26</u>
<b>Total</b>	<b>120</b>

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CD 1000 Introduction to Childhood Studies (TECO)	3
CD 2200 Children and Families in Society	3
CTDI Creative Thought Direction	3
PPDI Past and Present Direction	3
SIDI Scientific Inquiry Direction	3–4
SSDI Self and Society Direction	3
<i>Elective</i>	<u>3–2</u>
	<b>30</b>
Year Two	Credits
CD 2300 Human Development I: Child Development	3
CD 2310 Human Development II: Learning and Development (WRCO)	3
CD 2360 Foundations of Diversity (DICO)	3
SE 2080 Children with Disabilities	3
CTDI Creative Thought Direction	3
PPDI Past and Present Direction	3
SIDI Scientific Inquiry Direction	3–4
SSDI Self and Society Direction	3
QRCO Quantitative Reasoning in the Discipline Connection	3
<i>Elective</i>	<u>3–2</u>
	<b>30</b>
Year Three	Credits
CD 3000 Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
CD 3300 Creating Positive Learning Environments for Children	5
CD 3400 Integrated Arts	3
RL 3040 Exploring Childhood Through Children's Literature	3
GACO Global Awareness Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>10</u>
	<b>30</b>

Year Four	Credits
CD 4000 Leadership and Advocacy for Children	5
CD 4100 Contemporary Issues in Childhood Studies	3
CD 4230 Childhood Studies Internship	9
CD 4235 Childhood Studies Seminar	1
<i>Electives</i>	<u>12</u>
	30
Total	120

**Complementary Courses:** Students are encouraged to focus their professional preparation by pursuing a minor or choosing electives carefully. The following minors and courses are among those that might be appropriate:

Possible Minor	Credits
Adventure Education	18–19
Anthropology/Sociology	15
Applied Linguistics	15–16
Art	17–20
Art History	15
Child Welfare and Family Studies	16
Dance	22
French	15–17
Geography	15
Health	16.5
Health and Mental Health Studies	15
History	15
Political Science	15
Psychology	19
Spanish	17–18

#### Suggested Courses

AH 3150	Museum Studies: Objects and Collections
CJDI 1020	The Individual and the Law (SSDI)
CJ 3080	Juvenile Delinquency
ED 2550	Mentoring Adolescents
ED 4800	Practicum in Integrated Arts
HE 2500	First Aid and CPR
HE 3200	Stress Management (WECO)
HE 3210	Mental Health Issues (WECO)
HI 3340	New Hampshire and New England History
LL 2950	American Sign Language I (DICO)
PS 2010	Introduction to General Psychology
SO 2220	Foundations of Sociology (DICO)
SO 3380	Drugs and Society (INCO)
SW 2200	Introduction to Social Work
SW 3130	Child Welfare and Family Services (DICO)
SW 3150	Child Maltreatment
SW 3250	Families, Schools, and Community
SW 3300	Mental Health and Society (GACO)

### ELEMENTARY EDUCATION (K–8), Bachelor of Science 120 credits

This major prepares elementary school teachers to have the knowledge, skills, and dispositions necessary to create learning opportunities that support students' intellectual, social, and personal development. Inherent in this professional preparation is the promotion of sensitivity to the variety of learners; understanding and

respect for diversity within student populations, families, and communities; and appropriate and effective integration of technology in instruction to support students' learning. The major provides the appropriate professional and field-based experience through collaborative public school/university partnerships that enable candidates to demonstrate both content and pedagogical knowledge in a K–8 learning environment. In light of No Child Left Behind requirements, students, who are specifically preparing to teach Middle School, are advised to seek certification and major in the subject area they plan to teach. Students seeking K–8 certification who anticipate they may want to teach in grades 5–8 are advised to minor in a content area such as mathematics, science, social science or English.

This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for K–8 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. Receiving states may have a difference in elementary grade range and may impose certain special requirements that must be met within a reasonable period of time. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

A minimum cumulative grade point average of 3.00 is required for admission into Teacher Education candidacy; candidates are required to have a 3.00 grade point average to enroll in the Internship. All full-time or part-time matriculated candidates in this major are expected to make satisfactory academic progress toward their academic goals.

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Elementary Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements	Credits
CD 1000 Introduction to Childhood Studies (TECO)	3
CD 2200 Children and Families in Society	3
CD 2300 Human Development I: Child Development	3
CD 2310 Human Development II: Learning and Development (WRCO)	3
CD 2360 Foundations of Diversity (DICO)	3

CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3	<b>Year One</b>		<b>Credits</b>
CD 3400	Integrated Arts	3	EN 1200	Composition	3
MA 2110	Mathematics in Our World I (MATH)	4	IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2120	Mathematics in Our World II (QRCO)	4	MA 2110	Mathematics in Our World I (MATH)	4
PE 2840	Health and Fitness for Educators (WECO)	3	MA 2120	Mathematics in Our World II (QRCO)	4
SE 2080	Children with Disabilities	3	CD 1000	Introduction to Childhood Studies (TECO)	3
<b>Cluster I:</b>			CD 2200	Children and Families in Society	3
ED 3050	Foundations of Teaching and Learning	3	CTDI	Creative Thought Direction	3
ED 3051	Designing Positive Learning Communities	3	PPDI	Past and Present Direction	3
ED 3052	Assessing Children in Schools	3	SSDI	Self and Society Direction	3
ED 3055	Foundations of Teaching Practicum	1			29
RL 3050	Foundations of Reading and Writing	3	<b>Year Two</b>		<b>Credits</b>
<b>Cluster II:</b>			CD 2300	Human Development I: Child Development	3
ED 3060	Social Studies Curriculum and Instruction	3	CD 2310	Human Development II: Learning and Development (WRCO)	3
ED 3080	Teaching in the Content Areas Practicum	1	CD 2360	Foundations of Diversity (DICO)	3
ED 3090	Science Curriculum and Instruction	3	SE 2080	Children with Disabilities	3
MA 3070	Knowing and Teaching Mathematics	3	CTDI	Creative Thought Direction	3
RL 3070	Language Arts and Reading in the Elementary School	3	PPDI	Past and Present Direction	3
SE 3070	Classroom Applications in Inclusive Education	3	SIDI	Scientific Inquiry Directions	6–8
<b>Cluster III:</b>			SSDI	Self and Society Direction	3
ED 4500	Elementary Education Teaching Seminar	1	GACO	Global Awareness Connection	3
Complete one of the following:			<i>Elective</i>		<u>2–0</u>
ED 4400	Elementary Internship in Teaching (to be eligible for teacher certification)	12			32
CD 4230	Childhood Studies Internship		<b>Year Three</b>		<b>Credits</b>
<b>General Education:</b>			CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
EN 1200	Composition	3	CD 3400	Integrated Arts	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3	PE 2840	Health and Fitness for Educators (WECO)	3
CTDI	Creative Thought Directions	6	Cluster I – complete all courses		13
PPDI	Past and Present Directions	6	Electives		<u>8</u>
SIDI	Scientific Inquiry Directions	6–8			30
SSDI	Self and Society Directions	6	<b>Year Four</b>		<b>Credits</b>
GACO	Global Awareness Connection	3	Cluster II – complete all courses		16
<i>Electives</i>		<u>10–8</u>	Cluster III – complete all courses		13
Total		120			29
Students must complete all First Year Experiences courses, all Directions courses, pass the Praxis, and have a 3.00 GPA and an up-to-date electronic portfolio, <b>before</b> being accepted into the Clusters. The Clusters would begin in the second half of the junior year and would be taken three semesters in succession. Elementary Internship in Teaching requires a minimum cumulative grade point average of 3.00.			Total		120

Students must complete all First Year Experiences courses, all Directions courses, pass the Praxis, and have a 3.00 GPA and an up-to-date electronic portfolio, **before** being accepted into the Clusters. The Clusters would begin in the second half of the junior year and would be taken three semesters in succession. Elementary Internship in Teaching requires a minimum cumulative grade point average of 3.00.

To graduate with a “Bachelor’s degree in Elementary Education with Teacher Certification” and be eligible for teacher certification, students must successfully complete ED 4400. Those who instead complete CD 4230 will graduate with a “Bachelor’s degree in Elementary Education” but without eligibility for teacher certification.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

#### AFTERSCHOOL PROFESSIONAL CERTIFICATE 22 credits

“Afterschool” encompasses most organized out-of-school programming for school-age children (ages 4–18), including before-school hours, traditional afterschool programming, summer programs, and weekend/vacation programs.

		<b>Credits</b>
CD 1000	Introduction to Childhood Studies	3
CD 2200	Children and Families in Society	3
CD 2300	Human Development I: Child Development	3
CD 2360	Foundations of Diversity (DICO)	3
CD 3300	Creating Positive Learning Environments for Children	5
CD 4000	Leadership and Advocacy for Children	5

## Department of English

### College of Arts and Sciences

Department of English, Ellen Reed House

Chair: Ann K. McClellan

Assistant Chair: Robin DeRosa

Professors: Elizabeth A. Ahl, Elliott G. Gruner, Joseph Monninger,  
Meg J. Petersen, Paul W. Rogalus

Associate Professors: Megan L. Birch, Karolyn Kinane

Assistant Professor: Njelle Hamilton

Skills Application Teacher: Joseph F. Mealey III

Please also visit: [plymouth.edu/departments/english/](http://plymouth.edu/departments/english/).

### ENGLISH, Bachelor of Arts 120 credits

Through focused study in literature, language, and writing, English majors at Plymouth State University develop the essential skills of critical thinking, cogent analysis, and effective communication. The major explores both canonical and non-canonical texts in British, American, and Global literatures, and introduces students to trends in literary history and to contemporary questions raised by theorists and literary critics. Our renowned writing curriculum helps students develop their own original voices in both imaginative and expository writing. This core curriculum, along with 15 credits of Advanced Level (3000/4000) study in EN courses of the student's choosing, comprises the standard English major and prepares students well for a variety of life paths. Students who seek certification as English teachers must declare and follow the Teacher Certification Option. Students who elect to focus their Advanced Level study exclusively in writing may declare a Writing Option; those who elect to focus their Advanced Level study exclusively in literature and film courses may declare a Literature and Film option.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
EN 2500 Studies in English (WRCO)	3
EN 2700 Creative Writing	3
EN 3690 Critical Theory	3
<b>EN English electives above 3000 [not ENDI]</b>	<b>15</b>
Introductory Course – complete one of the following:	3
EN 2250 Identity and Difference in American Literature (DICO)	
EN 2350 Decades in Literature	
EN 2410 Shakespeare's (St)age	
EN 2450 Prize Winners	
EN 2610 Introduction to Film	
Currents – complete four of the following, including one each of American, British, and Global:	12
EN 3510 Currents in Global Literature (GACO)	
EN 3611 Currents in British Literature I (INCO)	
EN 3620 Currents in British Literature II	
EN 3710 Currents in American Literature I (DICO)	
EN 3720 Currents in American Literature II (DICO)	
LL 2000 Introduction to Language and Linguistics (QRCO)	3

<b>Technology in the Discipline Connection – complete one of the following:</b>	<b>3</b>
<b>CM 3090 Technical Communication (TECO)</b>	
<b>CM 3670 Journalism (TECO)</b>	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Foreign Language (GACO)</i>	8
<i>Electives</i>	<u>28–26</u>
<b>Total</b>	<b>120</b>

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
EN 2500 Studies in English (WRCO)	3
Years One and Two	Credits
Introductory Course – complete one course	3
EN 2700 Creative Writing	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
Foreign Language (GACO)	8
<i>Electives</i>	10–8
Years Three and Four	Credits
EN 3690 Critical Theory	3
Currents – complete four courses, including one each of American, British, and Global	12
<b>EN English electives above 3000 [not ENDI]</b>	<b>15</b>
<b>TECO Technology in the Discipline Connection – complete one course</b>	<b>3</b>

LL 2000	Introduction to Language and Linguistics (QRCO)	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	18
Total		120

### LITERATURE AND FILM OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
EN 2500 Studies in English (WRCO)	3
EN 2700 Creative Writing	3
EN 3690 Critical Theory	3
<b>EN English elective [not ENDI]</b>	<b>3</b>
Introductory Course – complete one of the following:	3
EN 2250 Identity and Difference in American Literature (DICO)	
EN 2350 Decades in Literature	
EN 2410 Shakespeare's (St)age	
EN 2450 Prize Winners	
EN 2610 Introduction to Film	
Currents – complete four of the following, including one each of American, British, and Global:	12
EN 3510 Currents in Global Literature (GACO)	
EN 3611 Currents in British Literature I (INCO)	
EN 3620 Currents in British Literature II	
EN 3710 Currents in American Literature I (DICO)	
EN 3720 Currents in American Literature II (DICO)	
<b>Advanced Study in Literature and Film – complete five from the following:</b>	<b>15</b>
EN 3270 Gothic Fiction	
EN 3295 Postcolonial Literature (GACO)	
EN 3300 The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3320 Literature into Film	
EN 3352 Lost Generation[s]: Voices of American Counterculture Movements	
EN 3450 Women Writers	
EN 3590 The Filmmaker's Vision: An Introduction to Film Analysis	
EN 3750 Topics in Literature and Film	
EN 4015 The Medieval Cult of the Saints (INCO) (WRCO)	
EN 4050 The "Real" World (INCO)	
EN 4600 Travels (INCO)	
EN 4800 Single Author	
EN 4910 Independent Study (literature or film)	
EN 4950 English Internship	
<b>Advanced Study in Writing – complete one of the following:</b>	<b>3</b>
EN 3030 Practicum in Publication	
EN 3100 Fiction Workshop	
EN 3120 Advanced Composition	
EN 3130 Non-Fiction Workshop	
EN 3140 Poetry Workshop	
EN 3300 The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3680 Scriptwriting	
EN 3760 Topics in Writing	
EN 4030 Advanced Poetry Workshop	
EN 4130 Advanced Prose Workshop	

EN 4910 Independent Study (writing)	
EN 4950 English Internship	
CM 3090 Technical Communication	
CM 3670 Journalism	
CM 4090 Advanced Technical Communication	
LL 2000 Introduction to Language and Linguistics (QRCO)	3
<b>Technology in the Discipline Connection – complete one of the following:</b>	<b>3</b>
CM 3090 Technical Communication (TECO)	
CM 3670 Journalism (TECO)	
<i>General Education:</i>	
EN 1200 Composition	3
IS IIII The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
INCO Integration Connection	3
WECO Wellness Connection	3
Foreign Language (GACO)	8
<i>Electives</i>	<u>22–20</u>
Total	120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required*

Year One	Credits
EN 1200 Composition	3
IS IIII The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
EN 2500 Studies in English (WRCO)	3
Years One and Two	Credits
Introductory Course - complete one course	3
EN 2700 Creative Writing	3
<b>EN English elective [not ENDI]</b>	<b>3</b>
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
Foreign Language (GACO)	8
<i>Electives</i>	7–5
Years Three and Four	Credits
EN 3690 Critical Theory	3
Currents – complete four courses, including one each of American, British and Global	12
<b>Advanced Study in Literature and Film – complete five courses</b>	<b>15</b>



<b>Advanced Study in Writing – complete one course</b>	<b>3</b>
<b>TECO Technology in the Discipline Connection – complete one course</b>	<b>3</b>
LL 2000 Introduction to Language and Linguistics (QRCO)	3
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	15
<b>Total</b>	<b>120</b>

### TEACHER CERTIFICATION (5–12) OPTION

This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for 5–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including English Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

<b>Degree Requirements</b>	<b>Credits</b>
Courses required for the Option are shown in boldface.	
EN 2500 Studies in English (WRCO)	3
EN 2560 <b>Introduction to English Teaching</b>	3
EN 2700 Creative Writing	3
EN 3510 <b>Currents in Global Literature (GACO)</b>	3
EN 3611 <b>Currents in British Literature I (INCO)</b>	3
EN 3620 <b>Currents in British Literature II</b>	3
EN 3690 Critical Theory	3
EN 3710 <b>Currents in American Literature I (DICO)</b>	3
EN 3720 <b>Currents in American Literature II (DICO)</b>	3
EN 4310 <b>Teaching Writing in the Secondary School</b>	3
EN 4320 <b>English Internship in Teaching Seminar</b>	1
EN 4430 <b>English Internship in Teaching 5–12</b>	11
EN 4550 <b>Teaching Literature in the Secondary School</b>	3
Introductory Course – complete one of the following:	3

EN 2250 Identity and Difference in American Literature (DICO)	
EN 2350 Decades in Literature	
EN 2410 Shakespeare's (St)age	
EN 2450 Prize Winners	
EN 2610 Introduction to Film	
<b>Advanced Study in Writing – complete one of the following:</b>	<b>3</b>
EN 3030 <b>Practicum in Publication</b>	
EN 3100 <b>Fiction Workshop</b>	
EN 3120 <b>Advanced Composition</b>	
EN 3130 <b>Non-Fiction Workshop</b>	
EN 3140 <b>Poetry Workshop</b>	
EN 3300 <b>The Craft of Screenwriting: Reading and Writing Screenplays</b>	
EN 3680 <b>Scriptwriting</b>	
EN 3760 <b>Topics in Writing</b>	
EN 4030 <b>Advanced Poetry Workshop</b>	
EN 4130 <b>Advanced Prose Workshop</b>	
EN 4910 <b>Independent Study (writing)</b>	
EN 4950 <b>English Internship</b>	
CM 3090 <b>Technical Communication</b>	
CM 3670 <b>Journalism</b>	
CM 4090 <b>Advanced Technical Communication</b>	
CD 3000 <b>Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)</b>	3
ED 3350 <b>Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)</b>	3
LL 2000 Introduction to Language and Linguistics (QRCO)	3
PS 3195 <b>Development and Understanding</b>	3
SE 3090 <b>Introduction to Special Education: Middle and Secondary</b>	3
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
WECO Wellness Connection	3
<i>Foreign Language (GACO)</i>	8
<i>Electives</i>	<u>10–8</u>
<b>Total</b>	<b>120</b>

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

English Internship in Teaching requires a minimum cumulative grade point average of 2.70; a minimum grade of C in EN 3510, EN 4310, and EN 4550; and a minimum grade of C in three of the following: EN 3611, EN 3620, EN 3710 or EN 3720.

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
EN 2500	Studies in English (WRCO)	3
<b>Years One and Two</b>		<b>Credits</b>
Introductory Course – complete one course		3
EN 2560	<b>Introduction to English Teaching</b>	3
EN 2700	Creative Writing	3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
	Foreign Language (GACO)	8
	<i>Electives</i>	7–5
<b>Years Three and Four</b>		<b>Credits</b>
EN 3510	<b>Currents in Global Literature (GACO)</b>	3
EN 3611	<b>Currents in British Literature I (INCO)</b>	3
EN 3620	<b>Currents in British Literature II</b>	3
EN 3690	Critical Theory	3
EN 3710	<b>Currents in American Literature I (DICO)</b>	3
EN 3720	<b>Currents in American Literature II (DICO)</b>	3
EN 4310	<b>Teaching Writing in the Secondary School</b>	3
<b>Advanced Study in Writing – complete one course</b>		3
CD 3000	<b>Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)</b>	3
ED 3350	<b>Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)</b>	3
PS 3195	<b>Development and Understanding</b>	3
SE 3090	<b>Introduction to Special Education: Middle and Secondary</b>	3
WECO	Wellness Connection	3
	<i>Elective</i>	3
<b>Year Four</b>		<b>Credits</b>
EN 4320	<b>English Internship in Teaching Seminar</b>	1
EN 4430	<b>English Internship in Teaching 5–12</b>	11
EN 4550	<b>Teaching Literature in the Secondary School</b>	3
Total		120

**WRITING OPTION**

<b>Degree Requirements</b>		<b>Credits</b>
Courses required for the Option are shown in boldface.		
EN 2500	Studies in English (WRCO)	3
EN 2700	Creative Writing	3
EN 3690	Critical Theory	3
EN	<b>English elective [not ENDI]</b>	3
<b>Introductory Course – complete one of the following:</b>		3
EN 2250	Identity and Difference in American Literature (DICO)	

EN 2350	Decades in Literature	
EN 2410	Shakespeare's (St)age	
EN 2450	Prize Winners	
EN 2610	Introduction to Film	
<b>Currents – complete four of the following, including one each of American, British, and Global:</b>		12
EN 3510	<b>Currents in Global Literature (GACO)</b>	
EN 3611	<b>Currents in British Literature I (INCO)</b>	
EN 3620	<b>Currents in British Literature II</b>	
EN 3710	<b>Currents in American Literature I (DICO)</b>	
EN 3720	<b>Currents in American Literature II (DICO)</b>	
<b>Advanced Study in Writing – complete five of the following:</b>		15
EN 3030	<b>Practicum in Publication</b>	
EN 3100	<b>Fiction Workshop</b>	
EN 3120	<b>Advanced Composition</b>	
EN 3130	<b>Non-Fiction Workshop</b>	
EN 3140	<b>Poetry Workshop</b>	
EN 3300	<b>The Craft of Screenwriting: Reading and Writing Screenplays</b>	
EN 3680	<b>Scriptwriting</b>	
EN 3760	<b>Topics in Writing</b>	
EN 4030	<b>Advanced Poetry Workshop</b>	
EN 4130	<b>Advanced Prose Workshop</b>	
EN 4910	<b>Independent Study (writing)</b>	
EN 4950	<b>English Internship</b>	
CM 3090	<b>Technical Communication</b>	
CM 3670	<b>Journalism</b>	
CM 4090	<b>Advanced Technical Communication</b>	
<b>Advanced Study in Literature and Film – complete one from the following:</b>		3
EN 3270	<b>Gothic Fiction</b>	
EN 3295	<b>Postcolonial Literature (GACO)</b>	
EN 3300	<b>The Craft of Screenwriting: Reading and Writing Screenplays</b>	
EN 3320	<b>Literature into Film</b>	
EN 3352	<b>Lost Generation[s]: Voices of American Counterculture Movements</b>	
EN 3450	<b>Women Writers</b>	
EN 3590	<b>The Filmmaker's Vision: An Introduction to Film Analysis</b>	
EN 3750	<b>Topics in Literature and Film</b>	
EN 4015	<b>The Medieval Cult of the Saints (INCO) (WRCO)</b>	
EN 4050	<b>The "Real" World (INCO)</b>	
EN 4600	<b>Travels (INCO)</b>	
EN 4800	<b>Single Author</b>	
EN 4910	<b>Independent Study (literature)</b>	
EN 4950	<b>English Internship</b>	
LL 2000	Introduction to Language and Linguistics (QRCO)	3
<b>Technology in the Discipline Connection – complete one of the following:</b>		3
CM 3090	<b>Technical Communication (TECO)</b>	
CM 3670	<b>Journalism (TECO)</b>	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6

INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		<u>22–20</u>
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
EN 2500	Studies in English (WRCO)	3

Years One and Two		Credits
Introductory Course – complete one course		3
EN 2700	Creative Writing	3
EN	<b>English elective [not ENDI]</b>	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
	Foreign Language (GACO)	8
	<i>Electives</i>	7–5

Years Three and Four		Credits
EN 3690	Critical Theory	3
Currents – complete four courses, including one each of American, British, and Global		12
<b>Advanced Studies in Writing – complete five courses</b>		15
<b>Advanced Study in Literature and Film – complete one course</b>		3
<b>Technology in the Discipline Connection – complete one course</b>		3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	15
Total		120

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

#### CREATIVE WRITING MINOR 15 credits

	Credits
EN 2700 Creative Writing	3
EN/ENDI English elective	3
Complete one of the following:	3

EN 3100	Fiction Workshop	
EN 3140	Poetry Workshop	
Complete two of the following:		6
EN 3030	Practicum in Publication	
EN 3120	Advanced Composition	
EN 3130	Non-Fiction Workshop	
EN 3680	Scriptwriting	
EN 3760	Topics in Writing	
EN 4030	Advanced Poetry Workshop	
EN 4130	Advanced Prose Workshop	
EN 4910	Independent Study (writing)	
EN 4950	English Internship	
CM 3090	Technical Communication	
CM 3670	Journalism	

#### EXPOSITORY WRITING MINOR 15 credits

		Credits
EN 3030	Practicum in Publication	3
EN 3120	Advanced Composition	3
EN 3130	Non-Fiction Workshop	3
CM 3090	Technical Communication	3
CM 3670	Journalism	3

#### FILM STUDIES MINOR 15 credits

The Film Studies Minor offers students the opportunity to study the artistic, literary, critical, historical, and technical aspects of the motion picture.

	Credits
Complete five of the following:	15
ENDI 2200 The Art of Film (CTDI)	
EN 2610 Introduction to Film	
EN 3300 The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3320 Literature into Film	
EN 3590 The Filmmaker's Vision: An Introduction to Film Analysis	
IS 3440 God, the Devil, and Moral Choice in Film	

#### LITERATURE MINOR 15 credits

	Credits
EN 2500 Studies in English	3
Complete one of the following:	3
ENDI 1330 Arthurian Legends: Representations of Leadership, Romance, National Identity, and Spiritual Question (PPDI)	
EN 2250 Identity and Difference in American Literature (DICO)	
EN 2350 Decades in Literature	
EN 2410 Shakespeare's (St)age	
EN 2450 Prize Winners	
EN 2610 Introduction to Film	
Complete three Advanced Study in Literature and Film and/or Currents courses	9

## Department of Environmental Science and Policy

### College of Arts and Sciences

Department of Environmental Science and Policy, Boyd Science Center

*Chair:* Mary Ann McGarry

*Professors:* Bryon D. Middlekauff, Mark P. Turski

*Assistant Professors:* Lisa A. Doner, Mark B. Green, Shannon Rogers, Amy M. Villamagna

*Research Assistant Professors:* Kathleen F. Bush, Douglas L. Earick, June E. Hammond-Rowan

*Director of the Center for the Environment:* Joseph N. Boyer

*Associate Director of the Center for the Environment:*

June E. Hammond-Rowan

Please also visit: [plymouth.edu/departments/esp/](http://plymouth.edu/departments/esp/).

### ENVIRONMENTAL SCIENCE AND POLICY, Bachelor of Science 120 credits

The BS in Environmental Science and Policy program prepares students for careers in government and non-government organizations, consulting firms, and further studies at the graduate level. There are two options within the program, a community and environmental focus and an environmental science focus. Both options develop an understanding of the science of environmental issues and the application of policy to social and cultural interests of industry and communities. The program functions in collaboration with the Center for the Environment and encourages student research and service-learning experiences. Students have the opportunity to design a program that will address both their environmental and policy interests.

#### COMMUNITY AND ENVIRONMENT OPTION

A minimum of 31 credits in the major must be completed at the 3000/4000 level.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
ESP 2100 Introduction to Environmental Science and Policy I	4
ESP 2110 Introduction to Environmental Science and Policy II	4
ESP 2150 Introduction to Geological Sciences	4
ESP 4550 Environmental Science and Policy Seminar (WRCO)	4
AN 2210 <b>Cultural Anthropology (GACO)</b>	3
BI 3240 Conservation (DICO) (GACO) (INCO)	3
GE 2090 Computer Mapping (TECO)	3
GE 3270 Introduction to Geographic Information Systems	3
PO 1020 <b>American Government</b>	3
SO 2220 Foundations of Sociology (DICO)	3
SO 3390 Environment and Society (INCO)	3
<b>Group A – complete five courses from the following:</b>	<b>15</b>
AN 3110 <b>Cultural Ecology</b>	
BU 3220 <b>Business and the Environment</b>	
EPL 2100 <b>Community Planning</b>	
EPL 3100 <b>Environmental Planning</b>	
ESP 3600 <b>Special Topics in Environmental Policy</b>	

GE 3030 Urban Geography	
GE 3260 The Physical Geography of National Parks	
GE 4270 Advanced Geographic Information Systems	
GE 4280 Geographic Information Systems Applications: Computer Mapping	
IS 3482 Perspectives on Wilderness	
PO 3680 Public Policy Analysis (WRCO)	
SO 3400 Human Dimensions of Natural Resource Management	
SS 4950 Community Research Experience (INCO)	
AN 4410 Methods of Social Research <i>or</i>	
SO 4410 Methods of Social Research	
<b>Group B – complete two courses from the following:</b>	<b>6–8</b>
BI 2070 Botany	
BI 3260 Freshwater Ecology	
BI 4050 Ecology (QRCO) (WRCO)	
ESP 3000 Environmental Field Studies	
ESP 3200 Energy and Society	
ESP 4100 Applied Hydrogeology	
GE 3300 Introduction to Hydrology	
GE 3310 Landform Analysis	
GE 4150 Topics in Geography	
MT 4440 Climate Change (INCO)	
MT 2110 Introduction to Atmospheric Sciences <i>and</i>	
MT 2230 Introduction to Meteorological Analysis	
Quantitative Reasoning in the Discipline Connection – complete one of the following:	3
MA 2300 Statistics I (QRCO)	
SS 3700 Social Statistics (QRCO)	
SW 3700 Social Statistics (QRCO)	
<b>General Education:</b>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SSDI Self and Society Directions	6
WECO Wellness Connection	3
<i>Electives</i>	<u>29–27</u>
<b>Total</b>	<b>120</b>

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
ESP 2100 Introduction to Environmental Science and Policy I	4
ESP 2110 Introduction to Environmental Science and Policy II	4

GE 2090	Computer Mapping (TECO)	3
SO 2220	Foundations of Sociology (DICO)	3
CTDI	Creative Thought Directions	<u>6</u>
		29
<b>Year Two</b>		<b>Credits</b>
ESP 2150	Introduction to Geological Sciences	4
AN 2210	<b>Cultural Anthropology (GACO)</b>	3
PO 1020	<b>American Government</b>	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
	<i>Elective</i>	3
		31
<b>Year Three</b>		<b>Credits</b>
BI 3240	Conservation (DICO) (GACO) (INCO)	3
GE 3270	Introduction to Geographic Information Systems	3
SO 3390	Environment and Society (INCO)	3
<b>Group B – complete two courses</b>		<b>6–8</b>
	<i>Electives</i>	<u>15–13</u>
		30
<b>Year Four</b>		<b>Credits</b>
ESP 4550	Environmental Science and Policy Seminar (WRCO)	4
<b>Group A – complete five courses</b>		<b>15</b>
	<i>Electives</i>	<u>11</u>
		30
<b>Total</b>		<b>120</b>

### ENVIRONMENTAL SCIENCE OPTION

A minimum of 36 credits in the major must be completed at the 3000/4000 level.

<b>Degree Requirements</b>	<b>Credits</b>
Courses required for the Option are shown in boldface.	
ESP 2100	Introduction to Environmental Science and Policy I 4
ESP 2110	Introduction to Environmental Science and Policy II 4
ESP 2150	Introduction to Geological Sciences 4
ESP 4550	Environmental Science and Policy Seminar (WRCO) 4
BI 3240	Conservation (DICO) (GACO) (INCO) 3
CH 2335	<b>General Chemistry I (QRCO)</b> 4
CH 2340	<b>General Chemistry II</b> 4
GE 2090	Computer Mapping (TECO) 3
GE 3270	Introduction to Geographic Information Systems 3
GE 3300	<b>Introduction to Hydrology</b> 3
MT 2110	<b>Introduction to Atmospheric Sciences</b> 3
MT 2230	<b>Introduction to Meteorological Analysis</b> 1
PH 2130	<b>Physics I</b> 4
SO 2220	Foundations of Sociology (DICO) 3
SO 3390	Environment and Society (INCO) 3
<b>Group A – complete three courses from the following:</b>	<b>9–12</b>
BI 3260	<b>Freshwater Ecology</b>
BI 4050	<b>Ecology (QRCO) (WRCO)</b>
CH 3600	<b>Environmental Chemistry (INCO)</b>
ESP 3000	<b>Environmental Field Studies</b>

ESP 3200	<b>Energy and Society</b>	
ESP 3300	<b>Soils and Environmental Change</b>	
ESP 3610	<b>Special Topics in Environmental Science</b>	
ESP 4100	<b>Applied Hydrogeology</b>	
GE 3310	<b>Landform Analysis</b>	
GE 4150	<b>Topics in Geography</b>	
MT 4150	<b>Air Quality (INCO)</b>	
MT 4440	<b>Climate Change (INCO)</b>	
<b>Group B – complete two courses from the following:</b>		<b>6</b>
AN 2210	<b>Cultural Anthropology (GACO)</b>	
BU 3220	<b>Business and the Environment</b>	
EPL 2100	<b>Community Planning</b>	
EPL 3100	<b>Environmental Planning</b>	
ESP 3502	<b>Geo-cultural Education on the Colorado Plateau</b>	
GE 3030	<b>Urban Geography</b>	
GE 3260	<b>The Physical Geography of National Parks</b>	
PO 1020	<b>American Government</b>	
PO 3680	<b>Public Policy Analysis (WRCO)</b>	
SO 3400	<b>Human Dimensions of Natural Resource Management</b>	
SS 4995	<b>Community Research Experience (INCO)</b>	
AN 4410	<b>Methods of Social Research or</b>	
SO 4410	<b>Methods of Social Research</b>	
<b>Mathematics Foundations – complete one of the following</b>		<b>4</b>
MA 2490	<b>Applied Calculus I (MATH)</b>	
MA 2550	<b>Calculus I (MATH)</b>	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>21–18</u>
<b>Total</b>		<b>120</b>

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>	<b>Credits</b>
EN 1200	Composition 3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry 3
MA	<b>Mathematics Foundations – complete one course</b> 4
ESP 2100	Introduction to Environmental Science and Policy I 4
ESP 2110	Introduction to Environmental Science and Policy II 4
GE 2090	Computer Mapping (TECO) 3
SO 2220	Foundations of Sociology (DICO) 3
CTDI	Creative Thought Directions <u>6</u>
	30



<b>Year Two</b>		<b>Credits</b>	SO 3390 Environment and Society (INCO)	3
ESP 2150	Introduction to Geological Sciences	4	<b>Group B – complete two courses</b>	<b>6</b>
CH 2335	General Chemistry I (QRCO)	4	<i>Electives</i>	<u>10</u>
CH 2340	General Chemistry II	4		29
MT 2110	Introduction to Atmospheric Sciences	3	<b>Year Four</b>	<b>Credits</b>
MT 2230	Introduction to Meteorological Analysis	1	ESP 4550 Environmental Science and Policy Seminar (WRCO)	4
PPDI	Past and Present Directions	6	GE 3300 Introduction to Hydrology	3
SSDI	Self and Society Directions	6	<b>Group A – complete three courses</b>	<b>9–12</b>
QRCO	Quantitative Reasoning in the Discipline Connection	3	WECO Wellness Connection	3
		3 <sup>1</sup>	<i>Electives</i>	<u>11–8</u>
<b>Year Three</b>		<b>Credits</b>		30
BI 3240	Conservation (DICO) (GACO) (INCO)	3	Total	120
GE 3270	Introduction to Geographic Information Systems	3		
PH 2130	Physics I	4		

## Department of Health and Human Performance

### College of Education, Health, and Human Services

**Department of Health and Human Performance**, Draper and

Maynard Building

*Chair:* Linda S. Levy

*Assistant Chair:* Irene M. Cucina

*Professors:* Margaret E. Burckes-Miller, Cheryl A. Coker,

Lynn V. Johnson, Marjorie A. King, Barbara J. McCahan,

Louise S. McCormack

*Associate Professor:* Christian Bisson

*Assistant Professors:* Rebecca L. Busanich, Ryanne Carmichael,

James G. Hannon

*Clinical Assistant Professor:* Liesl M. Lindley

*Contract Faculty:* Pamela A. Childs

Please also visit: [plymouth.edu/departments/hhp/](http://plymouth.edu/departments/hhp/).

### ADVENTURE EDUCATION, Bachelor of Science

**120 credits**

Students majoring in Adventure Education are preparing for future careers in field-based leadership, instruction, and administrative positions with non-profit and commercial outdoor education, therapeutic adventure, environmental, and recreation programs.

Adventure Education teaches students how to use human powered outdoor pursuits to expose people to purposeful challenge, high adventure, and new growth opportunities. Students majoring in Adventure Education engage in outdoor activities such as backpacking, rock climbing, canoeing, ropes courses, and mountaineering to systematically learn four broad sets of skills. First, they learn the professional and technical skills to operate competently and safely in demanding outdoor environments. Second, they learn how to teach various outdoor-related lessons that aim to the development of new skills, knowledge or values. Third, they learn how to develop, frame, facilitate and process adventure experiences so that their future clients and students grow personally and professionally. And fourth, they also learn to interpret and teach about the various natural environments they will encounter when teaching in the great outdoors.

Students enrolled in the Adventure Education program take a variety of courses that cover adventure programming history, philosophy, ethics, theory, leadership group behavior and management, group processing and facilitation, experiential pedagogy, risk management, legal issues, and program administration.

In their second year, all students in Adventure Education participate in a 15-credit Fall Immersion Semester, which involves wilderness backpacking and canoe campus expeditions lasting 4 to 15 days. They also have the option of spending a semester in the Outdoor Education program at LaTrobe University in Bendigo, Australia. Adventure Education students can also take courses with the National Outdoor Leadership School (NOLS) that will count toward the completion of their degree in Adventure Education

Additionally, students are required to complete a minimum of 60 days of documented adventure leadership or instruction prior to their internship (AP 4880) or 30 days prior to their Clinical (AP 3890). This leadership/instruction experience must occur after the student's formal matriculation into the Adventure Education program. Some of this experience is gained through work at the PSU Outdoor Center or with the Adventure Education Club, while some is accrued through summer jobs in campus or outdoor programs.

Many of the field-based courses require additional cost for transportation, food, permits, supplies or equipment rental. To meet these expenses, most field-based courses have fees attached to them. Students can expect to pay between \$1,500 and \$2,500 in additional course fees to complete the Adventure Education major. The range in cost depends on what optional courses students choose to take throughout their studies in Adventure Education. In addition, students are expected to provide basic personal outdoor clothing and equipment. The program will provide group, technical, technological, and safety gear but we will not be able to outfit students with outdoor clothing and hiking or paddling boots.

*Program Mission:* The mission of the Adventure Education program is to provide an environmentally sustainable, academically comprehensive, and technically proficient education for future adventure educators. In addition, the program embraces the University motto *Ut prosim* (That I may serve) by actively seeking and providing services to the campus and regional community.

Note: Because field-based courses may occur on weekends, the schedule for Adventure Education students needs to be carefully planned and may disallow participation in some athletic teams and/or affect their availability for working during some semesters.

Degree Requirements		Credits
AP 2010	Foundations of Adventure Education	3
AP 2210	Adventure Education Teaching Theories and Methods	3
AP 2300	Rock Climbing Fundamentals	3
AP 2400	Canoe Paddling Fundamentals	3
AP 2500	Natural History and Ecology for Adventure Educators	3
AP 3320	Adventure Education Philosophy and Theory (WRCO)	3
AP 3500	Adventure Processing and Facilitation	3
AP 3510	Outdoor Skills Clinical	1
AP 4200	Teaching Assistantship in Adventure Education	3
AP 4600	Risk Management in Adventure Education	3
Complete the Fall Immersion Semester:		15
AP 3101	Immersion Wilderness Expedition (TECO)	
AP 3201	Immersion Human-Nature Relationship	
AP 3301	Immersion Adventure Leadership and Group Management	
AP 3401	Immersion Wilderness First Responder	

Adventure Education Activity – complete one of the following:	3	<b>Year One</b>	<b>Credits</b>
AP 3110 Challenge Course Fundamentals		EN 1200 Composition	3
AP 3310 Lead Rock Climbing		IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
AP 3410 Whitewater Kayaking		MA Mathematics Foundations	3
AP 3810 Alpine Mountaineering		AP 2010 Foundations of Adventure Education	3
AP 3950 Special Topics in Adventure Education		AP 2210 Adventure Education Teaching Theories and Methods	3
Adventure Education Capstone – complete (C) or (D):	6	AP 2300 Rock Climbing Fundamentals	3
(C) AP 4880 Adventure Education Internship <b>or</b>		AP 2400 Canoe Paddling Fundamentals	3
(D) AP 3880 Adventure Education Practicum <i>and</i>		AP 2500 Natural History and Ecology for Adventure Educators	3
AP 3890 Adventure Education Clinical		CTDI Creative Thought Directions	6
PE 3560 Measurement and Assessment in Physical Education (QRCO)	3		30
<i>General Education:</i>		<b>Year Two</b>	<b>Credits</b>
EN 1200 Composition	3	Immersion Adventure Education courses (TECO)	15
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3	AP 3500 Adventure Processing and Facilitation	3
MA Mathematics Foundations	3	AP 3510 Outdoor Skills Clinical	1
CTDI Creative Thought Directions	6	PPDI Past and Present Directions	6
PPDI Past and Present Directions	6	SSDI Self and Society Directions	6
SIDI Scientific Inquiry Directions	6–8		31
SSDI Self and Society Directions	6	<b>Year Three</b>	<b>Credits</b>
DICO Diversity Connection	3	Adventure Education Activity – complete one course	3
GACO Global Awareness Connection	3	AP 3320 Adventure Education Philosophy and Theory (WRCO)	3
INCO Integration Connection	3	PE 3560 Measurement and Assessment in Physical Education (QRCO)	3
WECO Wellness Connection	3	SIDI Scientific Inquiry Directions	6–8
<i>Electives</i>	<u>20–18</u>	GACO Global Awareness Connection	3
Total	120	<i>Electives</i>	5–3

The Immersion courses are offered fall semesters only. AP 3880 requires a minimum cumulative grade point average of 2.00. AP 4880 requires a minimum grade of C in AP 4300. AP 4880 must be taken before the semester immediately prior to graduation.

### National Outdoor Leadership School (NOLS)

The wilderness expedition experiences taken at the National Outdoor Leadership School may satisfy some of the following PSU courses. All courses will be evaluated for course content prior to enrollment.

AP 2309	Rock Climbing Fundamentals
AP 2409	Canoe Paddling Fundamentals
AP 3109	Wilderness Expedition [ <b>not</b> TECO]
AP 3309	Adventure Leadership and Group Management
AP 3319	Lead Rock Climbing
AP 3409	Wilderness First Responder
AP 3419	Whitewater Kayaking
AP 3709	Winter Backcountry Travel
AP 3819	Alpine Mountaineering
AP 3959	Special Topics in Adventure Education

Credit may be awarded only once for either PSU courses or NOLS courses.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Years Three and Four</b>	<b>Credits</b>
AP 4200 Teaching Assistantship in Adventure Education	3
AP 4600 Risk Management in Adventure Education	3
WECO Wellness Connection	3
<b>Year Four</b>	<b>Credits</b>
Adventure Education Capstone – complete (C) or (D)	6
DICO Diversity Connection	3
INCO Integration Connection	3
<i>Electives</i>	15
Total	120

## ATHLETIC TRAINING, Bachelor of Science 120 credits

Athletic training is a field of study where students learn how to prevent, diagnose, and treat acute and chronic musculoskeletal and general medical conditions. The program is designed to provide students interested in the field of Athletic Training the opportunity to develop the necessary skills and knowledge through classroom experiences and clinical rotations to meet the competencies set forth by the Commission on Accreditation of Athletic Training Education Programs (CAATE), the program's accrediting body. A four semester clinical experience is required as part of this program. Students successfully completing this program will be eligible to sit for the BOC certification exam.

Athletic Training students must meet the following requirements to enroll in AT 2750 Athletic Training Clinical I:

- minimum 2.33 overall grade point average
- minimum 2.33 grade point average in
  - AT 1010 Introduction to Athletic Training
  - AT 2100 Introduction to Clinical Practice
  - AT 2250 Prevention and Care of Injuries in Active Populations
  - AT 3250 Injury Assessment I
  - AT 3260 Injury Assessment Laboratory I
  - HE 2500 First Aid and CPR/AED
  - BI 2110 Human Anatomy and Physiology I
  - BI 2120 Human Anatomy and Physiology II
  - BI 2130 Human Anatomy and Physiology Laboratory I
  - BI 2140 Human Anatomy and Physiology Laboratory II
  - PE 3570 Kinesiology
- successful completion of 80 observation hours (at PSU)
- verification of compliance with the program's Technical Standards.

Technical Standards are available to all interested students and can be obtained by contacting the Department of Health and Human Performance.

The clinical component of the Athletic Training major requires all students to complete four successive clinical rotations (minimum of 200 hours each). Membership in the National Athletic Trainers' Association is required while enrolled in clinical courses. Clinical assignments are completed over no fewer than four academic semesters and include one full year of continual clinical assignment. To fulfill this requirement, students should anticipate remaining clinically active during the Winterim of their junior year. Athletic Training students who participate on a fall or spring athletic team should anticipate spending a minimum of two winter terms in the clinic. Students who participate on a winter athletic team may require one additional semester to complete their clinical requirement. Clinical assignment schedules for athletes pursuing a degree in Athletic Training are decided on a case-by-case basis by the Director of Clinical Instruction. Students should expect to complete approximately 20 clinical hours per week. Travel to off-campus clinical sites may be required.

Degree Requirements	Credits
AT 1010 Introduction to Athletic Training	1.0
AT 2100 Introduction to Clinical Practice	2.0
AT 2250 Prevention and Care of Injuries in Active Populations	3.0
AT 2750 Clinical Athletic Training I	4.0
AT 3015 Clinical Integration	2.0
AT 3250 Injury Assessment I	3.0
AT 3260 Injury Assessment Laboratory I	1.0
AT 3270 Injury Assessment II	3.0
AT 3280 Injury Assessment Laboratory II	1.0
AT 3350 Athletic Training Health, Prevention, and Management (WECO) (WRCO)	3.0
AT 3400 Pharmacology for Allied Health Professionals	2.0
AT 3760 Clinical Athletic Training II	4.0
AT 4100 Administration of Athletic Training (INCO)	3.0
AT 4200 Research and Statistics in Athletic Training (QRCO) (WRCO)	3.0
AT 4250 Rehabilitation of Injuries for Active Populations	3.0

AT 4260 Rehabilitation of Injuries for Active Populations Laboratory	1.0
AT 4500 Therapeutic Modalities (TECO)	3.0
AT 4510 Therapeutic Modalities Laboratory	1.0
AT 4760 Clinical Athletic Training III	4.0
AT 4800 Clinical Athletic Training IV	4.0
BI 2110 Human Anatomy and Physiology I	3.0
BI 2120 Human Anatomy and Physiology II	3.0
BI 2130 Human Anatomy and Physiology Laboratory I	1.0
BI 2140 Human Anatomy and Physiology Laboratory II	1.0
HE 2500 First Aid and CPR/AED	1.5
HE 3220 Applied Nutrition for Healthy Living (TECO)	3.0
MA 2300 Statistics I (MATH)	3.0
PE 3570 Kinesiology	3.0
PE 3580 Physiology of Exercise	3.0
PE 4780 Exercise Prescription	3.0
<b>General Education:</b>	
EN 1200 Composition	3.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CTDI Creative Thought Directions	6.0
PPDI Past and Present Directions	6.0
SSDI Self and Society Directions	6.0
DICO Diversity Connection	3.0
GACO Global Awareness Connection	3.0
<b>Electives</b>	<b>14.5</b>
<b>Total</b>	<b>120.0</b>

AT 3760 requires a minimum cumulative grade point average of 2.50. AT 4760 requires a minimum cumulative grade point average of 2.70. AT 4800 requires a minimum cumulative grade point average of 2.75.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA 2300 Statistics I (MATH)	3.0
AT 1010 Introduction to Athletic Training	1.0
AT 2250 Prevention and Care of Injuries in Active Populations	3.0
BI 2110 Human Anatomy and Physiology I	3.0
BI 2120 Human Anatomy and Physiology II	3.0
BI 2130 Human Anatomy and Physiology Laboratory I	1.0
BI 2140 Human Anatomy and Physiology Laboratory II	1.0
HE 2500 First Aid and CPR/AED	1.5
PPDI Past and Present Directions	6.0
<b>Elective</b>	<b>1.5</b>
	<b>30.0</b>
Year Two	Credits
AT 2100 Introduction to Clinical Practice	2.0
AT 2750 Clinical Athletic Training I	4.0
AT 3250 Injury Assessment I	3.0
AT 3260 Injury Assessment Laboratory I	1.0
AT 3270 Injury Assessment II	3.0
AT 3280 Injury Assessment Laboratory II	1.0

PE 3570	Kinesiology	3.0
PE 3580	Physiology of Exercise	3.0
CTDI	Creative Thought Directions	6.0
	<i>Elective</i>	<u>2.0</u>
		28.0

**Year Three**

		<b>Credits</b>
AT 3015	Clinical Integration	2.0
AT 3350	Athletic Training Health, Prevention, and Management (WECO) (WRCO)	3.0
AT 3400	Pharmacology for Allied Health Professionals	2.0
AT 3760	Clinical Athletic Training II	4.0
AT 4200	Research and Statistics in Athletic Training (QRCO) (WRCO)	3.0
AT 4250	Rehabilitation of Injuries for Active Populations	3.0
AT 4260	Rehabilitation of Injuries for Active Populations Laboratory	1.0
AT 4500	Therapeutic Modalities (TECO)	3.0
AT 4510	Therapeutic Modalities Laboratory	1.0
AT 4760	Clinical Athletic Training III	4.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
SSDI	Self and Society Direction	<u>3.0</u>
		32.0

**Year Four**

		<b>Credits</b>
AT 4100	Administration of Athletic Training (INCO)	3.0
AT 4800	Clinical Athletic Training IV	4.0
PE 4780	Exercise Prescription	3.0
SSDI	Self and Society Direction	3.0
DICO	Diversity Connection	3.0
GACO	Global Awareness Connection	3.0
	<i>Electives</i>	<u>11.0</u>
		30.0

Total

120.0

**EXERCISE AND SPORT****PHYSIOLOGY, Bachelor of Science 120 credits**

This major provides a strong science-based curriculum of advanced study in exercise physiology, exercise testing and prescription, strength and conditioning, and research methodology with an emphasis on the improvement and understanding of human performance. Laboratory activities, research, and clinical applications are components of this program. Majors will be prepared for careers in clinical rehabilitation/research settings, strength and conditioning settings, the health/fitness industry, and future graduate study in exercise physiology, kinesiology, physical therapy, medicine, and other allied health related fields. This program prepares students to challenge select certification examinations with organizations such as the American College of Sports Medicine, National Strength and Conditioning Association, and others.

<b>Degree Requirements</b>	<b>Credits</b>
PE 2428 Flexibility, Core, and Balance Training	1.5
PE 2550 Foundations of Physical Education (TECO)	3.0
PE 2640 Burdenko Conditioning	1.5
PE 2831 Resistance Training Techniques	1.5
PE 3570 Kinesiology	3.0
PE 3580 Physiology of Exercise	3.0
PE 3750 Physiology of Exercise Laboratory	1.0
PE 3760 Advanced Laboratory Techniques	3.0

PE 3850	Introduction to Research Writing	1.0
PE 4520	Principles and Theories of Strength and Conditioning	3.0
PE 4770	Cardiovascular Physiology	3.0
PE 4780	Exercise Prescription	3.0
PE 4790	Exercise Biochemistry	3.0
AT 3400	Pharmacology for Allied Health	2.0
BI 2110	Human Anatomy and Physiology I	3.0
BI 2120	Human Anatomy and Physiology II	3.0
BI 2130	Human Anatomy and Physiology Laboratory I	1.0
BI 2140	Human Anatomy and Physiology Laboratory II	1.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
MA 2300	Statistics I (MATH)	3.0
Capstone Experience – complete both courses:		
PE 4805	Senior Research I (WRCO)	3.0
PE 4810	Senior Research II	3.0

**General Education:**

EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CTDI	Creative Thought Directions	6.0
PPDI	Past and Present Directions	6.0
SSDI	Self and Society Directions	6.0
DICO	Diversity Connection	3.0
GACO	Global Awareness Connection	3.0
INCO	Integration Connection	3.0
WECO	Wellness Connection	3.0
	<i>Electives</i>	<u>23.5</u>
Total		120.0

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>	<b>Credits</b>
EN 1200 Composition	3.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA 2300 Statistics I (MATH)	3.0
PE 2550 Foundations of Physical Education (TECO)	3.0
BI 2110 Human Anatomy and Physiology I	3.0
BI 2120 Human Anatomy and Physiology II	3.0
BI 2130 Human Anatomy and Physiology Laboratory I	1.0
BI 2140 Human Anatomy and Physiology Laboratory II	1.0
CTDI Creative Thought Directions	6.0
PPDI Past and Present Directions	<u>6.0</u>
	32.0

Year Two		Credits
PE 2428	Flexibility, Core, and Balance Training	1.5
PE 2831	Resistance Training Techniques	1.5
PE 3570	Kinesiology	3.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
SSDI	Self and Society Directions	6.0
GACO	Global Awareness Connection	3.0
WECO	Wellness Connection	3.0
	<i>Elective</i>	<u>3.0</u>
		29.0



Year Three		Credits
PE 3580	Physiology of Exercise	3.0
PE 3750	Physiology of Exercise Laboratory	1.0
PE 3760	Advanced Laboratory Techniques	3.0
PE 3850	Introduction to Research Writing	1.0
PE 4520	Principles and Theories of Strength and Conditioning	3.0
AT 3400	Pharmacology for Allied Health	2.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
DICO	Diversity Connection	3.0
INCO	Integration Connection	3.0
	<i>Electives</i>	<u>9.0</u>
		31.0
Year Four		Credits
PE 2640	Burdenko Conditioning	1.5
PE 4770	Cardiovascular Physiology	3.0
PE 4780	Exercise Prescription	3.0
PE 4790	Exercise Biochemistry	3.0
PE 4805	Senior Research I (WRCO)	3.0
PE 4810	Senior Research II	3.0
	<i>Electives</i>	<u>11.5</u>
		28.0
Total		120.0

## HEALTH EDUCATION AND PROMOTION, Bachelor of Science 120 credits

The Health Education and Promotion program is designed to prepare well-qualified health educators and health promotion specialists. The coursework is organized to understand human behavior and to help people lead healthier lives. Additionally, students develop professional skills needed for planning, organizing, and implementing programs about many health issues. Some of the health areas studied include nutrition, diseases, physical activity, stress management, and health across the lifespan. Students apply for one of two options: Health Promotion, which prepares students for work as a health promotion specialist in the community or private sector, or School Health, which prepares students for certification as health education teachers. Students in the Health Promotion option may also take elective courses that will prepare them for graduate studies and careers in the health professions, i.e., nursing, dietetics, physical therapy, occupational therapy, medicine, naturopathic medicine, massage therapy or in the fitness industry. Students completing the Health Education and Promotion major may also choose to graduate with both options. Graduates are prepared to take a national certification exam to become a certified health education specialist (CHES) and have the option of also becoming certified as an American College of Sports Medicine Physical Activity and Public Health Specialist (PAPHS). Health Education and Promotion graduates will find careers with community agencies, hospitals, worksites, campus and community wellness centers, and public health programs. Careers in K-12 public schools teaching health education require completion of the School Health option. Many of the theory courses require health education experiences outside the classroom (e.g., school and health promotion observations and practical experiences, community and corporate wellness fairs, professional conference/seminar attendance). Students should expect additional costs for printing and supplies for professional education and clinical assignments, vaccinations, professional attire, criminal record check, and transportation. In addition to day and evening classes, professional health education courses may meet on the weekends.

cal assignments, vaccinations, professional attire, criminal record check, and transportation. In addition to day and evening classes, professional health education courses may meet on the weekends.

## HEALTH PROMOTION OPTION

The Health Promotion Option addresses individual, interpersonal, community, environmental and policy influences on various health behaviors, including physical activity, nutrition and diet, stress management, alcohol/tobacco and other drug use, safe sex practices, and preventative medical care. Possible paths upon graduation for health promotion careers include hospitals, managed care organizations, insurance companies, non-profit agencies, public health agencies as well as in public and private worksite settings or may include graduate studies in public health, exercise and health psychology, counseling, nursing, dietetics, and/or allied health programs. Students are encouraged to complete BIDI 2010 Human Biology I and BIDI 2020 Human Biology II as the General Education Scientific Inquiry Direction (SIDI).

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
HE 1970	Introduction to Health Promotion	3.0
HE 2300	Principles of Health	3.0
HE 2400	Physical Activity and Health	3.0
HE 2900	Disease, Safety, and Environment (WECO)	3.0
HE 3200	Stress Management (WECO)	3.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
<b>HE 3230</b>	<b>Promoting Health Across the Lifespan</b>	<b>3.0</b>
HE 3240	Health Promotion Planning and Evaluation (WRCO)	4.0
<b>HE 3320</b>	<b>Health Promotion Skills</b>	<b>4.0</b>
HE 3660	CPR and First Aid Instructor	1.5
HE 4530	Senior Seminar in Health Promotion	1.0
<b>Health Promotion – complete two courses from the following:</b>		<b>6.0</b>
HE 3700	Drug Behavior (WECO)	
HE 3710	Sex and Family Living Education	
HE 4080	Lifestyle and Wellness Coaching	
SO 3500	Illness, Wellness, and Healing (WECO)	
SW 3300	Mental Health and Society (GACO) <i>or</i>	
SW 3500	Health and Society (GACO) (WECO)	
<b>Capstone – complete one of the following:</b>		<b>3–12.0</b>
HE 4090	Qualitative Research in Health Promotion	
HE 4440	Health Promotion Internship	
HE 4540	Applied Health Promotion	
BU 2450	Principles of Marketing	3.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
PE 4010	Exercise and Health Psychology (INCO)	3.0
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3.0
MA 1900	Statistical Literacy in Today's Society (QRCO)	
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3.0
IS IIII	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0

CTDI	Creative Thought Directions	6.0
PPDI	Past and Present Directions	6.0
SIDI	Scientific Inquiry Direction	6–8.0
SSDI	Self and Society Directions	6.0
GACO	Global Awareness Connection	3.0
<i>Electives</i>		<u>31.5–20.5</u>
Total		120.0

HE 4440 requires a minimum grade point average of 2.70 (cumulative and major).

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
HE 1970	Introduction to Health Promotion	3.0
HE 2300	Principles of Health	3.0
HE 2900	Disease, Safety, and Environment (WECO)	3.0
CTDI	Creative Thought Directions	6.0
PPDI	Past and Present Directions	<u>6.0</u>
		30.0

Year Two		Credits
HE 2400	Physical Activity and Health	3.0
HE 3200	Stress Management (WECO)	3.0
BU 2450	<b>Principles of Marketing</b>	3.0
QRCO	Quantitative Reasoning Connection – complete one course	3.0
SIDI	Scientific Inquiry Directions	6–8.0
SSDI	Self and Society Directions	6.0
	<i>Electives</i>	<u>6–4.0</u>
		30.0

Year Three		Credits
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
HE 3230	<b>Promoting Health Across the Lifespan</b>	3.0
HE 3240	Health Promotion Planning and Evaluation (WRCO)	4.0
HE 3320	<b>Health Promotion Skills</b>	4.0
HE 3660	CPR and First Aid Instructor	1.5
	<b>Health Promotion – complete two courses</b>	6.0
GACO	Global Awareness Connection	3.0
	<i>Electives</i>	<u>5.5</u>
		30.0

Year Four		Credits
HE 4530	Senior Seminar in Health Promotion	1.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
PE 4010	<b>Exercise and Health Psychology (INCO)</b>	3.0
	<b>Capstone – complete one</b>	<u>3–12.0</u>
	<i>Electives</i>	<u>20–11.0</u>
		30.0
Total		120.0

#### SCHOOL HEALTH (K–12) OPTION

This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for K–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/). Students have a short teaching experience their junior year and complete a teaching internship experience in the elementary/middle school and high school level their senior year.

Admittance into the School Health Option is based on the following criteria:

- minimum 42 credits earned
- minimum cumulative grade point average of 2.50
- minimum grade of C in each of the following courses:
  - HE 1970 Introduction to Health Promotion
  - PE 2415 Introduction to Physical Education and Health Instruction
- passing Praxis™ Core Academic Skills for Educators
- up-to-date electronic folio
- meeting with the Coordinator of Teacher Education for Health Education, Physical Education and Physical Education/Health Education

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Health Education Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
HE 1970	Introduction to Health Promotion	3.0
HE 2300	Principles of Health	3.0
HE 2400	Physical Activity and Health	3.0
HE 2900	Disease, Safety, and Environment (WECO)	3.0
HE 3105	<b>Teaching Strategies, Methods, and Resources in Health Education</b>	3.0
HE 3200	Stress Management (WECO)	3.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0

HE 3240	Health Promotion Planning and Evaluation (WRCO)	4.0
HE 3660	CPR and First Aid Instructor	1.5
HE 3700	Drug Behavior (WECO)	3.0
HE 3710	Sex and Family Living Education	3.0
HE 4530	Senior Seminar in Health Promotion	1.0
HE 4640	School Health Clinical	1.0
HE 4950	Health Education Internship in Teaching K-12: Elementary Component	6.0
HE 4960	Health Education Internship in Teaching K-12: Secondary Component	6.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
PE 2415	Introduction to Physical Education and Health Instruction	3.0
PE 3310	Curriculum Design and Implementation	3.0
SE 3090	Introduction to Special Education: Middle and Secondary	3.0
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3.0
MA 1900	Statistical Literacy in Today's Society (QRCO)	
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
CTDI	Creative Thought Directions	6.0
PPDI	Past and Present Directions	6.0
SIDI	Scientific Inquiry Direction	6-8.0
SSDI	Self and Society Directions	6.0
GACO	Global Awareness Connection	3.0
<i>Electives</i>		<u>22.5-20.5</u>
Total		120.0

Several required courses for this Option have prerequisites. HE 4640 requires a minimum cumulative grade point average of 2.60. HE 4950 and HE 4960 require a minimum grade of C in HE 4640 and a minimum cumulative grade point average of 2.70.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
HE 1970	Introduction to Health Promotion	3.0
HE 2900	Disease, Safety, and Environment (WECO)	3.0
CTDI	Creative Thought Directions	6.0
PPDI	Past and Present Directions	6.0
GACO	Global Awareness Connection	3.0
		30.0

Year Two		Credits
HE 2300	Principles of Health	3.0
HE 2400	Physical Activity and Health	3.0
HE 3200	Stress Management (WECO)	3.0
HE 3700	Drug Behavior (WECO)	3.0
PE 2415	Introduction to Physical Education and Health Instruction	3.0
QRCO	Quantitative Reasoning Connection – complete one course	3.0
SIDI	Scientific Inquiry Directions	6-8.0
SSDI	Self and Society Directions	6.0
	<i>Elective</i>	<u>2-0.0</u>
		32.0

Year Three		Credits
HE 3105	Teaching Strategies, Methods, and Resources in Health Education	3.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
HE 3240	Health Promotion Planning and Evaluation (WRCO)	4.0
HE 3660	CPR and First Aid Instructor	1.5
HE 3710	Sex and Family Living Education	3.0
HE 4640	School Health Clinical	1.0
SE 3090	Introduction to Special Education: Middle and Secondary	3.0
	<i>Electives</i>	<u>11.5</u>
		30.0

Year Four		Credits
HE 4530	Senior Seminar in Health Promotion	1.0
HE 4950	Health Education Internship in Teaching K-12: Elementary Component	6.0
HE 4960	Health Education Internship in Teaching K-12: Secondary Component	6.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
PE 3310	Curriculum Design and Implementation	3.0
	<i>Electives</i>	<u>9.0</u>
		28.0

Total 120.0

## PHYSICAL EDUCATION, Bachelor of Science

122 credits

The Bachelor of Science degree in Physical Education offers students two professional focus areas: Physical Education Teacher Certification or Physical Education/Health Education Teacher Certification. The core courses of the Physical Education major provide the biological, psychological, philosophical, historical, and social/behavioral science principles in the study of physical activity, exercise, and sport. Students complete the core coursework and select one or more of the options to complete their studies through advanced courses. Each option is organized to reflect the current scholarship and practices in the field and allows students to develop knowledge, skills, attitudes, and a philosophical understanding specific to their future role as a teaching practitioner in the field of Physical Education and/or Health Education.

**Physical Education Professional Activity Courses**

The 2000 level, 1.5 credit courses are letter graded and with the exception of PE 2200 Lifeguard Training and PE 2280 Water Safety Instruction, are for the majors and minors in the Department of Health and Human Performance only.

**Physical Activity Skills Courses**

The Physical Activity Skills courses are one credit electives designed to provide students with the opportunity to learn and engage in a wide variety of physical activities, with the goal of promoting health and lifelong participation in physical activity. These 1000 level courses are graded Pass/No Pass.

**CONTRACT OPTION**

Upon approval of the Chair of the Department of Health and Human Performance and the advisor, students may graduate with a BS in Physical Education (Contract Option). Students must have completed a minimum of 90 credits in order to select this Option.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
PE 2550 Foundations of Physical Education (TECO)	3
PE 2731 Motor Development (WRCO)	3
PE 3570 Kinesiology	3
PE 3580 Physiology of Exercise	3
<b>Lower-level Physical Education – complete 10 credits of 1000/2000 level Physical Education courses, with minimally two courses (3 credits) from the following [not PEDI]:</b>	<b>10</b>
PE 2428 Flexibility, Core, and Balance Training	
PE 2525 Group Exercise Leadership	
PE 2640 Burdenko Conditioning	
PE 2740 Water Exercise Techniques	
PE 2831 Resistance Training Techniques	
<b>Upper-level Physical Education – complete 24 credits of 3000/4000 level Coaching [not CCDI] or Health Education [not HEDI] or Physical Education courses [not PEDI]</b>	<b>24</b>
BI 2110 Human Anatomy and Physiology I	3
BI 2120 Human Anatomy and Physiology II	3
BI 2130 Human Anatomy and Physiology Laboratory I	1
BI 2140 Human Anatomy and Physiology Laboratory II	1
<b>Quantitative Reasoning in the Discipline Connection – complete one of the following:</b>	<b>3</b>
MA 2300 Statistics I (QRCO)	
PE 3560 Measurement and Assessment in Physical Education (QRCO)	
<b>General Education:</b>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SSDI Self and Society Directions	6
DICO Diversity Connection	3
GACO Global Awareness Connection	3
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>26</u>
<b>Total</b>	<b>122</b>

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
PE 2550 Foundations of Physical Education (TECO)	3
<b>PE Lower-level Physical Education courses [not PEDI]</b>	<b>6</b>
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	<u>6</u>
	30
Year Two	Credits
<b>PE Lower-level Physical Education courses [not PEDI]</b>	<b>4</b>
BI 2110 Human Anatomy and Physiology I	3
BI 2120 Human Anatomy and Physiology II	3
BI 2130 Human Anatomy and Physiology Laboratory I	1
BI 2140 Human Anatomy and Physiology Laboratory II	1
SSDI Self and Society Directions	6
DICO Diversity Connection	3
GACO Global Awareness Connection	3
<i>Electives</i>	<u>8</u>
	32
Year Three	Credits
PE 2731 Motor Development (WRCO)	3
PE 3570 Kinesiology	3
PE 3580 Physiology of Exercise	3
<b>CC or HE or PE Upper-level CC [not CCDI] or HE [not HEDI] or PE courses [not PEDI]</b>	<b>12</b>
<b>QRCO Quantitative Reasoning in the Discipline Connection</b>	<b>3</b>
WECO Wellness Connection	3
<i>Elective</i>	<u>3</u>
	30
Year Four	Credits
<b>CC or HE or PE Upper-level CC [not CCDI] or HE [not HEDI] or PE courses [not PEDI]</b>	<b>12</b>
INCO Integration Connection	3
<i>Electives</i>	<u>15</u>
	30
<b>Total</b>	<b>122</b>

**PHYSICAL EDUCATION and HEALTH EDUCATION TEACHER CERTIFICATION (K–12) OPTION**

The Physical Education and Health Education Teacher Certification (K–12) Option is certified at the state level by the New Hampshire Department of Education. Graduates who complete the double Physical Education and Health Education Teacher Certification Option are prepared to teach both physical education and health education and become eligible for K–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state

upon application to that state's department of education. Receiving states may have a difference in grade range and may impose certain requirements that must be met within a reasonable period of time. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/). Early field experiences within the university setting, practica in school settings, and the full semester teaching internship provide perspective to the theories and applications as learned in the core and double option.

Admittance into the Physical Education and Health Education Teacher Certification Option is based on the following criteria:

- minimum 42 credits earned
- minimum cumulative grade point average of 2.50
- minimum grade of C in each of the following courses:
  - PE 2415 Introduction to Physical Education and Health Instruction
  - PE 2550 Foundations of Physical Education
- completion of 15 of the required 45 hours of community service
- passing Praxis™ Core Academic Skills for Educators
- up-to-date electronic folio
- meeting with the Coordinator of Teacher Education for Health Education, Physical Education, and Physical Education/Health Education.

Candidates in the Physical Education PE+HE Teacher Certification program need to be competent in the areas of Standard First Aid and Adult, Child, and Infant CPR/AED. Competency includes instructor certification. The requirement can be met by earning certification by completing a class at a college/university or through the American Red Cross, American Heart Association, National Safety Council or Emergency Care Safety Institute. This requirement must be met prior to the Internship in Teaching.

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements		Credits
<i>Courses required for the Option are shown in boldface.</i>		
<b>PE 2405</b>	<b>Concepts of Fitness and Skill Performance</b>	2.0
<b>PE 2406</b>	<b>Concepts of Fitness and Skill Laboratory</b>	1.0

<b>PE 2415</b>	<b>Introduction to Physical Education and Health Instruction</b>	3.0
<b>PE 2422</b>	<b>Rhythm and Dance Fundamentals</b>	1.5
<b>PE 2423</b>	<b>Fundamentals in Gymnastics</b>	1.5
<b>PE 2424</b>	<b>Net and Wall Activities</b>	1.5
<b>PE 2425</b>	<b>Lifetime/Leisure Activities</b>	1.5
<b>PE 2426</b>	<b>Striking and Fielding Activities</b>	1.5
<b>PE 2427</b>	<b>Territorial Activities</b>	1.5
<b>PE 2428</b>	<b>Flexibility, Core, and Balance Training</b>	1.5
<b>PE 2430</b>	<b>Elementary Activities</b>	1.5
<b>PE 2550</b>	<b>Foundations of Physical Education (TECO)</b>	3.0
<b>PE 2640</b>	<b>Burdenko Conditioning</b>	1.5
<b>PE 2731</b>	<b>Motor Development (WRCO)</b>	3.0
<b>PE 2860</b>	<b>Adventure Programming for Physical Educators (WECO)</b>	3.0
<b>PE 3000</b>	<b>Instructional Strategies I – Elementary</b>	4.0
<b>PE 3310</b>	<b>Curriculum Design and Implementation</b>	3.0
<b>PE 3560</b>	<b>Measurement and Assessment in Physical Education (QRCO)</b>	3.0
<b>PE 3570</b>	<b>Kinesiology</b>	3.0
<b>PE 3580</b>	<b>Physiology of Exercise</b>	3.0
<b>PE 3600</b>	<b>Adapted Physical Education</b>	3.0
<b>PE 3720</b>	<b>Motor Learning</b>	3.0
<b>PE 4000</b>	<b>Instructional Strategies II – Secondary</b>	4.0
<b>PE 4815</b>	<b>Teaching Seminar in Physical Education and Physical Education Health Education</b>	1.0
<b>PEHE 4710</b>	<b>Internship in Teaching K–12: Elementary Component</b>	6.0
<b>PEHE 4720</b>	<b>Internship in Teaching K–12: Secondary Component</b>	6.0
<b>BI 2110</b>	<b>Human Anatomy and Physiology I</b>	3.0
<b>BI 2120</b>	<b>Human Anatomy and Physiology II</b>	3.0
<b>BI 2130</b>	<b>Human Anatomy and Physiology Laboratory I</b>	1.0
<b>BI 2140</b>	<b>Human Anatomy and Physiology Laboratory II</b>	1.0
<b>HE 3105</b>	<b>Teaching Strategies, Methods, and Resources in Health Education</b>	3.0
<b>HE 3200</b>	<b>Stress Management (WECO)</b>	3.0
<b>HE 3220</b>	<b>Applied Nutrition for Healthy Living (TECO)</b>	3.0
<b>HE 3700</b>	<b>Drug Behavior (WECO)</b>	3.0
<b>HE 3710</b>	<b>Sex and Family Living Education</b>	3.0
<b>IS 4360</b>	<b>Cultural Diversity and American Society (DICO) (INCO)</b>	3.0
<i>General Education:</i>		
<b>EN 1200</b>	<b>Composition</b>	3.0
<b>IS 1111</b>	<b>The First Year Seminar: Critical Thinking and the Nature of Inquiry</b>	3.0
<b>MA</b>	<b>Mathematics Foundations</b>	3.0
<b>CTDI</b>	<b>Creative Thought Directions</b>	6.0
<b>PPDI</b>	<b>Past and Present Directions</b>	6.0
<b>SSDI</b>	<b>Self and Society Directions</b>	6.0
<b>GACO</b>	<b>Global Awareness Connection</b>	3.0
<b>Total</b>		123.5

PE 3000 requires a minimum cumulative grade point average of 2.50. PE 4000 requires a minimum grade of C in PE 3000 and a minimum cumulative grade point average of 2.60. PEHE 4710 and PEHE 4720 require a minimum grade of C in PE 4000 and a minimum cumulative grade point average of 2.70.



**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
PE 2405	<b>Concepts of Fitness and Skill Performance</b>	2.0
PE 2406	<b>Concepts of Fitness and Skill Laboratory</b>	1.0
PE 2415	<b>Introduction to Physical Education and Health Instruction</b>	3.0
PE 2422	<b>Rhythm and Dance Fundamentals</b>	1.5
PE 2423	<b>Fundamentals in Gymnastics</b>	1.5
PE 2430	<b>Elementary Activities</b>	1.5
PE 2550	Foundations of Physical Education (TECO)	3.0
PE 2731	Motor Development (WRCO)	3.0
CTDI	Creative Thought Directions	6.0
		31.5
<b>Year Two</b>		<b>Credits</b>
PE 2424	<b>Net and Wall Activities</b>	1.5
PE 2427	<b>Territorial Activities</b>	1.5
PE 2860	<b>Adventure Programming for Physical Educators (WECO)</b>	3.0
PE 3000	<b>Instructional Strategies I – Elementary</b>	4.0
PE 3570	Kinesiology	3.0
BI 2110	Human Anatomy and Physiology I	3.0
BI 2120	Human Anatomy and Physiology II	3.0
BI 2130	Human Anatomy and Physiology Laboratory I	1.0
BI 2140	Human Anatomy and Physiology Laboratory II	1.0
PPDI	Past and Present Directions	6.0
SSDI	Self and Society Directions	6.0
		33.0
<b>Year Three</b>		<b>Credits</b>
PE 2425	<b>Lifetime/Leisure Activities</b>	1.5
PE 2426	<b>Striking and Fielding Activities</b>	1.5
PE 2428	<b>Flexibility, Core, and Balance Training</b>	1.5
PE 2640	<b>Burdenko Conditioning</b>	1.5
PE 3310	<b>Curriculum Design and Implementation</b>	3.0
PE 3580	Physiology of Exercise	3.0
PE 3600	<b>Adapted Physical Education</b>	3.0
PE 3720	<b>Motor Learning</b>	3.0
HE 3105	<b>Teaching Strategies, Methods, and Resources in Health Education</b>	3.0
HE 3200	<b>Stress Management (WECO)</b>	3.0
HE 3710	<b>Sex and Family Living Education</b>	3.0
IS 4360	<b>Cultural Diversity and American Society (DICO) (INCO)</b>	3.0
		30.0
<b>Year Four</b>		<b>Credits</b>
PE 3560	<b>Measurement and Assessment in Physical Education (QRCO)</b>	3.0
PE 4000	<b>Instructional Strategies II – Secondary</b>	4.0
PE 4815	<b>Teaching Seminar in Physical Education and Physical Education Health Education</b>	1.0

PEHE 4710	<b>Internship in Teaching K–12: Elementary Component</b>	6.0
PEHE 4720	<b>Internship in Teaching K–12: Secondary Component</b>	6.0
HE 3220	<b>Applied Nutrition for Healthy Living (TECO)</b>	3.0
HE 3700	<b>Drug Behavior (WECO)</b>	3.0
GACO	Global Awareness Connection	3.0
		29.0
Total		123.5

**TEACHER CERTIFICATION (K–12) OPTION**

The Physical Education Teacher Certification program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for K–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. Receiving states may have a difference in grade range and may impose certain requirements that must be met within a reasonable period of time. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

Human needs and development, pedagogical principles, skill acquisition, the science of human movement and many other related topics are practiced and demonstrated. Early field experiences within the university setting, practica in school settings, and full semester teaching internship provide perspective to the theories and applications as learned in the core and option.

Admittance into the Teacher Certification Option is based on the following criteria:

- minimum 42 credits earned
- minimum cumulative grade point average of 2.50
- minimum grade of C in each of the following courses:
  - PE 2415 Introduction to Physical Education and Health Instruction
  - PE 2550 Foundations of Physical Education
- completion of 15 of the required 45 hours of community service
- passing Praxis™ Core Academic Skills for Educators
- up-to-date electronic folio
- meeting with the Coordinator of Teacher Education for Health Education, Physical Education and Physical Education/Health Education.

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate.

and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
PE 2405	<b>Concepts of Fitness and Skill Performance</b>	2.0
PE 2406	<b>Concepts of Fitness and Skill Laboratory</b>	1.0
PE 2415	<b>Introduction to Physical Education and Health Instruction</b>	3.0
PE 2422	<b>Rhythm and Dance Fundamentals</b>	1.5
PE 2423	<b>Fundamentals in Gymnastics</b>	1.5
PE 2424	<b>Net and Wall Activities</b>	1.5
PE 2425	<b>Lifetime/Leisure Activities</b>	1.5
PE 2426	<b>Striking and Fielding Activities</b>	1.5
PE 2427	<b>Territorial Activities</b>	1.5
PE 2428	<b>Flexibility, Core, and Balance Training</b>	1.5
PE 2430	<b>Elementary Activities</b>	1.5
PE 2550	Foundations of Physical Education (TECO)	3.0
PE 2640	<b>Burdenko Conditioning</b>	1.5
PE 2731	Motor Development (WRCO)	3.0
PE 2860	<b>Adventure Programming for Physical Educators (WECO)</b>	3.0
PE 3000	<b>Instructional Strategies I – Elementary</b>	4.0
PE 3310	<b>Curriculum Design and Implementation</b>	3.0
PE 3560	<b>Measurement and Assessment in Physical Education (QRCO)</b>	3.0
PE 3570	Kinesiology	3.0
PE 3580	Physiology of Exercise	3.0
PE 3600	<b>Adapted Physical Education</b>	3.0
PE 3720	<b>Motor Learning</b>	3.0
PE 4000	<b>Instructional Strategies II – Secondary</b>	4.0
PE 4710	<b>Physical Education Internship in Teaching K–12: Elementary Component</b>	6.0
PE 4720	<b>Physical Education Internship in Teaching K–12: Secondary Component</b>	6.0
PE 4815	<b>Teaching Seminar in Physical Education and Physical Education Health Education</b>	1.0
BI 2110	Human Anatomy and Physiology I	3.0
BI 2120	Human Anatomy and Physiology II	3.0
BI 2130	Human Anatomy and Physiology Laboratory I	1.0
BI 2140	Human Anatomy and Physiology Laboratory II	1.0
IS 4360	<b>Cultural Diversity and American Society (DICO) (INCO)</b>	3.0
<i>General Education:</i>		
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
CTDI	Creative Thought Directions	6.0
PPDI	Past and Present Directions	6.0
SSDI	Self and Society Directions	6.0
GACO	Global Awareness Connection	3.0

<i>Electives</i>	13.5
Total	122.0

PE 3000 requires a minimum cumulative grade point average of 2.50. PE 4000 requires a minimum grade of C in PE 3000 and a minimum cumulative grade point average of 2.60. PE 4710 and PE 4720 require a minimum grade of C in PE 4000 and a minimum cumulative grade point average of 2.70.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
PE 2405	<b>Concepts of Fitness and Skill Performance</b>	2.0
PE 2406	<b>Concepts of Fitness and Skill Laboratory</b>	1.0
PE 2415	<b>Introduction to Physical Education and Health Instruction</b>	3.0
PE 2422	<b>Rhythm and Dance Fundamentals</b>	1.5
PE 2423	<b>Fundamentals in Gymnastics</b>	1.5
PE 2430	<b>Elementary Activities</b>	1.5
PE 2550	Foundations of Physical Education (TECO)	3.0
PE 2731	Motor Development (WRCO)	3.0
CTDI	Creative Thought Directions	6.0
		31.5
Year Two		Credits
PE 2424	<b>Net and Wall Activities</b>	1.5
PE 2425	<b>Lifetime/Leisure Activities</b>	1.5
PE 2860	<b>Adventure Programming for Physical Educators (WECO)</b>	3.0
PE 3000	<b>Instructional Strategies I – Elementary</b>	4.0
PE 3570	Kinesiology	3.0
BI 2110	Human Anatomy and Physiology I	3.0
BI 2120	Human Anatomy and Physiology II	3.0
BI 2130	Human Anatomy and Physiology Laboratory I	1.0
BI 2140	Human Anatomy and Physiology Laboratory II	1.0
PPDI	Past and Present Directions	6.0
SSDI	Self and Society Directions	6.0
		33.0
Year Three		Credits
PE 2426	<b>Striking and Fielding Activities</b>	1.5
PE 2427	<b>Territorial Activities</b>	1.5
PE 2428	<b>Flexibility, Core, and Balance Training</b>	1.5
PE 2640	<b>Burdenko Conditioning</b>	1.5
PE 3310	<b>Curriculum Design and Implementation</b>	3.0
PE 3580	Physiology of Exercise	3.0
PE 3600	<b>Adapted Physical Education</b>	3.0
PE 3720	<b>Motor Learning</b>	3.0
IS 4360	<b>Cultural Diversity and American Society (DICO) (INCO)</b>	3.0
<i>Electives</i>		8.5
		29.5

Year Four		Credits
PE 3560	Measurement and Assessment in Physical Education (QRCO)	3.0
PE 4000	Instructional Strategies II – Secondary	4.0
PE 4710	Physical Education Internship in Teaching K–12: Elementary Component	6.0
PE 4720	Physical Education Internship in Teaching K–12: Secondary Component	6.0
PE 4815	Teaching Seminar in Physical Education and Physical Education Health Education	1.0
GACO	Global Awareness Connection	3.0
	<i>Electives</i>	5.0
		28.0
Total		122.0

### SPORTS MANAGEMENT, Bachelor of Science 120 credits

This program is jointly offered by the College of Business Administration and the Health and Human Performance Department. The description of this program is found in the College of Business Administration chapter of this Catalog.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

#### ADVENTURE EDUCATION MINOR 18–19 credits

		Credits
AP 2010	Foundations of Adventure Education	3
AP 2210	Adventure Education Teaching Theories and Methods	3
AP 3500	Adventure Processing and Facilitation	3
Complete three courses from the following:		9–10
AP 2300	Rock Climbing Fundamentals	
AP 2400	Canoe Paddling Fundamentals	
AP 3110	Challenge Course Fundamentals	
AP 3320	Adventure Education Philosophy and Theory	
AP 3400	Wilderness First Responder	

#### COACHING MINOR 22–25 credits

This minor is intended to support those who choose careers in coaching school and community sports, education, health, physical education, or recreation. Coaching is a fulfilling, exciting career. Students choosing this minor must meet with the Coaching Minor coordinator.

		Credits
CC 2540	Coaching Effectiveness	3.0
CC 2660	Basic Athletic Training	2.0
CC 3610	Coaching Seminar	1.0
CC 3670	Organization and Administration of Physical Education and Athletics	3.0
CC 3780	Sport in Society	3.0
CC 3860	Psychological Aspects of Sports	3.0

HE 2500*	First Aid and CPR/AED	1.5
HE 3220	Applied Nutrition for Healthy Living	3.0
PE 2831	Resistance Training Techniques	1.5
Complete one of the following:		1–4.0
CC 3880	Coaching Practicum	
CC 4880	Coaching Internship	

\*Students who have a valid certification from professional organizations do not have to take HE 2500. Students must take another course for 1.5 credits or more offered by the Department of Health and Human Performance to replace HE 2500.

CC 3880 requires a minimum 2.00 cumulative GPA. CC 4880 requires a minimum 2.70 cumulative GPA.

#### HEALTH MINOR 16.5 credits

This minor program is intended for one's personal growth, development and "wellness."

		Credits
HE 2500	First Aid and CPR/AED	1.5
PE 2850	Wellness Choices for a Healthy, Active Lifestyle (WECO)	3.0
Content Courses – complete four of the following:		12.0
HE 2900	Disease, Safety, and Environment (WECO)	
HE 3200	Stress Management (WECO)	
HE 3210	Mental Health Issues (WECO)	
HE 3220	Applied Nutrition for Healthy Living	
HE 3700	Drug Behavior (WECO)	
HE 3710	Sex and Family Living Education	
HE 4100	Women's Health Issues (WECO)	
PE 4010	Exercise and Health Psychology (INCO)	

#### SPORT PHYSIOLOGY MINOR 20 credits

The minor in Sport Physiology is designed to provide students with advanced preparation in physiological processes in the human organism relative to exercise and sport performance. The minor consists of advanced coursework in sport physiology, involving students in theoretical and practical application of knowledge. This minor attracts students with academic preparation in athletic training. Students considering graduate study in physiological sciences, advanced athletic training or careers in exercise and/or sport performance would benefit from this minor.

Required:		Credits
AT 3400	Pharmacology for Allied Health Professionals	2
PE 3570	Kinesiology	3
PE 3580	Physiology of Exercise	3
PE 3760	Advanced Laboratory Techniques	3
PE 4520	Principles and Theories of Strength and Conditioning	3
PE 4770	Cardiovascular Physiology	3
PE 4780	Exercise Prescription	3

The prerequisites for the courses in this minor can be found in the course descriptions outlined in this Catalog. Prerequisites include: [(BI 1110 and BI 1120) or (BI 2110 and BI 2130)], BI 2120, BI 2140, (PE 3260 or PE 3750).

## Department of History, Philosophy, and Social Studies Education

### College of Arts and Sciences

Department of History, Philosophy, and Social Studies Education,  
Memorial Hall

*Chair:* Marcia Schmidt Blaine

*Professors:* David F. Haight, John C. Krueckeberg, Xiaoxiong Li

*Associate Professors:* Whitney B. Howarth, Rebecca R. Noel

*Assistant Professor:* Michael A. Kopish, Maria Sanders

Please also visit: [plymouth.edu/departments/history-philosophy/](http://plymouth.edu/departments/history-philosophy/).

### HISTORY, Bachelor of Arts 120 credits

People study history for many reasons: for the shock of finding familiar behavior across wide reaches of time and culture, for the puzzle of trying to understand practices alien to their own, and for the challenge of mastering information about human life in the past and for the insight necessary to handle contemporary concerns. Studying history provides an imaginative, intellectual, and empathic experience similar to travel. The “destinations” may at first appear to stand still—colonial New Hampshire, colonial India, revolutionary France, Imperial China, the American Civil War or the Great Depression—but the more deeply students investigate them, the more complex and fascinating they become. The study of history can extend across any area or artifact of past human endeavor, from policies to parades, from ballads to battles, from the whaling industry to whalebone corsets. In doing so, history provides an excellent liberal arts education, a proven “training ground” for careers in diverse fields such as (but not limited to)—law, journalism, state/federal government employment, business, and industry.

The History major gives students the valuable skills and methods of inquiry, analysis, and synthesis that help them think like an historian. The study of the past will sharpen students’ critical-thinking abilities, provide for a well-rounded liberal arts education, and cultivate a lifelong love of learning. Through thematic and geographically framed courses, students examine the factual and interpretive contours of the field, while connecting the discipline to other areas of academic study and everyday life. The History major fosters proficiencies and skills needed for graduate study in many fields.

Degree Requirements	Credits
HI 2010 World History Since 1500 (GACO)	3
HI 2020 Surveying Themes in United States History	3
HI 2222 Methods, Theories, and Careers in History (QRCO)	3
HI United States Group History courses	6
HI World Group History courses	6
HI 3000/4000 level History courses (any area), including Writing in the Discipline Connection (WRCO) [not HIDI]	6
HI History electives (any level) [not HIDI]	6
HI 4450 History Capstone Seminar	4
Technology in the Discipline Connection – complete one of the following:	3
CS 1100 Introduction to Computers (TECO)	

GE 2090	Computer Mapping (TECO)
HI 4358	Public History (TECO)
PO 3120	Political Parties, Elections, and Interest Groups (TECO)
PY 2650	Mind and Machine (TECO)

#### General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection (may be HI course)	3
INCO	Integration Connection (may be HI course)	3
WECO	Wellness Connection (may be HI course)	3
Foreign Language (GACO)		8
Electives		30–28
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### History Group Courses

##### United States Group

HI 3115	Early American Society to 1776 (DICO) (WRCO)
HI 3116	Revolutionary America, 1763–1815
HI 3140	Antebellum America, 1815–1860 (DICO) (INCO)
HI 3150	American Civil War and Reconstruction (WRCO)
HI 3335	New Hampshire and New England Historical Sites
HI 3340	New Hampshire and New England History (WRCO)
HI 3350	American Women’s History (DICO)
HI 3352	African-American History (DICO)
HI 3354	Health and Illness in American History (WECO)
HI 3356	American Ideas (INCO)
HI 3358	US Legal History (DICO) (WRCO)
HI 3520	The Great Depression in Film, Print, and on Stage (DICO) (INCO) (WRCO)
HI 3530	US Home Fronts: The 1940s and 1950s (DICO) (WRCO)
HI 3810	Topics in US History
HI 4358	Public History (TECO)

##### World Group

HI 3460	The British Empire in World History (GACO)
HI 3480	The French Revolution and Napoleonic Era, 1789–1815 (GACO)
HI 3730	Modern History of East Asia (GACO)
HI 3740	History of Japan (GACO)

HI 3745	History of Traditional China (GACO)
HI 3750	History of Modern China (GACO)
HI 3760	History of Southeast Asia (GACO)
HI 3765	India and the World (GACO) (INCO)
HI 3770	The History of Islamic Empires (GACO)
HI 3820	Topics in World History (GACO)
HI 3835	Sex and Empire in Colonial India (GACO)
HI 3828	Women and Global Colonialism (GACO)
HI 4015	The Medieval Cult of the Saints (INCO) (WRCO)

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
HI 2010	World History Since 1500 (GACO)	3
HI 2020	Surveying Themes in United States History	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Direction	3
	Foreign Language (GACO)	<u>8</u>
		32

Year Two		Credits
HI 2222	Methods, Theories, and Careers in History (QRCO)	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Direction	3
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Direction	3
DICO	Diversity Connection (may be HI course)	3
	<i>Electives</i>	<u>7-5</u>
		28

Years Three and Four		Credits
HI	United States Group History courses	6
HI	World Group History courses	6
HI	3000/4000 level History courses (any area), including Writing in the Discipline Connection (WRCO) [not HIDI]	6
HI	History electives (any level) [not HIDI]	6
HI 4450	History Capstone Seminar	4
INCO	Integration Connection (may be HI course)	3
TECO	Technology in the Discipline Connection (may be HI course)	3
WECO	Wellness Connection (may be HI course)	3
	<i>Electives</i>	<u>23</u>
Total		120

Completion of a History Writing in the Discipline Connection (WRCO) course is the prerequisite to the History Capstone Seminar.

**PHILOSOPHY, Bachelor of Arts 120 credits**

In Philosophy, students will investigate ideas in ethics, religion, war, logic, and justice. They will gain skills in research, writing, and discussion while finding guidance from history's great philosophers

and from each other. Coursework in Philosophy includes classes on ethics, law, logic, religious thought, ancient and modern philosophy, and war and peace studies. The program provides students with a background in philosophical ideas and provides an excellent background for a variety of careers, including law, theology, planning and social service, business or for further specialized training leading to teaching or research.

Degree Requirements		Credits
PY 1010	Ultimate Questions (GACO)	3
PY 1120	Doing Right and Being Good (DICO)	3
PY 2310	Elements of Logic (QRCO)	3
PY 2650	Mind and Machine (TECO)	3
PY 4770	Great Philosophers Seminar (WRCO)	3
PY	3000/4000 level Philosophy electives [not PYDI]	12
PY	Philosophy elective [not PYDI]	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Foreign Language (GACO)</i>	8
	<i>Electives</i>	<u>43-41</u>
Total		120

The *foreign language* requirement for all BA degrees calls for 0-8 credits: one year of one language (6-8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PY 1010	Ultimate Questions (GACO)	3
PY 1120	Doing Right and Being Good (DICO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Direction	3
	Foreign Language (GACO)	<u>8</u>
		32

Year Two		Credits
PY 2310	Elements of Logic (QRCO)	3
PY 2650	Mind and Machine (TECO)	3
PPDI	Past and Present Direction	3
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6



Year Three		Credits
PY 4770	Great Philosophers Seminar (WRCO)	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
Years Two, Three and Four		Credits
PY	Philosophy elective [not PYDI]	3
PY	3000/4000 level Philosophy electives [not PYDI]	12
<i>Electives</i>		43–41
Total		120

## SOCIAL STUDIES EDUCATION

### (5–12), Bachelor of Science 120 credits

The BS in Social Studies Education program leads to certification to teach social studies in grades 5 through 12. Because the prospective social studies teacher must be proficient in a number of disciplines, the Social Studies Education curriculum requires a depth of understanding from a broad panorama of social and cultural experience. The course work is specifically designed to address those competencies outlined by state and national curriculum standards.

This program is certified at both the state and national level by the New Hampshire Department of Education (NHDOE) and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Social Studies Education program are eligible for 5–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section in this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Social Studies Internship in Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

A minimum 2.70 cumulative grade point average is required to take Social Studies Internship in Teaching. In addition, students must have earned a minimum C grade in all Social Studies Content disciplines (AN, EC, GE, HI, PO, PS, SO) and Social Studies Education (SSE) courses.

Degree Requirements		Credits
EC 3400	Economics for Educators	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
GE 3020	Geography for Educators (GACO)	3
HI 2010	World History Since 1500 (GACO)	3
HI 2020	Survey Themes in United States History	3
PO 1020	American Government	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
SSE 2500	Planning, Management, and Organization of Social Studies Curriculum	3
SSE 2510	Teaching Lab I in Social Studies	1
SSE 3010	Theories of Learning and Assessment in Social Studies (QRCO)	3
SSE 3500	Diversity in Social Studies Education (DICO)	3
SSE 3510	Teaching Lab II in Social Studies	1
SSE 4500	Advances in Social Studies Pedagogy and Learning (INCO)	3
SSE 4510	Teaching Lab III in Social Studies	1
SSE 4630	Social Studies Seminar	1
SSE 4640	Social Studies Internship in Teaching: 5–12	12
Group A – complete one of the following:		3
AN 2210	Cultural Anthropology (GACO)	
PS 2010	Introduction to General Psychology	
SO 2220	Foundations of Sociology (DICO)	
Social Science Core – complete an additional two 1000/2000 level courses in the following disciplines:		6
AN	Anthropology [not ANDI]	
EC	Economics [not ECDI]	
GE	Geography [not GEDI]	
HI	History [not HIDI]	
PO	Political Science [not PODI]	
PS	Psychology [not PSDI]	
SO	Sociology [not SODI]	
Concentration Disciplines – complete 12 credits of 3000/4000 level courses in ONE of the following disciplines, including the Writing in the Discipline Connection (WRCO):		12
AN	Anthropology [not ANDI]	
EC	Economics [not ECDI]	
GE	Geography [not GEDI]	
HI	History [not HIDI]	
PO	Political Science [not PODI]	
PS	Psychology [not PSDI]	
SO	Sociology [not SODI]	
HI	3000/4000 level course if Concentration is not History [not HIDI]	3–0
Social Science Disciplines – complete 6–9 credits of 3000/4000 level courses in the following disciplines:		6–9
AN	Anthropology [not ANDI]	
EC	Economics [not ECDI]	
EPL	Environmental Planning	
GE	Geography [not GEDI]	
HI	History [not HIDI]	
PO	Political Science [not PODI]	
PS	Psychology [not PSDI]	
SO	Sociology [not SODI]	
TMP	Tourism Management and Policy	

**General Education:**

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Elective</i>		<u>11–9</u>
Total		120

Social Studies Internship in Teaching requires a minimum cumulative grade point average of 2.70. Student also must have earned a minimum C grade in all Social Studies Content disciplines (AN, EC, EPL, GE, HI, PO, PS, SO, TMP) and Social Studies Education (SSE) courses.

Students must have completed 18 credits in a single Concentration discipline through combined core and upper-level courses (not including Directions courses).

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course scheduled. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
HI 2010	World History Since 1500 (GACO)	3
HI 2020	Survey Themes in United States History	3
PO 1020	American Government	3
CTDI	Creative Thought Directions	6
SSDI	Self and Society Directions	<u>6</u>
		30

Year Two		Credits
SSE 2500	Planning, Management, and Organization of Social Studies Curriculum	3
SSE 2510	Teaching Lab I in Social Studies	1
EC 3400	Economics for Educators	3
GE 3020	Geography for Educators (GACO)	3
Group A – complete one course		3
Social Science Core – complete two courses		6
SIDI	Scientific Inquiry Directions	6–8
	<i>Elective</i>	<u>6–4</u>
		31

Year Three		Credits
SSE 3010	Theories of Learning and Assessment in Social Studies (QRCO)	3
SSE 3500	Diversity in Social Studies Education (DICO)	3
SSE 3510	Teaching Lab II in Social Studies	1
Concentration Disciplines – complete 12 credits of 3000/4000 level courses in ONE Social Science discipline, including the Writing in the Discipline Connection (WRCO)		12
HI	3000/4000 level course if Concentration is not History [not HIDI]	3–0

Social Science Disciplines – complete 6–9 credits of 3000/4000 level courses in the Social Science disciplines		6–9
SE 3090	Introduction to Special Education: Middle and Secondary	3
		31

Year Four		Credits
SSE 4500	Advances in Social Studies Pedagogy and Learning (INCO)	3
SSE 4510	Teaching Lab III in Social Studies	1
SSE 4630	Social Studies Seminar	1
SSE 4640	Social Studies Internship in Teaching: 5-12	12
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
WECO	Wellness Connection	3
	<i>Elective</i>	5
		28
Total		120

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

**HISTORY MINOR 15 credits**

The History minor requires a minimum of 15 credit hours.

- 0–6 credits in HIDI courses
- 0–6 credits in 2000 level History courses
- 15–6 credits in 3000/4000 level History courses

**PHILOSOPHY MINOR 15 credits**

		Credits
PY 1010	Ultimate Questions (GACO)	3
PY 1120	Doing Right and Being Good (DICO)	3
PY	3000/4000 level Philosophy courses	6
Complete one of the following:		3
PYDI 1030	Thinking for Yourself (SSDI)	
PY 2310	Elements of Logic	

**RELIGIOUS STUDIES MINOR 15 credits**

		Credits
PY 1120	Doing Right and Being Good (DICO)	3
PY 3210	Comparing World Religions	3
PY 3540	Philosophy of Religion (INCO)	3
Complete one of the following:		3
PY 2200	Ideas of the Old Testament (GACO)	
PY 2210	New Testament Thought (GACO)	
PY 2610	Eastern Philosophy	
Complete one of the following:		3
AH 3720	Medieval Art	
PY 2305	Religion in America	

## Humanities

### College of Arts and Sciences

#### HUMANITIES, Bachelor of Arts 120 credits

Offered by the Humanities Council

Chair: David A. Beronä

Council: Elaine S. Allard, Katherine C. Donahue, Karolyn Kinane,  
Barbara D. Lopez-Mayhew, Kimberly Ritchie

Please also visit: [plymouth.edu/departments/humanities/](http://plymouth.edu/departments/humanities/).

The Humanities major enables students to explore a wide range of interrelated areas of study, while embracing broad cultural and international perspectives. Majors can choose to focus their studies in one of three areas: The Americas, Medieval and Renaissance, The World, or they can create their own contract. Students are encouraged to explore boldly, to work independently and in groups, to think critically, and to learn to communicate effectively. Humanities majors are well prepared for careers in, for example, art, business, foreign service, history, journalism, and law. The ability to develop observations and analyze interconnected ideas from several areas is an essential requirement in these professions, and employers highly value the skills of analysis, interpretation, and effective communication found in Humanities majors.

This BA program is designed to include the study of seven academic Humanities disciplines: Art History, Foreign Languages, History, Literature, Music, Philosophy, and Theatre. In addition to the General Education requirements of the University, Humanities major are required to fulfill the following:

**Distribution requirement:** 18 credits; six credits each (two courses) in three of the following disciplines: Anthropology, Art History, English, Foreign Languages (beyond the BA foreign language requirement), History, Music, Philosophy, and Theatre. Courses must be approved by the Humanities advisor.

**Focus requirement:** nine credits of preferably upper-level courses that are geared to the topic of the Humanities capstone experience of the one-year Senior Project; three courses from one Focus area. These courses are decided in conjunction with the student and the Chair of the Humanities Council. The Focus is selected from the following:

- The Americas
- Medieval and Renaissance
- The World (International)
- Contract for a self-designed program, approved by the Humanities Council Chair. The nine credits may be chosen from all disciplines offered at PSU, based on the consent of the Humanities advisor and the Humanities Council.

**Senior Project:** six credits of independent research and writing, supervised by member(s) of the Humanities Council and approved by the Council. The project is presented to the Council as the culminating project in the degree program. It is designed with the student's academic interests in mind.

**Foreign Language:** six credits beyond the University foreign language requirement for a Bachelor of Arts degree. Students may fulfill the Humanities requirement by taking six additional credits of university level foreign language, preferably in the same foreign language that fulfills the BA language requirement, or by demonstrating intermediate/advanced proficiency in a language other than English (adequacy determined and attested to by the Languages and Linguistics member of the Council). This requirement is different from the foreign language requirement for the Bachelor of Arts degree.

An internship and/or study abroad experience is recommended but not required. All courses taken abroad must be approved in advance. All transfer policies and procedures must be followed if students want to receive credit for these experiences (see Transferring Courses to Plymouth).

A minimum of 23 credits in the major must be at the 3000/4000 level. To insure the opportunity for students to pursue in depth a single discipline in addition to their fulfillment of the Distribution requirements, students may also minor in any of the Humanities disciplines.

Degree Requirements	Credits
HU 4010 Senior Project I	3
HU 4022 Senior Project II	3
CM 3090 Technical Communication (TECO) (WRCO)	3
Foreign Language for BA degree (GACO)	8
Foreign Language for Humanities major	6
Distribution courses (two courses in each of three Humanities disciplines)	18
Focus courses (three courses from one Focus area)	9
Quantitative Reasoning in the Discipline Connection – complete one of the following:	3
LL 2000 Introduction to Languages and Linguistics (QRCO)	
PY 2310 Elements of Logic (QRCO)	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
DICO Diversity Connection	3
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<b>25–23</b>
<b>Total</b>	<b>120</b>

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); or one 3000/4000

level world language course (3 credits); or being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

### Distribution and Focus Courses

The following courses may be taken to satisfy the Distribution and Focus requirements. **One course may satisfy either the Distribution requirement or the Focus requirement, but not both.** Courses other than those listed may be taken with the approval of the Humanities Council advisor, the Humanities Council Chair, and the Undergraduate Studies Office, **prior** to enrolling in the course. The numbers in brackets following the course title are keyed to the Focus areas:

- [1] The Americas
- [2] Medieval and Renaissance
- [3] The World

### The Americas [1]

- AH 2700 20/21: Art Since 1900 (WRCO) [1, 3]
- AH 3100 Contemporary Art Seminar (INCO) [1, 3]
- AH 3540 Art and Ideas in the 19<sup>th</sup> Century (GACO) (INCO) [1, 3]
- AH 3600 Arts of the United States (DICO) [1]
- AH 3750 Woman, Art, and Society (DICO) [1, 2, 3]
- AN 3040 Mexican Prehistory [1, 3]
- AN 3050 Peoples and Cultures of the Caribbean [1, 3]
- AN 3200 Anthropology of Religion, Ritual, and Myth [1, 2, 3]
- AN 3300 North American Prehistory [1]
- AN 3410 Natives of North America [1]
- EN 3450 Women Writers [1, 3]
- EN 3590 The Filmmaker's Vision: An Introduction to Film Analysis [1, 3]
- EN 3710 Currents in American Literature I (DICO) [1]
- EN 3720 Currents in American Literature II (DICO) [1]
- EN 4800 Single Author [1, 2, 3]
- FR 3130 Advanced French Composition (WRCO) [1, 3]
- FR 3410 Quebec Culture and Literature [1, 3]
- FR 4200 Seminar in French [1, 3]
- HI 2020 Surveying Themes in United States History [1]
- HI 3115 Early American Society to 1776 (DICO) (WRCO) [1]
- HI 3116 Revolutionary America, 1763–1815 [1]
- HI 3140 Antebellum America, 1815–1860 (DICO) (INCO) [1]
- HI 3150 American Civil War and Reconstruction (WRCO) [1]
- HI 3335 New Hampshire and New England Historical Sites [1]
- HI 3340 New Hampshire and New England History (WRCO) [1]
- HI 3350 American Women's History (DICO) [1]
- HI 3352 African-American History (DICO) [1]
- HI 3354 Health and Illness in American History (WECO) [1]
- HI 3356 American Ideas (INCO) [1]
- HI 3520 The Great Depression in Film, Print, and on Stage (DICO) (INCO) (WRCO) [1]
- HI 3530 US Home Fronts: The 1940s and 1950s (DICO) (WRCO) [1]
- HI 3810 Topics in US History [1, 2, 3]
- MU 3250 Global Jazz (DICO) (GACO) [1, 3]
- MU 3320 History and Literature of Music II (INCO) (WRCO) [1, 3]
- MU 4340 20th Century Music [1, 3]
- PY 3120 History of Philosophy II: Modern (INCO) [1, 3]
- PY 3160 History of Philosophy III: Contemporary (INCO) [1, 3]
- PY 3540 Philosophy of Religion (INCO) [1, 2, 3]

- PY 4770 Great Philosophers Seminar (WRCO) [1, 2, 3]
- SP 2030 Intermediate Spanish I (DICO) (GACO) [1, 3]
- SP 2040 Intermediate Spanish II (DICO) (GACO) [1, 3]
- SP 3120 Spanish Culture and Civilization [1, 3]
- SP 3140 Spanish American Culture and Civilization [1]
- SP 3250 Ibero-American Women in Literature, Art, and Film [1, 3]
- TH 2230 American Musical Theatre (DICO) (WRCO) [1]
- TH 2960 World Drama [1, 2, 3]
- TH 3930 American Drama (DICO) (WRCO) [1]

### Medieval and Renaissance [2]

- AH 3730 Renaissance Art in Southern Europe (GACO) (INCO) [2, 3]
- AN 3030 Ancient Egypt – Land of the Pharaohs [2]
- AN 3220 Anthropology of Europe [2, 3]
- EN 3611 Currents in British Literature I (INCO) [2]
- EN 4015 The Medieval Cult of the Saints (INCO) (WRCO) [2]
- HI 2005 Ancient and Medieval Civilizations [2]
- MU 3310 History and Literature of Music I [2]
- PY 2630 The Concept of Death [2, 3]
- PY 3110 History of Philosophy I: Ancient (INCO) [2]
- PY 3140 Medieval Philosophy [2]
- TH 4510 Theatre History I [2, 3]

### The World: Europe [3]

- EN 3510 Currents in Global Literature (GACO) [3]
- EN 3611 Currents in British Literature I (INCO) [3]
- EN 3620 Currents in British Literature II [3]
- FR 2030 Intermediate French I (DICO) (GACO) [3]
- FR 2040 Intermediate French II (DICO) (GACO) [3]
- FR 3010 French History and Civilization [3]
- FR 3020 French Culture and Conversation [3]
- FR 3030 Advanced French (GACO) (TECO) [3]
- FR 3150 French for Business [3]
- FR 3210 Readings in French I [3]
- FR 3220 Readings in French II [3]
- GR 2030 Intermediate German I (GACO) [3]
- GR 2040 Intermediate German II (GACO) [3]
- GR 3010 Advanced German I [3]
- GR 3020 Advanced German II [3]
- HI 2015 Monarchs to Modernity: Europe Since 1492 [3]
- HI 3460 The British Empire in World History (GACO) [3]
- HI 3480 The French Revolution and Napoleonic Era, 1789–1815 (GACO) [3]
- SP 3030 Advanced Spanish (GACO) (TECO) [3]
- SP 4500 Spanish Seminar [3]
- TH 4520 Theatre History II [3]

### The World: Asia/Global [3]

- AH 3530 Arts of the Far East (GACO) (INCO) [3]
- AN 3190 Anthropology of the Pacific [3]
- AN 3400 Anthropology of Sub-Saharan Africa [3]
- EN 3295 Postcolonial Literature (GACO) [3]
- HI 2010 World History Since 1500 (GACO) [3]
- HI 2710 History of Asian Cultures [3]
- HI 3730 Modern History of East Asia (GACO) [3]
- HI 3740 History of Japan (GACO) [3]
- HI 3750 History of Modern China (GACO) [3]
- HI 3760 History of Southeast Asia (GACO) [3]
- HI 3765 India and the World (GACO) (INCO) [3]

HI 3820	Topics in World History (GACO) [3]
HI 3828	Women and Global Colonialism (GACO) [3]
HI 3835	Sex and Empire in Colonial India (GACO) [3]

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
	Foreign Language for BA degree (GACO)	8
	<i>Elective</i>	3
		32

Year Two		Credits
CM 3090	Technical Communication (TECO) (WRCO)	3
	Foreign Language for Humanities major	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Elective</i>	<u>2–0</u>
		29

Years Three and Four		Credits
Distribution courses (two courses in each of three Humanities disciplines)		18
Focus courses (three courses from one Focus area)		9
INCO	Integration Connection	3
WECO	Wellness Connection	3
	<i>Electives</i>	20

Year Four		Credits
HU 4010	Senior Project I	3
HU 4022	Senior Project II	3
Total		120



## Interdisciplinary Studies

### INTERDISCIPLINARY STUDIES

#### Bachelor of Arts or Bachelor of Science

120 credits

Offered by the Interdisciplinary Studies Council

*Chair:* John C. Krueckeberg

*Council:* Robin DeRosa, Brian W. Eisenhauer, Linda S. Levy,

Brigid C. O'Donnell, Eun-Ho Yeo, David Zehr (ex officio)

Please also visit: [plymouth.edu/departments/interdisc/](http://plymouth.edu/departments/interdisc/).

The Interdisciplinary Studies major provides a unique opportunity to construct a university major that meets students' intellectual interests and career objectives. This interdisciplinary experience provides students with an alternative to the existing four-year programs available at Plymouth. The Interdisciplinary Studies major provides flexibility by encouraging students to select courses from a variety of academic disciplines and, in effect, lets students design their own education in consultation with an advisor. The areas of study open to students are limited only by interest, imagination, and energy.

The Interdisciplinary Studies major consists of a minimum of 45 credit hours integrating two or more disciplines. These credits must include at least 24 or 27 credits of upper-division (3000/4000 level) course work, depending on the Option chosen. The Multi-Field Studies Option requires a minimum of six upper-division credits in each discipline used.

In addition to the courses in the Interdisciplinary Studies major, students must complete the General Education requirements. As with all majors, Directions courses cannot be counted in the major. A Quantitative Reasoning in the Discipline Connection (QRCO), a Technology in the Discipline Connection (TECO), and a Writing in the Discipline Connection (WRCO) must be included in the student's contract. Students must complete the University's minimum credit (120) requirement. Upon completion of the program, students will receive either a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree.

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); or one 3000/4000 level world language course (3 credits); or being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

Students submit an application and have a contract accepted and approved by the Interdisciplinary Studies Council before declaring the Interdisciplinary Studies major. To initiate the application process, students are required to meet with their advisor, a potential advisor from one of the fields in which they will study, or a member of the Interdisciplinary Studies Council. Students may contact the Office of Undergraduate Studies with questions and to request an application, or send an e-mail inquiry to [is-council@plymouth.edu](mailto:is-council@plymouth.edu).

Applications are reviewed throughout the academic year. They are due the first day of the month, September through December and February through May.

Students are responsible for designing their Interdisciplinary Studies major with the assistance of faculty advisors either on the Council (for Thematic Studies) or from each of the disciplines used (for Multi-Field Studies). When designing their major, students choose one of two options:

**Option ONE: Multi-Field Studies.** The Multi-Field Studies Option of the Interdisciplinary Studies major gives students the chance to focus on two or three fields of study (maximum of three disciplines). This program provides an option for students who have intellectual and career objectives that would benefit from a combination of existing disciplines. There have been many successful examples of students who have selected Multi-Field Studies at Plymouth State: one student, preparing for a career in technology management, combined courses in business and computer science; another student, who wanted a career in the publishing field, selected offerings from art and English; a third student, with a career objective of becoming a biological illustrator, constructed the major from the fields of art and biology. Students are responsible for designing their Multi-Field Studies Option with the assistance of faculty advisors from each of the disciplines represented in the major.

It is recommended that students take IS 2222 Introduction to Interdisciplinary Studies. Students are required to take IS 4444 Interdisciplinary Studies Seminar. A minimum of 24 credits in this Option must be completed at the 3000/4000 level.

Students submit an application and have a contract accepted and approved by the Interdisciplinary Studies Council before declaring the Interdisciplinary Studies major with the Multi-Field Studies option.

**Option TWO: Thematic Studies.** The Thematic Studies Option of the Interdisciplinary Studies major allows students to construct courses around a chosen focus. Students may select courses from any number of disciplines as long as they can be related to a common theme. Thematic possibilities are unlimited and may include such topics as: world hunger, race in America, postmodern methodologies, global warming, etc. Students are responsible for designing their major with the assistance of a faculty advisor who has experience with the theme and will approve of the courses to be included in the contract.

Students are required to take IS 2222 Introduction to Interdisciplinary Studies and IS 4444 Interdisciplinary Studies Seminar. IS 2222 provides a forum for constructing the Thematic Studies contract. A minimum of 27 credits in this Option must be completed at the 3000/4000 level.

Students submit to the Interdisciplinary Studies Council an application to have their advisor-approved contract accepted and approved by the Council. Only then may the student declare the Thematic Studies option of the Interdisciplinary Studies major.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

### EXERCISE BIOLOGY MINOR

18 credits

Offered by the Exercise Biology Minor Council  
Council: Christopher C. Chabot, Brian T. Healy, Frederick P. Prince

The minor in Exercise Biology is designed to provide students with advanced preparation in biological processes in the human organism relative to basic and exercise sciences. The minor consists of advanced coursework in biology, psychology, and exercise physiology, involving students in theoretical and practical application of knowledge. Laboratory techniques and application of those techniques are strong components of this minor. This minor attracts students with academic preparation in biology and/or physical education, specifically sport physiology or applied health fitness. Students considering graduate study in physiological or biological sciences, as well as medical school, would benefit from this minor. Students interested in pursuing this minor should contact the Chair of the Exercise Biology Council. Due to advanced coursework in the biological, psychological and physiological sciences, several of the courses within this minor have specific prerequisites.

Required	Credits
PE 3580 Physiology of Exercise	3
PE 3750 Physiology of Exercise Laboratory	1
PE 3760 Advanced Laboratory Techniques	3
PE 4790 Exercise Biochemistry	3
Complete two courses from the following:	8
BI 3040 Microbiology	
BI 3050 Biotechnology	
BI 3060 Genetics	
BI 4100 Cell Structure and Function	
BI 4780 Neurobiology	

The prerequisites for the courses in this minor can be found in the course descriptions outlined in this Catalog. Prerequisites include: [(BI 1110 and BI 1120) or (BI 2110 and BI 2130)], (BI 3020 or BI 3040 or BI 3060), (CH 2335 and CH 2340), junior or senior Biology or Psychology major.

### LATIN AMERICAN STUDIES MINOR

18 credits

Offered by the Latin American Studies Council  
Chair: Eric Cintron  
Council: Wilson Garcia, Barbara D. Lopez-Mayhew, Sheryl L. Shirley

The Latin American Studies Minor is an area studies program designed to encourage and guide students in pursuit of a deeper knowledge of the Latin American peoples and countries with whom we share the American Continents. The program encourages stu-

dents to study Latin America because of its intrinsic interest as a significant world region—its cultures, history, literature, politics—and also because of its importance to the United States. Immigration, free-trade agreements, bilingualism, drug traffic, and other issues arising from our interactions with Latin America occupy national news. This minor offers students a formal path to understanding the Latin American cultures and comprehending important international issues. A minimum of six upper-level credits must be completed.

Required	Credits
Spanish Language	6
Two semester-long courses in Spanish at the level of SP 1110 or above	
Content Courses – complete four of the following:	12
AN 3040 Mexican Prehistory	
AN 3050 Peoples and Cultures of the Caribbean	
IS 4370 Hispanic Culture in the United States (DICO) (INCO)	
LLDI 2200 Modern Latin American Literature (SSDI)	
LLDI 2250 The Latino Boom: A Survey of US-Latino Literature (SSDI)	
PO 3300 Latin American Politics (GACO)	
SP 3140 Spanish American Culture and Civilization	
SP 3250 Ibero-American Women in Literature, Art, and Film	
Up to two three-credit courses with the prior approval of the Chair of the Latin American Studies Council	

Possible electives for the minor include courses with Latin American specific content, available through study abroad, internships, independent study, Plymouth State field school courses, and Plymouth experimental course offerings. Spanish language and Spanish American literature and culture classes are also offered through Plymouth State University's study abroad program provided through the Global Education Office. Please see the Latin American Studies Council members for information on study abroad.

### MEDIEVAL STUDIES MINOR

15 credits

Offered by the Medieval Studies Council  
Council: Wilson A. Garcia, Jennifer W. Green, Karolyn Kinane, Barbara D. Lopez-Mayhew, Ivy L. Page

Please also visit: [plymouth.edu/events/medieval-and-renaissance-forum/](http://plymouth.edu/events/medieval-and-renaissance-forum/).

The Medieval Studies minor is designed to encourage undergraduate students at Plymouth State University to enrich their studies by exploring the Middle Ages in Western Europe. The Medieval Studies minor is an interdisciplinary program designed to appeal to students who desire to break from traditional boundaries. Students will find that material studied in one course is approached from a complementary point of view in other courses. Designation as a minor will be at the student's request to the Chair of the Medieval Studies Council.

Required:	Credits
AH 1110 Survey of Art I	3
Complete four of the following, at least six credits must be at the 3000/4000 level:	12

AN 3200	Anthropology of Religion, Ritual, and Myth
ENDI 1330	Arthurian Legends: Representations of Leadership, Romance, National Identity, and Spiritual Quest (PPDI)
HI 2005	Ancient and Medieval Civilizations
MU 3310	History and Literature of Music I
PY 2200	Ideas of the Old Testament (GACO)
PY 2210	New Testament Thought (GACO)
PY 3110	History of Philosophy I: Ancient (INCO)
PY 3140	Medieval Philosophy
PY 3540	Philosophy of Religion (INCO)
TH 4510	Theatre History I

**NEUROSCIENCE MINOR****18 credits**

Offered by the Neuroscience Council

*Chairs:* Christopher C. Chabot and Brian T. Healy*Council:* Paul M. Fedorchak, John W. Kulig, H. David Zehr

The Neuroscience minor is designed to give students experience in the multidisciplinary field of Neuroscience that includes Biology and Psychology. The program is composed of introductory courses in either Biological or Psychological sciences, component courses offered by these departments, and a capstone experience that involves independent research. Students considering graduate school would benefit from the experience gained from this program.

Students who are interested in this minor should contact one of the Chairs of the Neuroscience Council. Several of the courses stipulated in this minor have specific prerequisites.

Required	Credits
BI 4780 Neurobiology	4
PS 3600 Behavioral Neuroscience	3
Complete one of the following:	3
BI 4950 Undergraduate Research	
PS 4940 Independent Research in Psychology	
Complete two of the following:	8
BI 2120 Human Anatomy and Physiology II and	
BI 2140 Human Anatomy and Physiology Laboratory II	
BI 4760 Animal Behavior	
PS 3210 Learning	
PS 3220 Cognitive Psychology	

The prerequisites for the courses in this minor can be found in the course descriptions outlined in this Catalog. Prerequisites include: BI 2110, BI 2130, PS 2010, junior or senior Biology or Psychology major, permission of instructor or (Chair or faculty research mentor).

**NORTHERN NEW ENGLAND HERITAGE STUDIES MINOR****15 credits**

Offered by the Institute for New Hampshire Studies

Please also visit: [plymouth.edu/institute-for-new-hampshire-studies/](http://plymouth.edu/institute-for-new-hampshire-studies/).

The purpose of the minor in Northern New England Heritage Studies is to provide students with a better comprehension of the natural, social, and cultural environment of the region. Students who matriculate toward the minor will gain a better understand-

ing of the unique characteristics of the region. The structure of the minor is designed to impart introductory information about the archaeology, culture, geography, history, and environment of the region, and to provide an avenue for more in-depth analysis through independent study, seminars, and/or internships. The minimum requirement for a minor in Northern New England Heritage Studies is 15 credits. A maximum of six credits may be in 1000/2000 level courses and at least nine credits must be in 3000/4000 level courses. Upon approval of the Director of the Institute for New Hampshire Studies and the Undergraduate Studies Office, students may substitute other courses for the requirements that are listed. To be approved, such courses must relate to the region, utilize a regional approach or reflect some combination of these elements. Anyone seeking more information about enrolling in the minor should contact the Director of the Institute for New Hampshire Studies.

**Courses Fulfilling the Minor**

AN 3110	Cultural Ecology
AN 3260	Historical Archaeology
AN 3410	Natives of North America
BI 3240	Conservation (DICO) (GACO) (INCO)
ENDI 1550	Wilderness Literature (SSDI)
HI 3150	American Civil War and Reconstruction
HI 3335	New Hampshire and New England Historical Sites
HI 3340	New Hampshire and New England History
IS 3482	Perspectives on Wilderness
LLDI 2100	Introduction to Canadian Studies (PPDI)
PO 3100	American Political Thought
SO 3390	Environment and Society (INCO)
SS 3620	Archaeological Field Methods: Prehistory
SS 3630	Archaeological Field Methods: Historical
SS 3640	Archaeological Field Methods: Nautical

**PEACE and SOCIAL JUSTICE STUDIES MINOR****15 credits**

Offered by the Peace and Social Justice Studies Council

*Council:* Kristine M. Levan, Gary A. McCool, Scott D. Meyer, Filiz Otucu, Sheryl L. Shirley, Katherine M. Tardif

Peace and social justice may be the most important subjects of serious study in the 21<sup>st</sup> century. Ignorance of the conditions that promote and hinder the development of peace and social justice has led to oppression, civil conflict, and war. This subject—including human rights, economics and society equality, global poverty, militarization, climate change, and conflict resolution—is everybody's business, not merely that of the generals, government leaders or the global elite. This minor, which allows students to select courses from a wide interdisciplinary array of choices, will inform and empower students to make a difference for peace and social justice in our world today.

Required	Credits
IS 4360 Cultural Diversity and American Society (DICO) (INCO)	3
PO 1030 World Politics (GACO)	3
PY 4910 Independent Study (capstone experience)	3
Complete one of the following:	3
IS 3560 Philosophical Perspectives on War and Peace (GACO) (INCO)	

PY 3560	Philosophical Perspectives on War and Peace (GACO) (INCO)	
Complete one of the following:		3
AN 3900	Applied Anthropology	
CJDI 1020	The Individual and the Law (SSDI)	
CJ 3150	Society, Ethics, and the Law (DICO) (INCO)	
IS 3470	Women in Contemporary American Culture (INCO)	
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	
LLDI 2020	Queer Language, Culture, and Identity (SSDI) (DICO)	
PODI 1050	Global Problems, Powers, and Politics (SSDI)	
PO 3250	Model United Nations (GACO) (INCO)	
PO 3300	Latin American Politics (GACO)	
PO 3350	Women in World Politics	
PO 3500	Politics and Conflict in the Middle East (GACO) (INCO)	
PS 3030	Social Psychology	
PY 1120	Doing Right and Being Good (DICO)	
PY 3150	Society, Ethics, and the Law (DICO) (INCO)	
SO 2380	Social Problems	
SO 3160	Women in World Development	

**PRE-LAW MINOR****18 credits**

Offered by the Pre-Law Council

*Pre-Law Council:* Roger O. Babin, Samuel D. Brickley II, Robert G. Egbert, Jr., Brian W. Eisenhauer, Mark J. Fischler, David A. Mackey

*Pre-Law Advisors:* Roger O. Babin, Esq., Samuel D. Brickley II, Esq., Mark J. Fischler, Esq.

Students may pursue the Pre-Law minor from nearly any major, but must build an outstanding academic record and demonstrate a sincerity of purpose to be admitted to law school. To be successful in law school, students should also develop core skills, such as analytical and problem solving, critical reading, writing, oral communication and listening, general research, and task organization and management, as well as the values of serving faithfully the interests of others while promoting justice. The Pre-Law minor provides a framework for students to develop these skills and values. Students must achieve a 3.00 grade point average in the Pre-Law minor courses.

Students interested in attending law school should contact one of the Pre-Law advisors as early as possible in their undergraduate studies. Students are also strongly encouraged to complete a commercially available Law School Admission Test (LSAT) preparation course prior to taking the LSAT. Information about the LSAT is available on the Law School Admission Council's Web site ([www.lsac.org](http://www.lsac.org)).

Required	Credits
Group I – complete three of the following:	9
BU 2290 Organizational Communications	
CM 2400 Public Speaking	
CM 2500 Basic Argumentation and Debate	
EN 3120 Advanced Composition	
PY 2310 Elements of Logic	

Group II – complete one of the following:		3
BU 2440	Business, Ethics, and Society	
CJ 3150	Society, Ethics, and the Law (DICO) (INCO)	
CS 4520	CyberEthics (DICO) (INCO)	
PY 3150	Society, Ethics, and the Law (DICO) (INCO)	
Group III – complete two of the following:		6
BU 2480	Business Law	
BU 3410	Labor and Employment Law for Managers	
BU 3560	Land Use Law and Development	
BU 4040	Commercial Law	
CJDI 1020	The Individual and the Law (SSDI)	
CJ 2040	Criminal Adjudication	
PO 3630	Constitutional Law: Civil Liberties	
PS 3700	Psychology and Law	

At least three 3000/4000 level courses must be taken as part of the minor. BU 4040 has a prerequisite of BU 2480.

**WOMEN'S STUDIES MINOR****16 credits**

Offered by the Women's Studies Council

*Chair:* Megan L. Birch

*Council:* Elizabeth A. Ahl, Rebecca L. Busanich, Katharine N. Harrington, Whitney B. Howarth, Catherine F. LeBlanc, Ann K. McClellan, Brigid C. O'Donnell, Wendy J. Palmquist, Meagan K. Shedd, Delilah R. Smith, Alice P. Staples, Kerry L. Yurewicz

Please also visit: [plymouth.edu/departments/wmstudies/](http://plymouth.edu/departments/wmstudies/).

The Women's Studies minor is an interdisciplinary program which focuses on the diversity of women's lives and work in cultural and historical perspective, and which introduces students to feminist methodologies and explores the use of gender as a tool for analyzing experience. The program is comprised of a common core course, approved courses offered by several departments, and a senior project. Women and men will benefit from pursuing the Women's Studies minor.

Required		Credits
WSDI 2500	The F Word: Feminism in the United States (SSDI)	3
WS 4990	Women's Studies Senior Project	1
Approved Courses – complete 12 credits, at least nine credits must be at the 3000/4000 level:		12
AH 3750	Women, Art, and Society (DICO)	
CJ 3500	Women and Crime	
EN 2250	Identity and Difference in American Literature (DICO)	
EN 3450	Women Writers	
HE 4100	Women's Health Issues (WECO)	
HI 3350	American Women's History (DICO)	
HI 3828	Women and Global Colonialism (GACO)	
HI 3835	Sex and Empire in Colonial India (GACO)	
IS 3470	Women in Contemporary American Culture (INCO)	
PO 3350	Women in World Politics	
PS 3200	Psychology of Women (DICO)	
SO 3070	The Sociology of the Family	
SO 3160	Women in World Development	

- WSDI 1500 The Contemporary American Male:  
His Issues, His Desires (SSDI)
- WS 3300 Women and Sport Cultures (DICO) (WECO)
- WS 3500 Topics in Women's Studies
- WS 4010 Women and the Economy
- WS 4910 Independent Study

Only one Approved Course may be selected from the student's major field of study. At least 12 credits of the minor must be completed before the internship occurs. WS 4000 is limited to three credits in the minor. Students may submit a Student Request form to the Women's Studies Council Chair, to request consideration of another course to meet the Approved Courses requirement.



## Department of Languages and Linguistics

### College of Arts and Sciences

**Department of Languages and Linguistics**, Hyde Hall

*Chair:* James C. Whiting

*Professor:* Barbara D. Lopez-Mayhew

*Associate Professor:* Katharine N. Harrington

*Contract Faculty:* Eric O. Cintron, Wilson A. Garcia

*Teaching Lecturers:* Annie Bahr, Gabriel Del Rossi, Stuart Granoff,  
Jonathan C. Higgins, Reed Marmy-Cotton, Lewis J. Overaker

Please also visit: [plymouth.edu/departments/language/](http://plymouth.edu/departments/language/).

The Department of Languages and Linguistics offers language/culture courses in American Sign Language, Arabic, French, German, Italian, Latin, Mandarin Chinese, and Spanish. Media facilities for the enhancement of teaching and learning in multimedia classrooms and language laboratory (see Language Learning Resource Center in the Academic Resources section) are available. Also offered is a wide selection of linguistic courses for the Applied Linguistics minor, the TESOL minor, the TESOL Certificate, and the General Education program.

Students are encouraged to spend at least one semester, winter term or summer, or preferably their entire junior year, in study abroad. Departmental authorization is required for program approval and credit transfer. Students are generally required to complete at least one three-credit course at the 3000/4000 level on-campus after returning from study abroad. Consult Study Abroad in the Academic Resources section of this Catalog for more information. Transfer students seeking a foreign language major must complete at least two upper-level courses on campus.

Initial placement in the French, German, and Spanish programs is through assessment of high school or other language experience, or through a placement exam (CAPE – computerized adaptive placement exam). Contact the Chair of the Department of Languages and Linguistics.

- Students who have no previous study or have completed no more than one year of high school French may register for FR 1010. Students who have completed more than one year or up to two years of high school French may register for FR 1110. Students who recently have completed their third year of high school French or one year 1000-level university French register for FR 2030 and an optional corequisite lab (FR 2910) if needed. Students with more than three years of French should register for FR 3020 and FR 3030 in the fall, and FR 3130 in the spring.
- Students who have no previous study or have completed up to two years of high school German may register for GR 1010. Students who have recently completed their third year of high school German or one year of 1000-level university German register for GR 2030 and an optional corequisite lab (GR 2910) if needed.

- Students who have no previous study or have completed no more than one year of high school Spanish register for SP 1010. Students who have completed more than one year or up to two years of high school Spanish may register for SP 1110. Students who recently have completed their third year of high school Spanish or one year of 1000-level university Spanish register for SP 2030 and an optional corequisite lab (SP 2910) if needed. Students with more than three years of Spanish should register for SP 3030 and SP 3330 in the fall, and SP 3220 in the spring.

If there is a question about correct placement, students may request a placement exam in the Department. Students may receive up to six language credits through the Advanced Placement language exams or up to 12 credits through the Level 2 CLEP exams.

Language majors are encouraged to study a second language or linguistics. Students may count those courses toward elective credits outside the major or elect to complete a minor in Applied Linguistics, French, German, or Spanish.

### FRENCH, Bachelor of Arts 120 credits

The BA in French is a balanced program of study in language, culture, and literature.

Degree Requirements		Credits
FR 3020	French Culture and Conversation	3
FR 3030	Advanced French (GACO) (TECO)	3
FR 3130	Advanced French Composition (WRCO)	3
FR 4800	French Capstone Seminar	3
FR	French electives; at least 15 credits must be taken at the 3000/4000 level [not FRDI]	24
LL 2000	Introduction to Language and Linguistics (QRCO)	3
LL 4815	The Diversity of Franco Communities in the United States (DICO) (INCO)	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>42–40</u>
Total		120

Students are encouraged to experience a Junior Year abroad. Students are encouraged to minor in another language or to complete the Applied Linguistics minor.

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
FR	French electives [not FRDI]	6
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
	<i>Elective</i>	3
		<u>30</u>
<b>Year Two</b>		<b>Credits</b>
FR 3020	French Culture and Conversation	3
FR 3030	Advanced French (GACO) (TECO)	3
FR	French elective [not FRDI]	3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
	<i>Elective</i>	<u>6–4</u>
		<u>30</u>
<b>Year Three</b>		<b>Credits</b>
FR 3130	Advanced French Composition (WRCO)	3
FR	3000/4000 level French electives [not FRDI]	9
WECO	Wellness Connection	3
	<i>Electives</i>	<u>15</u>
		<u>30</u>
<b>Year Four</b>		<b>Credits</b>
FR 4800	French Capstone Seminar	3
FR	3000/4000 level French electives [not FRDI]	6
LL 4815	The Diversity of Franco Communities in the United States (DICO) (INCO)	3
	<i>Electives</i>	<u>18</u>
		<u>30</u>
Total		120

French majors entering with more than three years of high school French should begin Year One with FR 3020, FR 3030, and FR 3130.

## MODERN LANGUAGES, Bachelor of Arts

**120 credits**

The BA in Modern Languages is a balanced program of major study of two languages (French and Spanish), skills development, their cultures and literature. Students may elect to minor in another language (German), Applied Linguistics, or in another field (such as Anthropology/Sociology, Art History, Business Administration, Film Studies, Geography, Global Tourism, Media Studies, Peace and Social Justice Studies, Professional Communication, Women's Studies). Study abroad is strongly recommended. LLDI 2950 Language Acquisition (SIDI) is also recommended. This course can be counted as a free elective or as one of the SIDI courses.

**Degree Requirements****Credits**

FR 3010	French History and Civilization	3
FR 3020	French Culture and Conversation	3
FR 3030	Advanced French (GACO) (TECO)	3
FR 3130	Advanced French Composition (WRCO)	3
FR 3410	Quebec Culture and Literature	3
French Electives – complete three of the following:		9
FR 3210	Readings in French I	
FR 3220	Readings in French II	
FR 4100	Survey of French Literary Masterpieces I	
FR 4110	Survey of French Literary Masterpieces II	
SP 3030	Advanced Spanish (GACO) (TECO)	3
SP 3120	Spanish Culture and Civilization	3
SP 3140	Spanish American Culture and Civilization	3
SP 3220	Advanced Spanish Composition (WRCO)	3
SP 3330	Spanish Conversation, Phonetics, and Phonology	3
Spanish Electives – completed three of the following:		9
SP 4200	Survey of the Literary Masterpieces of Spain I	
SP 4210	Survey of the Literary Masterpieces of Spain II	
SP 4400	Survey of the Literary Masterpieces of Spanish America I	
SP 4450	Survey of the Literary Masterpieces of Spanish America II	
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
LL 4450	Modern Languages Capstone Seminar	3
LL 4815	The Diversity of Franco Communities in the United States (DICO) (INCO)	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
	<i>Electives</i>	<u>24–22</u>
Total		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

<b>Year One</b>		<b>Credits</b>
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
FR 3030	Advanced French (GACO) (TECO)	3
FR 3130	Advanced French Composition (WRCO)	3
SP 3030	Advanced Spanish (GACO) (TECO)	3
SP 3220	Advanced Spanish Composition (WRCO)	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Directions	<u>6</u>
		<u>30</u>

Year Two		Credits
FR 3010	French History and Civilization	3
FR 3020	French Culture and Conversation	3
SP 3120	Spanish Culture and Civilization	3
SP 3330	Spanish Conversation, Phonetics, and Phonology	3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
CTDI	Creative Thought Direction	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Directions	6
	<i>Elective</i>	3-2
		30

Year Three		Credits
FR 3410	Quebec Culture and Literature	3
SP 3140	Spanish American Culture and Civilization	3
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
LL 4815	The Diversity of Franco Communities in the United States (DICO) (INCO)	3
SIDI	Scientific Inquiry Direction	3-4
WECO	Wellness Connection	3
	<i>Electives</i>	12-11
		30

Year Four		Credits
	French Electives	9
	Spanish Electives	9
LL 4450	Modern Languages Capstone Seminar	3
	<i>Electives</i>	9
		30
Total		120

## SPANISH, Bachelor of Arts 120 credits

The BA in Spanish is a balanced program of study in language, culture, and literature.

Degree Requirements		Credits
SP 3030	Advanced Spanish (GACO) (TECO)	3
SP 3120	Spanish Culture and Civilization	3
SP 3140	Spanish American Culture and Civilization	3
SP 3220	Advanced Spanish Composition (WRCO)	3
SP 3330	Spanish Conversation, Phonetics, and Phonology	3
SP 4200	Survey of the Literary Masterpieces of Spain I	3
SP 4210	Survey of the Literary Masterpieces of Spain II	3
SP 4400	Survey of the Literary Masterpieces of Spanish America I	3
SP 4450	Survey of the Literary Masterpieces of Spanish America II	3
SP 4800	Spanish Capstone Seminar	3
SP	Spanish electives [not SPDI]	12
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6

SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		36-34
Total		120

Students are encouraged to experience a Junior Year abroad.

Students are encouraged to minor in another language or to complete the Applied Linguistics minor.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SP	Spanish electives [not SPDI]	6
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
	<i>Elective</i>	3
		30

Year Two		Credits
SP 3030	Advanced Spanish (GACO) (TECO)	3
SP 3220	Advanced Spanish Composition (WRCO)	3
SP 3330	Spanish Conversation, Phonetics, and Phonology	3
LL 2000	Introduction to Language and Linguistics (QRCO)	3
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
	<i>Electives</i>	6-4
		30

Year Three		Credits
SP 3120	Spanish Culture and Civilization	3
SP 3140	Spanish American Culture and Civilization	3
SP 4200	Survey of the Literary Masterpieces of Spain I	3
SP 4400	Survey of the Literary Masterpieces of Spanish America I	3
SP	Spanish elective [not SPDI]	3
WECO	Wellness Connection	3
	<i>Electives</i>	12
		30

Year Four		Credits
SP 4210	Survey of the Literary Masterpieces of Spain II	3
SP 4450	Survey of the Literary Masterpieces of Spanish America II	3
SP 4800	Spanish Capstone Seminar	3
SP	Spanish elective [not SPDI]	3
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
	<i>Electives</i>	15
		30
Total		120

Spanish majors entering with more than three years of high school Spanish should begin Year One with SP 3030, SP 3220, and SP 3330.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

### APPLIED LINGUISTICS MINOR 15 or 16 credits

	Credits
LL 2000 Introduction to Language and Linguistics	3
LLDI 2950 Language Acquisition (SIDI)	3
LL 3500 Research in Applied Linguistics	3
Complete two of the following:	6 or 7
LLDI 2500 The History of the English Language (PPDI)	
LL 4100 TESOL Methods and Practice	
LL 4300 Literacy in Language Learning	

### FRENCH MINOR 15–17 credits

Students who transfer to Plymouth State University and who wish to minor in French must take at least one three-credit 3000/4000 level course in French at Plymouth to be granted a French minor.

	Credits
FR 3030 Advanced French (GACO)	3
Complete one of the following:	3
FR 3020 French Culture and Conversation	
FR 3130 Advanced French Composition	
FR French electives	9–11

### GERMAN MINOR 15 credits

Students who transfer to Plymouth State University and who wish to minor in German must take at least one three-credit 3000/4000 level course in the language at Plymouth to be granted a German minor.

	Credits
GR 3010 Advanced German I	3
GR 3020 Advanced German II	3
GR German electives	9

### SPANISH MINOR 17–18 credits

Students who transfer to Plymouth State University and who wish to minor in a language must take at least one three-credit 3000/4000 level course in Spanish at Plymouth to be granted a Spanish minor.

	Credits
SP 3030 Advanced Spanish (GACO)	3
SP 3220 Advanced Spanish Composition	3
SP 3330 Spanish Conversation, Phonetics, and Phonology	3
SP Spanish electives	8–9

### TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MINOR 19–27 credits

**Corequisite:** an approved Teacher Certification program

	Credits
LL 2000 Introduction to Language and Linguistics	3
LLDI 2950 Language Acquisition (SIDI)	3

LL 3300 Foundations of Multilingual Multicultural Studies (DICO)	3
LL 4100 TESOL Methods and Practice	4
LL 4300 Literacy in Language Learning	3
LL 4820 Language Assessment	3
Two semesters of one foreign language at the university level or equivalent	0–8

LL 4100 requires a 30-hour field experience.

### TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE 16 credits

	Credits
LLDI 2950 Language Acquisition (SIDI)	3
LL 3300 Foundations of Multilingual Multicultural Studies (DICO)	3
LL 4100 TESOL Methods and Practice	4
LL 4300 Literacy in Language Learning	3
LL 4820 Language Assessment	3

LL 4100 requires a 30-hour field experience.

The TESOL Certificate program is offered through the Division of Online and Continuing Studies. It is open to matriculated (degree-seeking) Plymouth State University students and to continuing education students. The Certificate does **not** provide TESOL certification.

Continuing education students submit an application, including an essay and a \$25 application fee, to the Admission Office. An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certificate (GED) is also submitted to the Admission Office. Official transcripts of all post-secondary work attempted are required. A maximum of two courses could be transferred in to fulfill Certificate requirements. Applications are processed by the Division of Online and Continuing Studies in collaboration with the Admission Office and the Department Chair or designee. Transfer credits are processed by the Undergraduate Studies Office.

Certificate courses are offered in a sequence beginning with LLDI 2950, which must be taken first. Anyone earning the Certificate could apply the credits earned in the Certificate toward a degree at Plymouth State University. The Division of Online and Continuing Studies tracks Certificate students' progress and with the Department Chair or designee, provides advising.

A minimum cumulative grade point average of 2.00 in the Certificate is required. Completion of all requirements is determined by the Degree Auditor. Certificates of Completion are issued by the Division of Online and Continuing Studies. Transcripts stating completion of the Certificate are issued by the Registrar's Office.

Completing the TESOL Certificate does **not** equal completion of State certification/endorsement in TESOL K–12.

## Department of Mathematics

### College of Arts and Sciences

**Department of Mathematics**, Hyde Hall

*Chair:* John E. Donovan, II

*Professors:* Larry G. Blaine, Jon M. Maatta

*Associate Professor:* Natalya Vinogradova

*Assistant Professors:* Eric LaFlamme, Emma Norbrothen,

Osama Ta'ani, Justin Wright

*Contract Faculty:* Shawn M. Hackshaw, Annie E. Hager,

Paul C. Wilson

Please also visit: [plymouth.edu/departments/math/](http://plymouth.edu/departments/math/).

### MATHEMATICS, Bachelor of Science

**120 credits**

The general purpose of this degree is to provide a program of study in mathematics fostering general mathematical reasoning and the development of the mathematical tools needed for success. Students wishing to pursue a career as a certified mathematics teacher should choose either the Middle School Teacher Certification or Secondary Teacher Certification option.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
MA 2400 Introduction to Formal Mathematics (MATH)	3
MA 2550 <b>Calculus I (QRCO)</b>	4
MA 2560 <b>Calculus II (QRCO)</b>	4
MA 2700 Logic, Proofs, and Axiomatic Systems (WRCO)	3
MA 3120 <b>Linear Algebra</b>	3
MA 3200 Discrete Mathematics	3
MA 3500 Probability and Statistics for Scientists	3
MA 3510 <b>Differential Equations</b>	3
MA 3540 <b>Calculus III</b>	4
MA 4140 <b>Abstract Algebra (WRCO)</b>	3
MA 4430 <b>Numerical Analysis (TECO)</b>	3
MA 4510 <b>Introduction to Analysis</b>	3
Mathematics electives – complete 12 credits from the following:	12
MA 3130 <b>Directed Research in Mathematics</b>	
MA 3230 <b>Geometries (TECO) (WRCO)</b>	
MA 3280 <b>Regression Analysis</b>	
MA 3460 <b>History of Mathematics (GACO) (WRCO)</b>	
MA 4220 <b>Topics in Mathematics</b>	
MA 4350 <b>Probability Theory</b>	
Computer Science elective – complete one of the following:	2–4
CS 2370 <b>Programming in Java</b>	
CS 2400 <b>Scientific Programming</b>	
CS 2470 <b>Systems Programming in C/C++</b>	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8

SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>25–21</u>
Total		120

Students must receive a grade of C or better in all MA courses required in their degree program. A grade of C or better must be earned in any MA prerequisite course before enrolling in the post-requisite course.

### MIDDLE SCHOOL TEACHER CERTIFICATION (5–8) OPTION

This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for 5–8 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section of this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including Internship in Mathematics Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
MA <b>Mathematics electives above MA 2100</b>	6–8
[not MADI]	
MA 2120 <b>Mathematics in Our World II (QRCO)</b>	4
MA 2400 Introduction to Formal Mathematics (MATH)	3



<b>Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):</b>		<b>8</b>
MA 2490	Applied Calculus I (QRCO)	
MA 2500	Applied Calculus II (QRCO)	
MA 2550	Calculus I (QRCO)	
MA 2560	Calculus II (QRCO)	
MA 2700	Logic, Proofs, and Axiomatic Systems (WRCO)	3
MA 3050	Introduction to Mathematics Education	3
MA 3200	Discrete Mathematics	3
MA 3230	Geometries (TECO) (WRCO)	4
MA 3460	History of Mathematics (GACO) (WRCO)	3
MA 3500	Probability and Statistics for Scientists	3
MA 4020	The Cultural and Psychological Aspects of Mathematics Learning (DICO) (INCO)	3
MA 4040	Mathematics in the Secondary and Middle School	3
MA 4965	Internship in Mathematics Teaching (5–8)	12
MA 4985	Internship in Mathematics Teaching Seminar	1
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
PS 3195	Development and Understanding	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>16–12</u>
Total		120

Students must receive a grade of C or better in all MA courses required in their degree program. A grade of C or better must be earned in any MA prerequisite course before enrolling in the post-requisite course. Internship in Mathematics Teaching requires a minimum cumulative grade point average of 2.50.

### SECONDARY TEACHER CERTIFICATION (7–12) OPTION

This Option leads to certification to teach mathematics in the public schools. This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this Teacher Certification Option are eligible for 7–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section of this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

All teacher certification candidates who interact with students in public school settings through course-related field experiences,

including Internship in Mathematics Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

<b>Degree Requirements</b>		<b>Credits</b>
Courses required for the Option are shown in boldface.		
MA 2400	Introduction to Formal Mathematics (MATH)	3
MA 2550	<b>Calculus I (QRCO)</b>	4
MA 2560	<b>Calculus II (QRCO)</b>	4
MA 2700	Logic, Proofs, and Axiomatic Systems (WRCO)	3
MA 3050	Introduction to Mathematics Education	3
MA 3120	Linear Algebra	3
MA 3200	Discrete Mathematics	3
MA 3230	<b>Geometries (TECO) (WRCO)</b>	4
MA 3460	<b>History of Mathematics (GACO) (WRCO)</b>	3
MA 3500	Probability and Statistics for Scientists	3
MA 3540	<b>Calculus III</b>	4
MA 4020	The Cultural and Psychological Aspects of Mathematics Learning (DICO) (INCO)	3
MA 4040	Mathematics in the Secondary and Middle School	3
MA 4140	Abstract Algebra (WRCO)	3
MA 4975	Internship in Mathematics Teaching (7–12)	12
MA 4985	Internship in Mathematics Teaching Seminar	1
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
PS 3195	Development and Understanding	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		<u>16–14</u>
Total		120

Students must receive a grade of C or better in all MA courses required in their degree program. A grade of C or better must be earned in any MA prerequisite course before enrolling in the post-

**requisite course.** Internship in Mathematics Teaching requires a minimum cumulative grade point average of 2.50.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

### GENERAL MATHEMATICS MINOR 17 credits

	Credits
MA Mathematics courses above 3100	6
Complete one of the following:	3
MA 2300 Statistics I	
MA 3500 Probability and Statistics for Scientists	
Complete one of the following:	4
MA 2490 Applied Calculus I	
MA 2550 Calculus I	
Complete one of the following:	4
MA 2500 Applied Calculus II	
MA 2560 Calculus II	

### MATHEMATICS EDUCATION K–8 MINOR 18 credits

Certification to teach mathematics does **not** result from completing this minor. A person desiring certification to teach mathematics must complete a mathematics teacher preparation program.

	Credits
MA 2110 Mathematics in Our World I	4
MA 2120 Mathematics in Our World II	4
MA 3050 Introduction to Mathematics Education	3
Complete one of the following:	3
MA 2300 Statistics I	
MA 3500 Probability and Statistics for Scientists	
Complete one of the following:	4
MA 2140 Precalculus	
MA 2490 Applied Calculus I	
MA 2550 Calculus I	

### MATHEMATICS EDUCATION 7–12 MINOR 18 credits

Certification to teach mathematics does **not** result from completing this minor. A person desiring certification to teach mathematics must complete a mathematics teacher preparation program.

	Credits
MA 3050 Introduction to Mathematics Education	3
MA 3230 Geometries	4
MA 3500 Probability and Statistics for Scientists	3
Complete one of the following:	4
MA 2490 Applied Calculus I	
MA 2550 Calculus I	
Complete one of the following:	4
MA 2500 Applied Calculus II	
MA 2560 Calculus II	

### TECHNICAL MATHEMATICS MINOR 15 credits

	Credits
MA 2550 Calculus I	4
MA 2560 Calculus II	4
Complete seven credits from the following:	7
MA 3120 Linear Algebra	
MA 3500 Probability and Statistics for Scientists	
MA 3510 Differential Equations	
MA 3540 Calculus III	
MA 4350 Probability Theory	
MA 4430 Numerical Analysis	

*Note:* 3000 and 4000 level courses listed in the minor have prerequisites.

## Department of Music, Theatre, and Dance

### College of Arts and Sciences

**Department of Music, Theatre, and Dance**, Silver Center for the Arts

*Chair:* Paul M. Mroczka

*Professors:* Kathleen H. Arecchi, Elizabeth A. Daily, Carleen A. Graff,

D. Matthew Kizer, Daniel R. Perkins, Richard C. Pfenninger,

Jonathan C. Santore

*Assistant Professor:* Mark Stickney

*Contract Faculty:* Constance D. Chesebrough, Holly E. Oliver,

Amanda E. Whitworth

Please also visit: [plymouth.edu/departments/mtdd/](http://plymouth.edu/departments/mtdd/).

The Department of Music, Theatre, and Dance offers the BS degree in Music Education and BA degrees in Music and Theatre Arts (for information on the options offered under each degree, please see the individual listings below). The Department also offers minors in Music, Theatre, and Dance, as well as coursework in these three areas that can be applied toward Interdisciplinary Studies majors.

Applicants to all Departmental majors or minors must meet the regular requirements for admission to the University and must also pass an audition/interview with Departmental faculty in their area. Prospective students should contact the Department Chair for audition/interview guidelines and scheduling. Students interested in auditioning for Departmental Talent Grants must do so on specific dates, as outlined in the audition/interview guidelines.

Several specific policies concerning academic work and degree requirements for Music, Music Education, and Theatre Arts majors are contained in the *Music Student Handbook* and *Theatre Student Handbook*, available online at the Department's Web page. Students should carefully consult the handbook for their major area.

In addition to its academic degrees, the Department sponsors several groups that provide students from across campus with opportunities to perform. These include: Chamber Players, Chamber Singers, University Chorale, Contemporary Dance Ensemble, Guitar Workshop, Jazz Ensemble, Jazz Workshop (combos), The Music Theatre Company, Percussion Ensemble, Piano Ensemble, PSU Theatre, and Symphonic Band. Please contact the Department Office for information about audition requirements and credit-earning opportunities with these organizations.

### MUSIC, Bachelor of Arts 120 credits

Degree candidates are required to choose from one of the five options: Commercial Voice Performance, Contract, Music Technology, Piano Performance and Pedagogy, or Voice Performance and Pedagogy. Students in the Commercial Voice Performance Option present a Senior Recital. Students in the Music Technology Option present a Music Technology Junior Project and a Music Technology Senior Project. The Piano Performance and Pedagogy and the Voice Performance and Pedagogy Options require students to present both a Junior and Senior Recital.

### COMMERCIAL VOICE PERFORMANCE OPTION

A minimum of 36 credits in the major must be completed at the 3000/4000 level.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
<b>MU 1150 Piano Class I</b>	1
<b>MU 1160 Piano Class II</b>	1
MU 1210 Musicianship I	4
MU 1220 Musicianship II	4
<b>MU 1420 Voice Performance Lab I (two enrollments)</b>	0
<b>MU 1480 Jazz Workshop (four enrollments)</b>	4
<b>MU 1510 Voice Performance Studies (two enrollments)</b>	2
MU 2210 Musicianship III	3
MU 2220 Musicianship IV	3
<b>MU 2250 Commercial Voice Performance Study (one enrollment)</b>	1
<b>MU 2260 Basic Conducting</b>	2
<b>MU 2510 Voice Performance Studies (one enrollment)</b>	1
<b>MU 3170 Musical Theatre Singing Techniques</b>	2
MU 3200 Technology in Music Performance (TECO)	3
MU 3250 Global Jazz (DICO) (GACO)	3
MU 3310 History and Literature of Music I	3
MU 3320 History and Literature of Music II (INCO) (WRCO)	3
<b>MU 3410 Seminar in the Music Business</b>	3
<b>MU 3420 Vocal Performance Lab II (six enrollments)</b>	0
<b>MU 3450 Topics in Music</b>	5
<b>MU 3522 Commercial Voice Performance Study (two enrollments)</b>	2
<b>MU 4010 Senior Recital</b>	1
<b>MU 4150 Introduction to Multitrack and Hard Disk Recording</b>	3
<b>MU 4210 Arranging</b>	3
<b>MU 4525 Commercial Voice Performance Study (two enrollments)</b>	2
<b>Complete two of the following:</b>	2
<b>MU 1930 Jazz Piano Performance Study (two enrollments) or</b>	
<b>MU 2230 Piano Class III and</b>	
<b>MU 2240 Piano Class IV or</b>	
<b>ME 1160 Guitar Class I and</b>	
<b>ME 2000 Guitar Class II</b>	
<b>Choral Experiences – two enrollments in any combination:</b>	2
<b>MU 2380 Chamber Singers</b>	
<b>MU 2440 University Chorale</b>	
<b>TH 2230 American Musical Theatre (DICO) (WRCO)</b>	3
<b>TH 2820 Acting I (WECO)</b>	3
<b>Quantitative Reasoning in the Discipline Connection – complete one of the following:</b>	3
<b>MA 1500 Mathematics and the Humanities (QRCO)</b>	
<b>MA 2200 Finite Mathematics (QRCO)</b>	
<b>MA 2300 Statistics I (QRCO)</b>	

*General Education:*

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		16–14
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

MU 1160 requires a minimum grade of C in MU 1150. MU 1220 requires a minimum grade of C in MU 1210. MU 2210 requires a minimum grade of C in MU 1220. MU 2220 requires a minimum grade of C in MU 2210. MU 2230 requires a minimum grade of C in MU 1160. MU 2240 requires a minimum grade of C in MU 2230.

**CONTRACT OPTION**

The Contract Option allows students to design an individualized program of study. A full-time member of the Music faculty and the Department Chair must approve the program of study in the Contract option.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
ME/MU	<b>Contract courses [not MEDI/MUDI]</b>	6
ME/MU	<b>3000/4000 level Contract courses [not MEDI/MUDI]</b>	6
MU 1150	<b>Piano Class I</b>	1
MU 1160	<b>Piano Class II</b>	1
MU 1210	Musicianship I	4
MU 1220	Musicianship II	4
MU 2210	Musicianship III	3
MU 2220	Musicianship IV	3
MU 3200	Technology in Music Performance (TECO)	3
MU 3250	Global Jazz (DICO) (GACO)	3
MU 3310	History and Literature of Music I	3
MU 3320	History and Literature of Music II (INCO) (WRCO)	3
MU	<b>Ensembles [not MUDI]</b>	5
MU	<b>Performance Studies (two enrollments each at the 1000, 2000, 3000 levels) [not MUDI]</b>	6
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6

SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		28–26
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

At least six credits of Contract courses must be upper-level and no more than four credits beyond those already required may be in Performance Studies. MU 1160 requires a minimum grade of C in MU 1150. MU 1220 requires a minimum grade of C in MU 1210. MU 2210 requires a minimum grade of C in MU 1220. MU 2220 requires a minimum grade of C in MU 2210.

**MUSIC TECHNOLOGY OPTION**

It is suggested that students enrolled in this Option include among their electives, computer and basic programming courses offered by the Computer Science and Technology Department.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
MU 1150	<b>Piano Class I</b>	1.0
MU 1160	<b>Piano Class II</b>	1.0
MU 1210	Musicianship I	4.0
MU 1220	Musicianship II	4.0
MU 2210	Musicianship III	3.0
MU 2220	Musicianship IV	3.0
MU 3200	Technology in Music Performance (TECO)	3.0
MU 3250	Global Jazz (DICO) (GACO)	3.0
MU 3310	History and Literature of Music I	3.0
MU 3320	History and Literature of Music II (INCO) (WRCO)	3.0
MU 3410	<b>Seminar in the Music Business</b>	3.0
MU 3990	<b>Music Technology Junior Project</b>	0.5
MU 4110	<b>Advanced MIDI and Film Scoring</b>	3.0
MU 4150	<b>Introduction to Multitrack and Hard Disk Recording</b>	3.0
MU 4210	<b>Arranging</b>	3.0
MU 4270	<b>Composition (two enrollments)</b>	2.0
MU 4990	<b>Music Technology Senior Project</b>	1.0
MU	<b>Ensembles [not MUDI]</b>	6.0
MU	<b>Performance Studies (two enrollments each at the 1000, 2000, 3000 levels) [not MUDI]</b>	6.0
TH 3310	<b>Theatre Technology: Topics</b>	3.0
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3.0
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3

MA	Mathematics Foundations	3.0
PPDI	Past and Present Directions	6.0
SIDI	Scientific Inquiry Directions	6–8.0
SSDI	Self and Society Directions	6.0
WECO	Wellness Connection	3.0
<i>Foreign Language (GACO)</i>		8.0
<i>Electives</i>		20.5–18.5
Total		120.0

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

MU 1160 requires a minimum grade of C in MU 1150. MU 1220 requires a minimum grade of C in MU 1210. MU 2210 requires a minimum grade of C in MU 1220. MU 2220 requires a minimum grade of C in MU 2210.

### PIANO PERFORMANCE AND PEDAGOGY OPTION

The goal of this Option is to provide students possessing the requisite piano/musical abilities and career interests, a coherent program of study leading to admission to a graduate degree program in piano performance and pedagogy and/or the establishment of a private piano teaching studio. In the Practicum experiences, students will teach private or class piano lessons under the mentorship of a member of the piano faculty.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
MU 1210	Musicianship I	4.0
MU 1220	Musicianship II	4.0
MU 1540	<b>Piano Performance Studies (two enrollments)</b>	4.0
MU 2100	<b>Keyboard Accompanying (four enrollments)</b>	2.0
MU 2140	<b>Piano Performance Lab (eight enrollments)</b>	0.0
MU 2210	Musicianship III	3.0
MU 2220	Musicianship IV	3.0
MU 2540	<b>Piano Performance Studies (two enrollments)</b>	4.0
MU 3010	<b>Junior Recital</b>	0.5
MU 3070	<b>Piano Pedagogy I</b>	2.0
MU 3080	<b>Piano Pedagogy II</b>	2.0
MU 3200	Technology in Music Performance (TECO)	3.0
MU 3250	Global Jazz (DICO) (GACO)	3.0
MU 3310	History and Literature of Music I	3.0
MU 3320	History and Literature of Music II (INCO)	3.0
MU 3350	<b>Piano Literature I</b>	2.0
MU 3360	<b>Piano Literature II</b>	2.0
MU 3540	<b>Piano Performance Studies (two enrollments)</b>	4.0
MU 4010	<b>Senior Recital</b>	1.0
MU 4420	<b>Practicum: Piano Teaching (two enrollments)</b>	4.0
MU 4540	<b>Piano Performance Studies (two enrollments)</b>	4.0
MU	<b>Ensembles [not MUDI]</b>	6.0
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3.0
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	

<i>General Education:</i>		
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3.0
PPDI	Past and Present Directions	6.0
SIDI	Scientific Inquiry Directions	6–8.0
SSDI	Self and Society Directions	6.0
WECO	Wellness Connection	3.0
<i>Foreign Language (GACO)</i>		8.0
<i>Electives</i>		15.5–13.5
Total		120.0

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

MU 1220 requires a minimum grade of C in MU 1210. MU 2210 requires a minimum grade of C in MU 1220. MU 2220 requires a minimum grade of C in MU 2210.

### VOICE PERFORMANCE AND PEDAGOGY OPTION

The goal of this Option is to provide students possessing the requisite vocal/musical abilities and career interests, a coherent program of study leading to admission to a graduate degree program in voice performance, voice performance and pedagogy, and/or the establishment of a private voice teaching studio. In the Practicum experiences students will teach private or class voice lessons under the mentorship of a member of the voice faculty.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
MU 1150	<b>Piano Class I</b>	1.0
MU 1160	<b>Piano Class II</b>	1.0
MU 1210	Musicianship I	4.0
MU 1220	Musicianship II	4.0
MU 1420	<b>Voice Performance Lab I (two enrollments)</b>	0.0
MU 1520	<b>Voice Performance Studies (two enrollments)</b>	4.0
MU 2000	<b>Diction for Singers</b>	2.0
MU 2210	Musicianship III	3.0
MU 2220	Musicianship IV	3.0
MU 2230	<b>Piano Class III</b>	1.0
MU 2240	<b>Piano Class IV</b>	1.0
MU 2520	<b>Voice Performance Studies (two enrollments)</b>	4.0
MU 3010	<b>Junior Recital</b>	0.5
MU 3200	Technology in Music Performance (TECO)	3.0
MU 3250	Global Jazz (DICO) (GACO)	3.0
MU 3310	History and Literature of Music I	3.0
MU 3320	History and Literature of Music II (INCO)	3.0
MU 3420	<b>Vocal Performance Lab II (six enrollments)</b>	0.0
MU 3430	<b>Survey of Vocal Literature</b>	2.0
MU 3520	<b>Voice Performance Studies (two enrollments)</b>	4.0
MU 4010	<b>Senior Recital</b>	1.0
MU 4280	<b>Voice Pedagogy for Majors</b>	2.0
MU 4430	<b>Practicum: Voice Teaching (two enrollments)</b>	4.0
MU 4520	<b>Voice Performance Studies (two enrollments)</b>	4.0



MU	Ensembles [not MUDI]	8.0
TH 2820	Acting I (WECO)	3.0
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3.0
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3.0
PPDI	Past and Present Directions	6.0
SIDI	Scientific Inquiry Directions	6–8.0
SSDI	Self and Society Directions	6.0
<i>Foreign Language (GACO)</i>		8.0
<i>Electives</i>		13.5–11.5
Total		120.0

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

MU 1160 requires a minimum grade of C in MU 1150. MU 1220 requires a minimum grade of C in MU 1210. MU 2210 requires a minimum grade of C in MU 1220. MU 2220 requires a minimum grade of C in MU 2210. MU 2230 requires a minimum grade of C in MU 1160. MU 2240 requires a minimum grade of C in MU 2230.

## MUSIC EDUCATION (K–12), Bachelor of Science 124 credits

Students who choose to major in Music Education become prepared to teach and supervise vocal, instrumental, and general music from kindergarten through grade 12. This program is certified at both the state and national level by the New Hampshire Department of Education and the National Council for the Accreditation of Teacher Education (NCATE). Graduates who complete this major are eligible for K–12 teacher certification in the state of New Hampshire. Because of New Hampshire's membership in the Interstate Certification Contract, Plymouth graduates are eligible to earn a certificate or license in another Contract state upon application to that state's department of education. For further information, please see the Educator Preparation section of this Catalog. Please also visit [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

Students in this program are required to present a senior solo recital that must be completed prior to the semester in which they are enrolled in the Internship in Music Teaching. Music Education majors may request permission to receive private instruction on a second instrument.

To be approved for the Internship in Elementary Music Teaching or the Internship in Secondary Music Teaching, students must have completed all departmental course requirements through the third year and have at least a 2.70 cumulative grade point average. They also must have passed the level-change jury exam allowing them to

study at the 4000 level on their major instrument. Students who do not pass the examination must retake it until it is successfully completed. The Internship in Elementary Music Teaching and the Internship in Secondary Music Teaching require a minimum grade of C in all required ME/MU courses and a minimum cumulative grade point average of 2.70.

The progress and dispositions of both candidates and aspiring candidates toward teacher certification in Music Education, and an eventual career in the field, is assessed periodically by the Music faculty; see Road to Internship in Teaching, Undergraduate Gate Requirements, in the Educator Preparation section of this Catalog. Students who are withdrawn from the BS program in Music Education because of failure to meet these standards will be given the opportunity to complete the BA Music degree, Contract option.

All teacher certification candidates who interact with students in public school settings through course-related field experiences, including the Internship in Elementary Music Teaching and the Internship in Secondary Music Teaching, are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

Degree Requirements	Credits
ME 1100 Introduction to Music Education (WECO)	3
ME 1200 Voice Class I	1
ME 2010 Choral Lab	0
ME 2020 Instrumental Lab	0
ME 2150 String Class	1
ME 3110 Elementary School Music Methods	3
ME 3130 Woodwinds I	1
ME 3140 Woodwinds II	1
ME 3160 Percussion Class	1
ME 3210 Upper Brass Techniques	1
ME 3220 Lower Brass Techniques	1
ME 3500 Technology for Music Educators (TECO)	3
ME 4200 Secondary School Music Methods	3
ME 4500 Senior Recital: Music Education	0
Conducting Elective – complete one of the following:	2
ME 3250 Choral Conducting	
ME 3260 Instrumental Conducting	
Literature and Techniques Elective – complete one of the following:	2
ME 3340 Choral Literature and Techniques	
ME 3350 Instrumental Literature and Techniques	
Internship in Teaching – complete ME 4860 and ME 4870:	12
ME 4860 Internship in Elementary Music Teaching	

ME 4870	Internship in Secondary Music Teaching	
MU 1150	Piano Class I	1
MU 1160	Piano Class II	1
MU 1210	Musicianship I	4
MU 1220	Musicianship II	4
MU 2210	Musicianship III	3
MU 2220	Musicianship IV	3
MU 2230	Piano Class III	1
MU 2240	Piano Class IV	1
MU 2260	Basic Conducting	2
MU 3250	Global Jazz (DICO) (GACO)	3
MU 3310	History and Literature of Music I	3
MU 3320	History and Literature of Music II (INCO) (WRCO)	3
MU	Ensembles [not MUDI]	7
MU	Performance Studies (two enrollments each at the 1000, 2000, 3000 levels; one enrollment at the 4000 level) [not MUDI]	14
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
Psychology Elective – complete one of the following:		3
CD 2300	Human Development I: Child Development	
PS 3100	Adolescent Psychology	
PS 3170	Child Development	
PS 3195	Development and Understanding	
Special Education Elective – complete one of the following:		3
SE 2080	Children with Disabilities	
SE 3090	Introduction to Special Education: Middle and Secondary	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6
SSDI	Self and Society Directions	6
Total		124

Piano majors substitute MU 3070/3080 for MU 1150/1160 and MU 2230/2240. Voice majors substitute MU 4280 for ME 1200. Students may omit methods classes in their Performance Studies area.

MU 1160 requires a minimum grade of C in MU 1150. MU 1220 requires a minimum grade of C in MU 1210. MU 2210 requires a minimum grade of C in MU 1220. MU 2220 requires a minimum grade of C in MU 2210. MU 2230 requires a minimum grade of C in MU 1160. MU 2240 requires a minimum grade of C in MU 2230. The Internship in Elementary Music Teaching and the Internship in Secondary Music Teaching require a minimum grade of C in all required ME/MU courses and a minimum cumulative grade point average of 2.70.

## THEATRE ARTS, Bachelor of Arts 120 credits

In addition to the regular requirements for admission to Plymouth State University, applicants must audition or present a portfolio to be accepted into the major (all options). Requirements vary according to Option; therefore, prospective students should contact the Director of Theatre or Department Chair to receive audition guidelines and to schedule an audition.

### ACTING OPTION

The Acting Option provides students with an aptitude for acting, a coherent program of study that will prepare them for a career in this field or for further study at the graduate level. The development of the student actor within the context of the greater liberal arts framework is emphasized. Students wishing to declare this Option may only do so after successfully auditioning for the Theatre faculty.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
TH 1600	Introduction to Theatre	3
<b>TH 1650</b>	<b>Practicum in Production</b>	3
TH 2100	Technology for Theatre Professionals (TECO)	3
<b>TH 2200</b>	<b>Stage Management/Arts Management</b>	3
<b>TH 2260</b>	<b>Voice and Diction I</b>	3
TH 2500	Stagecraft Fundamentals (QRCO)	3
TH 2540	Introduction to Theatre Design	3
TH 2600	Fundamentals of Costume Construction	3
TH 2820	Acting I (WECO)	3
<b>TH 3160</b>	<b>Stage Movement</b>	2
TH 3210	Script Analysis	3
<b>TH 3270</b>	<b>Voice and Diction II</b>	3
<b>TH 3670</b>	<b>Advanced Practicum in Production</b>	3
<b>TH 3900</b>	<b>Acting II</b>	3
<b>TH 3930</b>	<b>American Drama (DICO) (WRCO)</b>	3
TH 4610	Directing for the Stage (INCO)	3
<b>TH 4810</b>	<b>Acting III</b>	3
Theatre History Elective – complete one of the following:		3
TH 4510	Theatre History I	
TH 4520	Theatre History II	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		32–30
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

**CONTRACT OPTION**

The Contract Option provides students with the opportunity to design a program of study that will lead them toward a life and/or career path that differs from those that are available through the other options. The program of study in this Option will be developed with the guidance and approval of a member of the Theatre faculty.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
TH 1600 Introduction to Theatre	3
<b>TH 1650 Practicum in Production</b>	<b>4</b>
TH 2100 Technology for Theatre Professionals (TECO)	3
TH 2500 Stagecraft Fundamentals (QRCO)	3
TH 2540 Introduction to Theatre Design	3
TH 2600 Fundamentals of Costume Construction	3
TH 2820 Acting I (WECO)	3
TH 3210 Script Analysis	3
<b>TH 3670 Advanced Practicum in Production</b>	<b>4</b>
<b>TH 3930 American Drama (DICO) (WRCO)</b>	<b>3</b>
TH 4610 Directing for the Stage (INCO)	3
Theatre History Elective – complete one of the following:	3
TH 4510 Theatre History I	
TH 4520 Theatre History II	
<b>TH Contract courses [not THDI]</b>	<b>6</b>
<b>TH 3000/4000 level Contract courses [not THDI]</b>	<b>6</b>
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Foreign Language (GACO)</i>	<b>8</b>
<i>Electives</i>	<b>35–33</b>
<b>Total</b>	<b>120</b>

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

At least six credits of Contract courses must be 3000/4000 level.

**DRAMATIC WRITING OPTION**

The Dramatic Writing Option provides students with an aptitude for writing for performance, a coherent program of study, which will prepare them for a career in this area or for further study at the graduate level. The development of the student writer within the context of the greater liberal arts framework is emphasized. Students wishing to declare this Option may do so after an evaluation of submitted writing samples and successfully interviewing with the Theatre faculty.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
TH 1600 Introduction to Theatre	3

<b>TH 1650 Practicum in Production</b>	<b>4</b>
TH 2100 Technology for Theatre Professionals (TECO)	3
TH 2500 Stagecraft Fundamentals (QRCO)	3
TH 2540 Introduction to Theatre Design	3
TH 2600 Fundamentals of Costume Construction	3
TH 2820 Acting I (WECO)	3
TH 3210 Script Analysis	3
<b>TH 3670 Advanced Practicum in Production</b>	<b>4</b>
TH 4610 Directing for the Stage (INCO)	3
<b>Dramatic Writing Electives – complete 12 credits from the following:</b>	<b>12</b>
<b>TH 3340 Writing for Performance (Topics)</b>	
<b>EN 3680 Scriptwriting</b>	
Theatre History Elective – complete one of the following:	3
TH 4510 Theatre History I	
TH 4520 Theatre History II	
<b>Writing in the Discipline Connection – complete one of the following:</b>	<b>3</b>
<b>TH 2230 American Musical Theatre (DICO) (WRCO)</b>	
<b>TH 3930 American Drama (DICO) (WRCO)</b>	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Foreign Language (GACO)</i>	<b>8</b>
<i>Electives</i>	<b>35–33</b>
<b>Total</b>	<b>120</b>

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

The subjects covered in Topics courses vary from semester to semester. Course may be repeated as long as topic covered is different.

**MUSIC THEATRE PERFORMANCE OPTION**

The Music Theatre Performance Option provides a program of study that prepares students for a career in this area or for further study at the graduate level. The development of the student music theatre performer within the context of the greater liberal arts framework is emphasized. Students wishing to declare this Option may only do so after successfully auditioning. Specific policies concerning Performance Study examinations (called “Jury Exams”) and Recital Attendance are fully explained in the *Music Student Handbook*.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
TH 1600 Introduction to Theatre	3
<b>TH 1650 Practicum in Production (two enrollments)</b>	<b>2</b>
TH 2100 Technology for Theatre Professionals (TECO)	3
<b>TH 2230 American Musical Theatre (DICO) (WRCO)</b>	<b>3</b>
<b>TH 2260 Voice and Diction I</b>	<b>3</b>

TH 2500	Stagecraft Fundamentals (QRCO)	3
TH 2540	Introduction to Theatre Design	3
TH 2600	Fundamentals of Costume Construction	3
TH 2820	Acting I (WECO)	3
TH 3160	<b>Stage Movement</b>	2
TH 3170	<b>Musical Theatre Singing Techniques</b>	2
TH 3210	Script Analysis	3
TH 3900	<b>Acting II</b>	3
TH 4610	Directing for the Stage (INCO)	3
Theatre History Elective – complete one of the following:		3
TH 4510	Theatre History I	
TH 4520	Theatre History II	
MU 1150	<b>Piano Class I</b>	1
MU 1160	<b>Piano Class II</b>	1
MU 1210	<b>Musicianship I</b>	4
MU 1420	<b>Vocal Performance Lab I</b>	0
MU 1510	<b>Voice Performance Studies (two enrollments)</b>	2
MU 2370	<b>The Music Theatre Company (two enrollments)</b>	2
MU 2510	<b>Voice Performance Studies (two enrollments)</b>	2
MU 3420	<b>Vocal Performance Lab II (three enrollments)</b>	0
MU 3510	<b>Voice Performance Studies (two enrollments)</b>	2
MU 4510	<b>Voice Performance Studies (two enrollments)</b>	2
Choral Experiences – two enrollments in any combination:		2
MU 2380	Chamber Singers	
MU 2440	University Chorale	
Dance Electives – complete six credits from the following:		6
DN 1230	Ballet I	
DN 1260	Modern Dance I	
DN 1280	Jazz Dance I	
DN 1740	Tap I	
DN 2260	Modern Dance II	
DN 2520	Tap II	
DN 2670	Jazz Dance II	
DN 2710	Ballet II	
DN 3200	Dance Styles for Musical Theatre	
DN 3260	Topics in Dance	
DN 3270	Advanced Modern Dance	
DN 3360	Advanced Ballet	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		19–17
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

**One two-credit semester of Voice Performance Studies may not substitute for two semesters of one-credit Voice Performance Studies.**

MU 1160 requires a minimum grade of C in MU 1150

### THEATRICAL DESIGN/TECH OPTION

The Theatrical Design/Tech Option provides students with an aptitude for design/tech, a coherent program of study that will prepare them for a career in this area or for further study at the graduate level. The development of the student designer/technician within the context of the greater liberal arts framework is emphasized. Students wishing to declare this Option may only do so after successfully interviewing with the Theatre faculty.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
TH 1600	Introduction to Theatre	3
<b>TH 1650</b>	<b>Practicum in Production</b>	<b>4</b>
TH 2100	Technology for Theatre Professionals (TECO)	3
<b>TH 2200</b>	<b>Stage Management/Arts Management</b>	<b>3</b>
TH 2500	Stagecraft Fundamentals (QRCO)	3
TH 2540	Introduction to Theatre Design	3
TH 2600	Fundamentals of Costume Construction	3
TH 2820	Acting I (WECO)	3
TH 3210	Script Analysis	3
<b>TH 3670</b>	<b>Advanced Practicum in Production</b>	<b>4</b>
TH 4610	Directing for the Stage (INCO)	3
Theatre Topics – complete nine credits:		9
TH 3300	Design for the Theatre (Topics)	
TH 3310	Theatre Technology: Topics	
Theatre History Elective – complete one of the following:		3
TH 4510	Theatre History I	
TH 4520	Theatre History II	
Writing in the Discipline Connection – complete one of the following:		3
TH 2230	American Musical Theatre (DICO) (WRCO)	
TH 3930	American Drama (DICO) (WRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
<i>Foreign Language (GACO)</i>		8
<i>Electives</i>		35–33
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

The subjects covered in Topics courses vary from semester to semester. Course may be repeated as long as topic covered is different.

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

**DANCE MINOR****22 credits**

The 22-credit minor in dance strengthens technical proficiency in dance techniques as well as develops artistry through dance-making and performance with the Contemporary Dance Ensemble. Additionally, dancers develop knowledge and appreciation of dance through theoretical, anthropological, and historical inquiry. All students who audition for the dance minor will be considered for a departmental Talent Grant.

Required	Credits
DN 3010 Contemporary Dance Ensemble (four enrollments)	4
DN 3020 History of Modern Dance and Technique	3
DN 3050 World Dance (GACO)	3
DN 3320 Dance Composition	3
<i>Techniques</i> - complete one/two courses from each technique; choose appropriate level for each technique:	
Modern Dance Technique:	2-3
DN 1260 Modern Dance I <i>and</i>	
DN 2260 Modern Dance II <i>or</i>	
DN 3270 Advanced Modern Dance	
Ballet Technique:	2-3
DN 1230 Ballet I <i>and</i>	
DN 2710 Ballet II <i>or</i>	
DN 3360 Advanced Ballet	
Jazz Dance Technique:	2-3
DN 1280 Jazz Dance I <i>and</i>	
DN 2670 Jazz Dance II <i>or</i>	
DN 3260 Topics in Dance: Advanced Jazz	
Tap Technique:	2-3
DN 1740 Tap I <i>and</i>	
DN 2520 Tap II <i>or</i>	
DN 3260 Topics in Dance: Advanced Tap	
For students who do not complete Advanced (3000) level techniques:	
DN 4010 Dance Practicum	1

Completion of both the Dance Minor and the following courses (some of which can also count toward the Minor itself) also completes the **Dance Pedagogy** curriculum. This curriculum is based on the Curriculum Standards set forth in the National Dance Standards for Dance Education and the New Hampshire K-12 Dance Curriculum Framework. While completion of this curriculum does **not** lead to any specific teaching certification, the student who completes it will possess the requisite competencies to teach dance in a variety of settings.

	Credits
DN 3100 Movement Concepts for Dance Education	3
DN 3270 Advanced Modern Dance	3
DN 3320 Dance Composition	3
DN 3360 Advanced Ballet	3
DN 3500 Dance Pedagogy I	3
DN 4010 Dance Practicum	1-3
DN 4500 Dance Pedagogy II	3

In addition, students may choose an Interdisciplinary Studies major to combine coursework in Dance with another area or areas.

**MUSIC MINOR****21 credits**

Any student at Plymouth State University may consider the Music minor program offered in the Department of Music, Theatre, and

Dance. To be accepted as a Music minor a student must meet with the Department Chair and must perform an audition on the preferred instrument or voice. Music minors are required to attend 50 percent of the Department of Music, Theatre, and Dance afternoon Student Recitals as well as the Department of Music, Theatre, and Dance Fall Convocation. They also must attend three additional professional level events each semester. Performance in a student recital once a year is encouraged.

	Credits
Performance Studies:	5
• In only one area: Woodwind, Brass, Percussion, Voice, Guitar, Piano, Harpsichord, Organ	
• Five semesters, with at least two semesters at 2000 level	
• Successful performance of a 20-minute final Jury Exam	
Ensembles	3
MU 1150 Piano Class I	1
MU 1160 Piano Class II	1
MU 1210 Musicianship I	4
MU 1220 Musicianship II	4
Complete one of the following:	3
MUDI 1310 Exploring Music (PPDI)	
MU 3310 History and Literature of Music I	
MU 3320 History and Literature of Music II (INCO)	

Students should see the *Music Student Handbook* (available in the Department office) for detailed descriptions of Performance Studies and Jury Exam requirements for each instrument. Jury Exams are performed at the end of each regular semester, and advancement to higher levels of Performance Studies is dependent upon a successful level-change Jury.

Students whose Performance Studies area is keyboard will substitute two credit hours of Music (ME/MU) electives for MU 1150 and MU 1160. MU 1160 requires a minimum grade of C in MU 1150. MU 1220 requires a minimum grade of C in MU 1210.

**THEATRE MINOR****19 credits**

Any student at Plymouth State University may consider a Theatre minor offered in the Department of Music, Theatre, and Dance. Before being accepted as a Theatre minor, a student should meet with the Department Chair or the Director of Theatre.

	Credits
TH 1600 Introduction to Theatre	3
TH 2500 Stagecraft Fundamentals	3
TH 2820 Acting I (WECO)	3
Complete two of the following:	6
TH 2200 Stage Management/Arts Management	
TH 2230 American Musical Theatre (DICO)	
TH 2960 World Drama	
TH 3900 Acting II	
TH 3930 American Drama (DICO)	
TH 4510 Theatre History I	
TH 4520 Theatre History II	
Production Requirement:	4
Four semesters of Practicum in Production and/or Advanced Practicum in Production (one credit per semester)	



## Department of Nursing

### College of Education, Health, and Human Services

**Department of Nursing,** Mary Taylor House

*Director of Nursing:* Mary D. Bantell

*Clinical Associate Professor:* Susan Buchholz-Jones

*Clinical Assistant Professors:* Ann Marie Cote, Sandra Gamble,  
Sandra McBournie

Please also visit: [plymouth.edu/departments/nursing/](http://plymouth.edu/departments/nursing/).

The Plymouth State University Nursing program is approved by the New Hampshire Board of Nursing. The Baccalaureate Nursing Program at Plymouth State University is nationally accredited by the Commission on Collegiate Nursing Education (CCNE).

### NURSING, Bachelor of Science 120 credits

#### PROGRESSION/READMISSION POLICY

##### Nursing Course Grading Policy

Students **must** obtain a final grade of B– or higher in all nursing (NR) theory courses and earn a PASS in all clinical nursing (NR) courses to progress to the next level of nursing courses.

Nursing Department Grading Criteria for all nursing (NR) theory courses is as follows:

<b>Letter Grade</b>	<b>Numeric Grade</b>	<b>Letter Grade</b>	<b>Numeric Grade</b>
A	94–100	C	73–75
A–	90–93	C–	70–72
B+	86–89	D+	66–69
B	83–85	D	63–65
B–	80–82	D–	60–62
C+	76–79	F	59 and below

##### Student Progression

- Students must achieve a grade of B– or higher in all nursing (NR) theory courses and a PASS in all nursing (NR) clinical courses to progress in the program.
- Students who fail to achieve a minimum grade of B– in any nursing theory course, or receive a No Pass in a clinical/lab course, may not progress until the course is successfully repeated.
- Students must complete the program of all required nursing courses within five years of commencing nursing (NR) courses (barring significant extenuating circumstances such as medical issues, family issues, etc.).

##### Readmission

- Students who have not progressed in the nursing program may apply for readmission as follows:
  - Submit in writing to the department chair a request to be readmitted to the nursing program.
  - The letter should include:
    - Reasons the student believes he/she was not able to progress in the program including contributing factors and barriers.
    - Action Plan for student success if he/she is readmitted to the program.

- Reasons the student believes he/she was not able to progress in the program including contributing factors and barriers.
  - Action Plan for student success if he/she is readmitted to the program.
- Upon receipt of the student's readmission request, the nursing department faculty will review the request and the student's Action Plan for appropriateness with the following possible outcomes:
    - Action Plan is accepted by the faculty and student is readmitted to the program.
    - Action Plan is reviewed and student is requested to appear for an interview with the faculty. Revision of the Action Plan may be advised. Readmission may be contingent on student acceptance of an Action Plan which includes components that are deemed necessary for student success.
    - Action Plan is denied by the faculty and the student is denied readmission to the program.
  - Readmission to the nursing program is dependent on space availability in the cohort.
  - A failed course must be successfully repeated **before** enrolling in any subsequent clinical nursing course and/or practicum.
  - Students who are granted readmission and subsequently fail to progress in the program will be permanently dismissed from the nursing program.
  - A student reapplying to the nursing program may additionally need to reapply to the University. Please see University readmission policies found in the Academic Policies and Procedures chapter.

#### PRE-LICENSURE PROGRAM

##### Admission to the Pre-Licensure Program

Admission to the Nursing program is competitive and is not guaranteed. Students must be admitted to the University and to the Nursing program.

Admission decisions are based upon the following criteria:

- Overall academic achievement
- Particular emphasis is given to achievement in laboratory science courses
- Quality of written essay
- Experience in the field including volunteer work in health care is recommended
- Personal character and professional references, e.g., supervisor letter(s)

#### CLINICAL PRACTICUM NURSING REQUIREMENTS POLICY

Students incur the costs associated with clinical requirements. The following must be submitted to the Nursing Department by September 15 of the semester prior to starting NR 3010:

- **Proof of CPR Certification**  
Before beginning clinical in a health care agency, every student is required to have current Basic Life Support for the Healthcare Provider (American Heart Association) or Professional Rescuer CPR (Red Cross) certification. The certification must be current for the entire time that the student is registered and attending clinical courses.
- **Proof of Physical Exam within one calendar year.**
- **Proof of Health Insurance**  
Personal health insurance is required for all nursing students.
- **Proof of Immunizations and Vaccines\***  
Students are required to submit proof of the following:
  - TB/PPD (two step) within a year prior to the student's participation in the clinical experience or, for those students with a history of a positive TB test, a recent chest x-ray;
  - German Measles: Rubella: proof of two documented MMR vaccinations (only one MMR if born before 1957) or immune status documented by titer;
  - Measles: Rubeola: Proof of two documented MMR vaccinations (only one MMR if born before 1957) or immune status documented by titer;
  - Mumps: Proof of two documented MMR vaccinations (only one MMR if born before 1957) or immune status documented by titer;
  - Chicken Pox: Proof of two documented Varicella vaccinations or immune status documented by titer or documentation by PCP of having chicken pox;
  - Hepatitis B: Proof of three documented Hepatitis B vaccines or immune status documented by titer. Students who do not take the Hepatitis B vaccine are required to sign a waiver.
  - Twinrix vaccination may be substituted for documentation of Hepatitis A & B immunization status.
  - Diphtheria/Pertussis/Tetanus (DPT): please provide documentation of most recent Diphtheria/Pertussis/Tetanus Booster or Tdap Vaccination. If you have received a tetanus immunization within the last two years, you will not need to receive this immunization. If your tetanus booster is over two years old, you must receive this booster.
  - Influenza Vaccine: Proof of Seasonal Influenza Vaccination or Refusal Form Signed (If vaccination is refused, you will be required to wear a mask while providing direct patient care throughout the flu season which generally runs October to March.)
  - A yearly TB test is required and is available at the PSU Health Services. Students are required to have follow-up care if the TB test results are positive. Students are also required to have a Varicella titer, Rubella (German measles) titer, and Rubeola (Red measles) titer at the beginning of the program. Once titers are documented, they do not have to be repeated.
  - Six-panel medical/professional drug screen.

\*Hepatitis B services, TM/PPD, Tetanus, and flu vaccine can be obtained by PSU Health Services Center on Merrill Street. Please call for an appointment (603) 535-2350.

### Background Review

- I. Purpose: The nursing program is committed to providing the public with nurses and nursing students who demonstrate personal and professional behaviors consistent with the standards of the nursing profession. The purpose of nursing licensure is

to safeguard life, health, and the public welfare of the people of this state. In order to protect the people of the State of New Hampshire from the unauthorized, unqualified, and improper application of services of individuals in the practice of nursing, a criminal background check on all nursing students and any nurse not licensed by the State of New Hampshire is required. The student is responsible for the payment required for the review.

2. Scope: This policy applies to all pre-licensure undergraduate students.
3. Policy: Satisfactory (no results) results of a background review are required to progress in the nursing program.

### Refusal to provide consent for investigation will result in exclusion from nursing courses and termination from the nursing major.

Background review information released to the nursing program will be used only for purposes of assisting in making decisions about continued matriculation in the nursing major. Certain convictions may be considered a disqualifying factor for continuing in the nursing major.

- If a background review includes information that the student claims is untrue or inaccurate, these concerns or issues must be addressed by the student to the Bureau of Criminal Identification for resolution.
- Students have an obligation to report any criminal conviction to the Director of Nursing within five days of its occurrence. Failure to notify the Director may result in dismissal from the program.
- The Director of Nursing will review the results of all background reviews. If adverse information deemed to be relevant to the applicant's suitability for nursing student status is obtained, the Director of Nursing will notify the student in writing.
- The student will have 14 days to respond to the information either in writing or, if appropriate, by meeting with the Director of Nursing.
- If a student is disciplined through the PSU Judicial System, the student must notify the department chair within five days.
- Background reviews are non-transferrable.
- Convictions: The existence of a conviction does not automatically terminate an individual from the nursing major. Relevant considerations may include, but are not limited to: the date, nature, and number of convictions; the relationship the conviction bears to the duties and responsibilities of nursing; and successful efforts toward rehabilitation. Students who do not disclose criminal convictions on the Plymouth State University Common Application and have a positive background review may not progress in the nursing program. Failure to disclose is done at the student's own risk.
- Individuals who have been convicted of a felony or misdemeanor crime or have a pending criminal case must meet eligibility requirements for affiliating clinical facilities. This can be a lengthy process, so students need to begin this process early. Students must also meet the New Hampshire Board of Nursing requirements for licensure eligibility (see NH Board of Nursing web site). Progression and mandatory clinical placements in the nursing program may be contingent on a satisfactory (no result) background review. Clinical agencies may independently perform background reviews on students awaiting placement and do not have to accept a student with an unsatisfactory background review. In addition, clinical agencies may refuse students with

certain convictions on their record. The nursing program will **not** secure alternate clinical placements for students who cannot be placed in an agency related to an unsatisfactory background review.

### PROGRESSION TO THE CLINICAL PORTION OF THE PRE-LICENSURE PROGRAM (WINTERIM OF JUNIOR YEAR)

The clinical portion of the Pre-Licensure program begins with a two-credit Winterim course in the junior year of study. Beginning in the spring semester of the junior year, the nursing major is full-time (16 credits for four terms) including summer (e.g., spring, summer, fall, and spring). Clinical courses are taught in the community utilizing hospitals, health departments, home health agencies, private physician offices, school, nursing homes, and other agencies. Students are eligible to sit for the RN licensure exam following the completion of the program.

- Students must be certified in cardiopulmonary resuscitation for health care providers prior to beginning the nursing courses and be recertified as necessary until after graduation.
- Students are responsible for their own uniforms.
- Students will be required to complete a criminal background check and selected immunizations. Information on this process will be given to students in the Summer semester preceding the junior year.
- Students are required to have health insurance starting with their clinical course, NR 3052.
- Travel outside of the Plymouth area may be required to complete the clinical portion of the program; students are required to have their own transportation to and from the clinical site.

In order to continue in the program, students must:

- Earn a minimum grade of C in all prerequisite courses and maintain a 2.50 grade point average in all nursing prerequisite courses.
- Earn a grade of B– (minimum numeric score of 80) or higher in all Nursing courses.

### Completion Requirements

- The nursing courses are completed in sequence in a cohort model. A maximum of 90 transfer credits may be applied to the degree.
- Credits in the major: 83–84 semester hours, which includes 56 credits of nursing (NR) courses.
- 120 credit hours are required to complete the BS in Nursing, with a minimum grade point average in the major of 2.50 and a grade of B– (minimum numeric score of 80) or higher in all Nursing courses.
- Once students begin their nursing courses at PSU [courses with the designation of NR preceding the course number], they have five years to complete their degree. This includes the degree requirements/completion of the degree.

### PRE-LICENSURE PROGRAM

Degree Requirements		Credits
BI 2110	Human Anatomy and Physiology I	3
BI 2120	Human Anatomy and Physiology II	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2140	Human Anatomy and Physiology Laboratory II	1

BI 2340	Microbiology for Nurses	4
BI 2360	Genetics for Nurses	3
Group A – complete one of the following:		3–4
BI 3020	Biochemistry I	
CH 3020	Biochemistry I	
HE 3220	Applied Nutrition for Healthy Living (TECO)	
MA 2300	Statistics I (MATH)	3
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
NR 3010	Introduction to Professional Nursing	2
NR 3020	Introduction to Patient-Centered Care (DICO)	3
NR 3030	Pharmacology and Pathophysiology	3
NR 3040	Professional Issues	3
NR 3052	Clinical Applications of Patient-Centered Care	4
NR 3070	Health and Wellness of Older Adults (WECO)	3
NR 3090	Clinical Evidence-Based Practice	4
NR 3092	Evidence-Based Practice in Psychiatric Mental Health Nursing	3
NR 3094	Evidence-Based Practice in Medical Surgical Nursing	3
NR 4010	Teamwork, Collaborative Care, and Leadership	3
NR 4020	Global Health and Population-Based Health Care (GACO)	3
NR 4030	Specialty Nursing Practice	3
NR 4035	Quality and Informatics in Health Care Systems (TECO)	3
NR 4040	Clinical Applications in Specialty Settings	4
NR 4050	Nursing Leadership for Acute Care Nursing (INCO)	3
NR 4060	Research Process and Evidence-Based Practice (QRCO) (WRCO)	3
NR 4082	Leadership and Quality Improvement in Clinical Settings	6
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
<i>Electives</i>		<u>13–12</u>
Total		120

Students must earn a minimum grade of C in all prerequisite courses and maintain a 2.50 grade point average in all nursing prerequisite courses. A grade of B– (minimum numeric score of 80) or higher is required in all Nursing courses to progress in the program.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence in the first two years is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2300	Statistics I (MATH)	3
BI 2110	Human Anatomy and Physiology I	3
BI 2120	Human Anatomy and Physiology II	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2140	Human Anatomy and Physiology Laboratory II	1

PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Direction	3
		26

Year Two		Credits
BI 2340	Microbiology for Nurses	4
BI 2360	Genetics for Nurses	3
PS 2050	Life-Span Developmental Psychology	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Direction	3
SSDI	Self and Society Directions	6
	<i>Elective</i>	3
		25

Year Three: Fall		Credits
	Group A	3–4
	<i>Electives</i>	10–9
		13

**Required Course Sequence**

Year Three: Winterim		Credits
NR 3010	Introduction to Professional Nursing	2

Year Three: Spring		Credits
NR 3020	Introduction to Patient-Centered Care (DICO)	3
NR 3030	Pharmacology and Pathophysiology	3
NR 3040	Professional Issues	3
NR 3052	Clinical Applications of Patient-Centered Care	4

Summer		Credits
NR 3070	Health and Wellness of Older Adults (WECO)	3
NR 3090	Clinical Evidence-Based Practice	4
NR 3092	Evidence-Based Practice in Psychiatric Mental Health Nursing	3
NR 3094	Evidence-Based Practice in Medical Surgical Nursing	3

Year Four: Fall		Credits
NR 4010	Teamwork, Collaborative Care, and Leadership	3
NR 4020	Global Health and Population-Based Health Care (GACO)	3
NR 4030	Specialty Nursing Practice	3
NR 4040	Clinical Applications in Specialty Settings	4

Year Four: Spring		Credits
NR 4035	Quality and Informatics in Health Care Systems (TECO)	3
NR 4050	Nursing Leadership for Acute Care Nursing (INCO)	3
NR 4060	Research Process and Evidence-Based Practice (QRCO) (WRCO)	3
NR 4082	Leadership and Quality Improvement in Clinical Settings	6
Total		120

**RN-BS PROGRAM**

The RN-BS Program is for students who have completed an Associate degree in Nursing and hold a current unencumbered New Hampshire license as an RN, or are eligible for licensing as an RN in New Hampshire.

**Admission to the RN-BS Program**

All applicants must be admitted to the University and to the Nursing major. RN students apply through the Division of Online and Continuing Studies for admission to the University.

Admission to the RN-BS Program requires:

- Successful completion of an Associate degree in Nursing
- An unencumbered Registered Nurse license for the state of New Hampshire or eligibility for RN licensing in the state of New Hampshire
- Graduation from an accredited school, National League for Nursing (NLN) or the Commission on Collegiate Nursing Education (CCNE)

**Progression through the RN-BS Program**

- Students have the option of completing their coursework as full-time or part-time.
- Students can enter into the program in any semester.
- All nursing courses are delivered online.
- Students can be awarded 3–6 elective credits for current National nursing certifications.
- Clinical courses follow the preceptor model. Clinical courses are taught in communities utilizing hospitals, health departments, home health agencies, private physician offices, schools, nursing homes, and other agencies.
- Students are responsible for their own uniforms, criminal background checks, and selected immunizations. The requirements for clinical may vary according to the clinical agency.
- Travel outside of the Plymouth area may be required to complete the clinical portion of the program; students are required to have their own transportation to and from the clinical site.

In order to continue in the program, students must:

- Earn a minimum grade of C in all prerequisite courses and maintain a 2.50 grade point average in all nursing prerequisite courses.
- Earn a grade of B– (minimum numeric score of 80) or higher in all Nursing courses.

**Completion Requirements**

- A maximum of 90 transfer credits may be applied to the degree.
- Credits in the major: 55–59 semester hours, which includes 31 credits of nursing (NR) courses.
- 120 credit hours are required to complete the BS in Nursing, with a minimum grade point average in the major of 2.50 and a grade of B– (minimum numeric score of 80) or higher in all Nursing courses.
- Once students begin their nursing courses at PSU [courses with the designation of NR preceding the course number], they have five years to complete their degree. This includes the degree requirements/completion of the degree.

**RN-BS PROGRAM**

<b>Degree Requirements</b>		<b>Credits</b>
BI 2110	Human Anatomy and Physiology I	3
BI 2120	Human Anatomy and Physiology II	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2140	Human Anatomy and Physiology Laboratory II	1
BI 2340	Microbiology for Nurses	4
BI 2360	Genetics for Nurses (recommended, not required)	0-3
Group A – complete one of the following:		3-4
BI 3020	Biochemistry I	
CH 3020	Biochemistry I	
HE 3220	Applied Nutrition for Healthy Living (TECO)	
MA 2300	Statistics I (MATH)	3
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
NR 3021	Professional Role Transition	3
NR 3041	Clinical Nursing Practice Updates (DICO)	3
NR 3071	Nursing Decision-Making for Healthy Communities (WECO)	3
NR 3081	Legal, Ethical, and Organizational Foundations for Professional Nursing Practice	3
NR 3110	Health Care Informatics (TECO)	3
NR 4011	Teamwork and Collaborative Care for the Registered Nurse	3
NR 4021	Global Health and Population-Based Health Care for the Registered Nurse (GACO)	3
NR 4041	Clinical Applications in Specialty Settings for Registered Nurses	2
NR 4051	Nursing Leadership for the Registered Nurse (INCO)	3
NR 4060	Research Process and Evidence-Based Practice (QRCO) (WRCO)	3
NR 4081	Leadership and Quality Improvement in Clinical Settings for the Registered Nurse	2
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	6
<i>Electives</i>		41-37
<b>Total</b>		<b>120</b>

\*For students entering with 24 or more transfer credits, this course is not required and the credits become an elective.

Students must earn a minimum grade of C in all prerequisite courses and maintain a 2.50 grade point average in all nursing prerequisite courses. A grade of B– (minimum numeric score of 80) or higher is required in all Nursing courses to progress in the program.

**Suggested Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

		Credits
BI 2110	Human Anatomy and Physiology I	3
BI 2120	Human Anatomy and Physiology II	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2140	Human Anatomy and Physiology Laboratory II	1
BI 2340	Microbiology for Nurses	4
BI 2360	Genetics for Nurses (recommended, not required)	0-3
MA 2300	Statistics I (MATH)	3
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
Group A – complete one of the following:		3-4
BI 3020	Biochemistry I	
CH 3020	Biochemistry I	
HE 3220	Applied Nutrition for Healthy Living (TECO)	
General Education		24
<i>Electives</i>		41-37

General Education and elective courses that have not been completed by the onset of the nursing courses may be taken simultaneously with the nursing courses.

**Suggested Course Sequence**

<b>Year Three: Spring</b>		<b>Credits</b>
NR 3021	Professional Role Transition	3
NR 3041	Clinical Nursing Practice Updates (DICO)	3
<b>Summer</b>		<b>Credits</b>
NR 3071	Nursing Decision-Making for Healthy Communities (WECO)	3
NR 3081	Legal, Ethical, and Organizational Foundations for Professional Nursing Practice	3
NR 3110	Health Care Informatics (TECO)	3
<b>Year Four: Fall</b>		<b>Credits</b>
NR 4011	Teamwork and Collaborative Care for the Registered Nurse	3
NR 4021	Global Health and Population-Based Health Care for the Registered Nurse (GACO)	3
NR 4041	Clinical Applications in Specialty Settings for Registered Nurses	2
<b>Year Four: Spring</b>		<b>Credits</b>
NR 4051	Nursing Leadership for the Registered Nurse (INCO)	3
NR 4060	Research Process and Evidence-Based Practice (QRCO) (WRCO)	3
NR 4081	Leadership and Quality Improvement in Clinical Settings for the Registered Nurse	2
<b>Total</b>		<b>120</b>



## Department of Psychology

### College of Arts and Sciences

**Department of Psychology**, Hyde Hall

*Chair:* Brian T. Healy

*Professors:* Paul M. Fedorchak, Juanita V. Field, Douglas D. Fife,

Joel D. Funk, John W. Kulig, James J. McGarry,

Wendy J. Palmquist, H. David Zehr

*Assistant Professors:* Kathleen Herzig, Angela Kilb

Please also visit: [plymouth.edu/departments/psychology/](http://plymouth.edu/departments/psychology/).

#### PSYCHOLOGY HONORS PROGRAM

The Psychology Honors Program allows students to develop an honors research project working with an individual faculty member. A faculty member will assist the student in the planning of the project, but the student takes responsibility for the design, data collection, data analysis and writing, and completion of the project. The honors project can assist students wishing to pursue graduate work in psychology or wishing to do advanced work not provided in regular course offerings. Along with letters of recommendation, solid grade point average and Graduate Record Examination scores, participating in research is an important criterion graduate schools use to select students.

*Criteria for admission to the program:*

- completion of 60 credit hours
- completion of PS 3140, Statistics in Psychology and PS 3150, Research Methods in Psychology
- a 3.25 cumulative grade point average
- support of a faculty sponsor
- submission of a completed Honors application to the Department of Psychology. The application includes a research proposal with a focused literature review, method section, and reference list, prepared according to APA standards.
- approval by the Department of Psychology after presentation of the proposed project at a Department colloquium, typically in December of the senior year.

*Criteria for completion of the program:*

- submission of a final paper, APA format, to the Department of Psychology by May 1st of the year Honors is sought
- presentation of the results of the project during the Department of Psychology annual Poster Session (May of every year)
- approval of the Department of Psychology

#### PSYCHOLOGY, Bachelor of Arts **120 credits**

The BA degree in Psychology emphasizes understanding of the science and study of behavior and mental processes.

Degree Requirements	Credits
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
PS 2100 Measuring Behavior (TECO)	3
PS 3140 Statistics in Psychology (QRCO)	3

PS 3150 Research Methods in Psychology (WRCO)	3
PS 3600 Behavioral Neuroscience	3
PS 4010 History and Systems	3
PS Psychology electives [not PSDI]	6
Group A – complete one of the following:	4
PS 3210 Learning	
PS 3220 Cognitive Psychology	
Group B – complete one of the following:	3
PS 3030 Social Psychology	
PS 3340 Personality	
Capstone – complete one of the following:	3 or 6
PS 4360 Internship in Psychology	
PS 4400 Psychology Seminar	
PS 4800 Advanced Research Seminar in Psychology	
PS 4940 Independent Research in Psychology	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
DICO Diversity Connection	3
INCO Integration Connection	3
WECO Wellness Connection	3
Foreign Language (GACO)	8
Electives	<u>33–31 or 30–28</u>
Total	120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
CTDI Creative Thought Directions	6
PPDI Past and Present Direction	3
Foreign Language (GACO)	<u>8</u>
	32

Year Two		Credits
PS 2100	Measuring Behavior (TECO)	3
PS	Psychology electives [not PSDI]	6
Group B – complete one course		3
PPDI	Past and Present Direction	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
<i>Elective</i>		<u>2–0</u>
		29
Year Three		Credits
PS 3140	Statistics in Psychology (QRCO)	3
PS 3150	Research Methods in Psychology (WRCO)	3
PS 3600	Behavioral Neuroscience	3
Group A – complete one course		4
DICO	Diversity Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>II</u>
		30
Year Four		Credits
PS 4010	History and Systems	3
Capstone – complete one course		3 or 6
INCO	Integration Connection	3
<i>Electives</i>		<u>20 or 17</u>
		29
Total		120

**Complementary Courses:** It is recommended that BA Psychology majors take one year sequences in anthropology, biology, mathematics or sociology as well as CS 1100 and MA 2300 (MATH).

## PSYCHOLOGY, Bachelor of Science 120 credits

The BS degree in Psychology allows students to focus on specific areas in the science and study of behavior and mental processes.

### DEVELOPMENTAL OPTION

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
PS 2100	Measuring Behavior (TECO)	3
<b>PS 3030</b>	<b>Social Psychology</b>	3
<b>PS 3100</b>	<b>Adolescent Psychology</b>	3
PS 3140	Statistics in Psychology (QRCO)	3
PS 3150	Research Methods in Psychology (WRCO)	3
<b>PS 3170</b>	<b>Child Development</b>	3
<b>PS 3560</b>	<b>Adulthood and Aging</b>	3
PS 3600	Behavioral Neuroscience	3
PS 4010	History and Systems	3
PS	Psychology elective [not PSDI]	3
Group A – complete one of the following:		4
PS 3210	Learning	
PS 3220	Cognitive Psychology	
Capstone – complete one of the following:		3 or 6
PS 4360	Internship in Psychology	

PS 4400	Psychology Seminar
PS 4800	Advanced Research Seminar in Psychology
PS 4940	Independent Research in Psychology

### General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
GACO	Global Awareness Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>32–27</u>
Total		120

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
GACO	Global Awareness Connection	3
		30

Year Two		Credits
PS 2100	Measuring Behavior (TECO)	3
<b>PS 3030</b>	<b>Social Psychology</b>	3
<b>PS 3100</b>	<b>Adolescent Psychology</b>	3
<b>PS 3170</b>	<b>Child Development</b>	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
<i>Electives</i>		<u>7–5</u>
		31

Year Three		Credits
PS 3140	Statistics in Psychology (QRCO)	3
PS 3150	Research Methods in Psychology (WRCO)	3
<b>PS 3560</b>	<b>Adulthood and Aging</b>	3
PS 3600	Behavioral Neuroscience	3
Group A – complete one course		4
DICO	Diversity Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>8</u>
		30

Year Four	Credits
PS 4010 History and Systems	3
<b>PS Psychology elective [not PSDI]</b>	<b>3</b>
Capstone – complete one course	3 or 6
INCO Integration Connection	3
<i>Electives</i>	<u>17 or 14</u>
	29
Total	120

### MENTAL HEALTH OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
PS 2100 Measuring Behavior (TECO)	3
PS 3140 Statistics in Psychology (QRCO)	3
PS 3150 Research Methods in Psychology (WRCO)	3
<b>PS 3340 Personality</b>	<b>3</b>
PS 3600 Behavioral Neuroscience	3
PS 4010 History and Systems	3
<b>PS 4320 Abnormal Psychology</b>	<b>3</b>
<b>PS 4330 Community Mental Health</b>	<b>3</b>
<b>PS 4350 Treatment of Psychological Disorders</b>	<b>3</b>
<b>PS 4440 Psychological Measurement</b>	<b>3</b>
<b>PS Psychology elective [not PSDI]</b>	<b>3</b>
Group A – complete one of the following:	4
PS 3210 Learning	
PS 3220 Cognitive Psychology	
Capstone – complete one of the following:	3 or 6
PS 4360 Internship in Psychology	
PS 4400 Psychology Seminar	
PS 4800 Advanced Research Seminar in Psychology	
PS 4940 Independent Research in Psychology	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
DICO Diversity Connection	3
GACO Global Awareness Connection	3
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>29–24</u>
Total	120

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3

PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
GACO Global Awareness Connection	3
	30

Year Two	Credits
PS 2100 Measuring Behavior (TECO)	3
<b>PS 3340 Personality</b>	<b>3</b>
PS 3600 Behavioral Neuroscience	3
<b>PS Psychology elective [not PSDI]</b>	<b>3</b>
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Electives</i>	<u>6–4</u>
	30

Year Three	Credits
PS 3140 Statistics in Psychology (QRCO)	3
PS 3150 Research Methods in Psychology (WRCO)	3
<b>PS 4320 Abnormal Psychology</b>	<b>3</b>
<b>PS 4350 Treatment of Psychological Disorders</b>	<b>3</b>
Group A – complete one course	4
DICO Diversity Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>8</u>
	30

Year Four	Credits
PS 4010 History and Systems	3
<b>PS 4330 Community Mental Health</b>	<b>3</b>
<b>PS 4440 Psychological Measurement</b>	<b>3</b>
Capstone – complete one course	3 or 6
INCO Integration Connection	3
<i>Electives</i>	<u>15 or 12</u>
	30
Total	120

### PSYCHOLOGY AND LAW OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
PS 2100 Measuring Behavior (TECO)	3
<b>PS 3030 Social Psychology</b>	<b>3</b>
PS 3140 Statistics in Psychology (QRCO)	3
PS 3150 Research Methods in Psychology (WRCO)	3
PS 3600 Behavioral Neuroscience	3
<b>PS 3700 Psychology and Law</b>	<b>3</b>
PS 4010 History and Systems	3
<b>PS 4320 Abnormal Psychology</b>	<b>3</b>
Group A – complete one of the following:	4
PS 3210 Learning	
PS 3220 Cognitive Psychology	
Group C Psychology elective – complete one of the following:	3
PS 3000 Human Memory	
PS 3100 Adolescent Psychology	
PS 3340 Personality	
PS 4330 Community Mental Health	

<b>PS 4440 Psychological Measurement</b>	
Capstone – complete one of the following:	3 or 6
PS 4360 Internship in Psychology	
PS 4400 Psychology Seminar	
PS 4800 Advanced Research Seminar in Psychology	
PS 4940 Independent Research in Psychology	
<b>SO 2220 Foundations of Sociology (DICO)</b>	3
<b>Group D – complete one of the following:</b>	3
SO 2380 Social Problems	
SO 3090 Criminology	
SO 3180 Sociology of Deviance (DICO)	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
GACO Global Awareness Connection	3
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>32–27</u>
Total	120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

<b>Year One</b>	<b>Credits</b>
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
<b>SO 2220 Foundations of Sociology (DICO)</b>	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
	30
<b>Year Two</b>	<b>Credits</b>
PS 2100 Measuring Behavior (TECO)	3
<b>PS 3030 Social Psychology</b>	3
PS 3600 Behavioral Neuroscience	3

<b>Group D elective – complete one course</b>	3
SIDI Scientific Inquiry Directions	6–8
SSDI Self and Society Directions	6
<i>Elective</i>	<u>6–4</u>
	30
<b>Year Three</b>	<b>Credits</b>
PS 3140 Statistics in Psychology (QRCO)	3
PS 3150 Research Methods in Psychology (WRCO)	3
<b>PS 3700 Psychology and Law</b>	3
Group A – complete one course	4
<b>Group C Psychology elective – complete one course</b>	3
GACO Global Awareness Connection	3
<i>Electives</i>	<u>10</u>
	29
<b>Year Four</b>	<b>Credits</b>
PS 4010 History and Systems	3
<b>PS 4320 Abnormal Psychology</b>	3
Capstone – complete one course	3 or 6
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	<u>16 or 13</u>
	31
Total	120

**Complementary Courses:** CS 1100, MA 2300 (MATH).

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

<b>PSYCHOLOGY MINOR</b>	<b>19 credits</b>
	<b>Credits</b>
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
PS any Psychology course	3
Complete one of the following:	3
PS 3030 Social Psychology	
PS 3340 Personality	
Complete two of the following – (one must be PS 3210 or PS 3220):	7
PS 3210 Learning	
PS 3220 Cognitive Psychology	
PS 3260 Perception	
PS 3600 Behavioral Neuroscience	

## Department of Social Science

### College of Arts and Sciences

Department of Social Science, Rounds Hall

*Chair:* Katherine C. Donahue

*Assistant Chair:* Patrick J. May

*Professors:* Michelle A. Fistek, Robert Heiner, Bryon D. Middlekauff,

Mark J. Okrant, Kurt A. Schroeder, Sheryl L. Shirley, David R.

Starbuck, Stacey G. H. Yap

*Associate Professors:* Peng-Khuan Chong, Robert G. Egbert Jr.,

Brian W. Eisenhauer, Grace M. Fraser, Filiz Otucu

Please also visit: [plymouth.edu/departments/social-science/](http://plymouth.edu/departments/social-science/).

### ANTHROPOLOGY/SOCIOLOGY, Bachelor of Arts degree 120 credits

Anthropology and Sociology are two of the social sciences that offer a most comprehensive study of human behavior. The underlying concept in both disciplines is that of sociocultural relativism, which is the understanding that human diversity and human problems must be examined in context. From this perspective, understanding ourselves and others becomes an attainable goal through the fascinating and intensive study of cultural and human evolution, contemporary America society, and world cultures. Through such study, students gain an awareness of important issues such as:

- global ecology, third world cultures, and development
- issues in ethnic identity, gender and race in the United States and abroad
- American institutions and social issues such as social class and stratification.

A BA in Anthropology/Sociology assists students in developing a global perspective and as a result, prepares them not only for graduate studies, if that is an option, but also for careers in applied social sciences, consulting, business, government services (domestic or overseas), and community and third world development. Students are encouraged to explore fieldwork/internship opportunities as part of this preparation.

#### ANTHROPOLOGY OPTION

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
AN 2210 Cultural Anthropology (GACO)	3
AN 2300 <b>Introduction to Physical Anthropology</b>	3
AN 3290 <b>Great Discoveries in Archaeology</b>	3
AN 4410 <b>Methods of Social Research</b>	3
AN 4600 <b>Seminar: Theory and Practice (WRCO)</b>	4
Group A – complete one of the following:	3
AN 2250 <b>Introduction to Archaeology</b>	
SO 2380 <b>Social Problems</b>	
Group B – complete six of the following:	18
AN 3030 <b>Ancient Egypt-Land of the Pharaohs</b>	
AN 3040 <b>Mexican Pre-History</b>	
AN 3050 <b>Peoples and Cultures of the Caribbean</b>	
AN 3110 <b>Cultural Ecology</b>	

AN 3190	Anthropology of the Pacific	
AN 3200	Anthropology of Religion, Ritual, and Myth	
AN 3210	Topics in Anthropology	
AN 3220	Anthropology of Europe	
AN 3260	Historical Archaeology	
AN 3300	North American Prehistory	
AN 3400	Anthropology of Sub-Saharan Africa	
AN 3410	Natives of North America	
AN 3520	Economic Anthropology	
AN 3600	Bones, Bodies, and Disease	
AN 3900	Applied Anthropology	
SS 3620	Archaeological Field Methods: Prehistory	
SS 3630	Archaeological Field Methods: Historical	
SO 2220	Foundations of Sociology (DICO)	3
Sociology Component – complete two of the following:		6
SO 2400	White Collar Crime	
SO 3030	Social Psychology	
SO 3070	The Sociology of the Family	
SO 3080	Juvenile Delinquency	
SO 3090	Criminology	
SO 3100	Urban Sociology	
SO 3160	Women in World Development	
SO 3180	Sociology of Deviance (DICO)	
SO 3210	Topics in Sociology	
SO 3350	Sociology of Popular Culture	
SO 3370	Sociology of Race and Ethnicity	
SO 3380	Drugs and Society (INCO)	
SO 3390	Environment and Society (INCO)	
SO 3450	Social Stratification	
GE/PO	Related Social Science Area – Geography and/or Political Science elective [not GEDI/PODI]	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
Technology in the Discipline Connection – complete one of the following:		3
CS 1170	Computing Technology in Criminal Justice (TECO)	
GE 2090	Computer Mapping (TECO)	
General Education:		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
INCO	Integration Connection	3
WECO	Wellness Connection	3
Foreign Language (GACO)		8
Electives		18–16
Total		120



The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

A minimum 2.20 grade point average in all AN and SO courses is required.

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
AN 2210	Cultural Anthropology (GACO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
	Foreign Language (GACO)	8
		32
Year Two		Credits
<b>Group A – complete one course</b>		3
AN 2300	<b>Introduction to Physical Anthropology</b>	3
SO 2220	Foundations of Sociology (DICO)	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
TECO	Technology in the Discipline Connection	3
	<i>Elective</i>	3–1
		30
Year Three		Credits
AN 3290	<b>Great Discoveries in Archaeology</b>	3
AN 4410	<b>Methods of Social Research</b>	3
<b>Group B – complete six courses</b>		18
GE/PO	Related Social Science Area – Geography and/or Political Science elective [not GEDI/PODI]	3
WECO	Wellness Connection	3
		30
Year Four		Credits
AN 4600	<b>Seminar: Theory and Practice (WRCO)</b>	4
<b>Sociology Component – complete two courses</b>		6
INCO	Integration Connection	3
	<i>Electives</i>	15
		28
Total		120

### SOCIOLOGY OPTION

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
SO 2220	Foundations of Sociology (DICO)	3
SO 3450	<b>Social Stratification</b>	3

SO 4410	<b>Methods of Social Research</b>	3
SO 4600	<b>Seminar: Theory and Practice (WRCO)</b>	4
<b>Group A – complete four of the following:</b>		12
SO 2400	<b>White Collar Crime</b>	
SO 3030	<b>Social Psychology</b>	
SO 3070	<b>The Sociology of the Family</b>	
SO 3080	<b>Juvenile Delinquency</b>	
SO 3090	<b>Criminology</b>	
SO 3100	<b>Urban Sociology</b>	
SO 3160	<b>Women in World Development</b>	
SO 3180	<b>Sociology of Deviance (DICO)</b>	
SO 3210	<b>Topics in Sociology</b>	
SO 3350	<b>Sociology of Popular Culture</b>	
SO 3370	<b>Sociology of Race and Ethnicity</b>	
SO 3380	<b>Drugs and Society (INCO)</b>	
SO 3390	<b>Environment and Society (INCO)</b>	
AN 2210	Cultural Anthropology (GACO)	3
<b>Group B – complete one of the following:</b>		3
AN 2250	Introduction to Archaeology	
SO 2380	<b>Social Problems</b>	
<b>Anthropology Component – complete two of the following:</b>		6
AN 3030	<b>Ancient Egypt-Land of the Pharaohs</b>	
AN 3040	<b>Mexican Pre-History</b>	
AN 3050	<b>Peoples and Cultures of the Caribbean</b>	
AN 3110	<b>Cultural Ecology</b>	
AN 3190	<b>Anthropology of the Pacific</b>	
AN 3200	<b>Anthropology of Religion, Ritual, and Myth</b>	
AN 3210	<b>Topics in Anthropology</b>	
AN 3220	<b>Anthropology of Europe</b>	
AN 3260	<b>Historical Archaeology</b>	
AN 3300	<b>North American Prehistory</b>	
AN 3400	<b>Anthropology of Sub-Saharan Africa</b>	
AN 3410	<b>Natives of North America</b>	
AN 3520	<b>Economic Anthropology</b>	
AN 3600	<b>Bones, Bodies, and Disease</b>	
AN 3900	<b>Applied Anthropology</b>	
SS 3620	<b>Archaeological Field Methods: Prehistory</b>	
SS 3630	<b>Archaeological Field Methods: Historical</b>	
GE/PO	Related Social Science Area – Geography and/or Political Science elective [not GEDI/PODI]	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
Technology in the Discipline Connection – complete one of the following:		3
CS 1170	Computing Technology in Criminal Justice (TECO)	
GE 2090	Computer Mapping (TECO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
INCO	Integration Connection	3
WECO	Wellness Connection	3
	Foreign Language (GACO)	8

<i>Electives</i>	27–25
Total	120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

A minimum 2.20 grade point average in all AN and SO courses is required.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SO 2220	Foundations of Sociology (DICO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
	Foreign Language (GACO)	<u>8</u>
		32
Year Two		Credits
AN 2210	Cultural Anthropology (GACO)	3
<b>Group B – complete one course</b>		3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
TECO	Technology in the Discipline Connection	3
	<i>Elective</i>	<u>6–4</u>
		30
Year Three		Credits
SO 3450	<b>Social Stratification</b>	3
SO 4410	<b>Methods of Social Research</b>	3
<b>Group A – complete four courses</b>		12
GE/PO	Related Social Science Area – Geography and/or Political Science elective [not GEDI/PODI]	3
WECO	Wellness Connection	3
	<i>Electives</i>	<u>6</u>
		30
Year Four		Credits
SO 4600	<b>Seminar: Theory and Practice (WRCO)</b>	4
<b>Anthropology Component – complete two courses</b>		6
INCO	Integration Connection	3
	<i>Electives</i>	<u>15</u>
		28
Total		120

## ENVIRONMENTAL PLANNING, Bachelor of Science 120 credits

The BS degree in Environmental Planning combines coursework in the social and natural sciences with business and other disciplines. The degree emphasizes study of New England but prepares students for work in any geographic area. It examines contemporary and future problems associated with development of the natural and built environs. The program prepares students for careers in planning and management at the community, regional or federal level. The Environmental Planning degree combines skills from the various disciplines that participate in the program. Students learn about the planning process as well as land use law and development; they obtain basic skills in the development of geographic information systems and computer cartography as well as the interpretation of aerial photographs and remote sensing data; and they learn to address historic and contemporary empirical environmental (both nature and human) issues. Additionally, they develop verbal and written communication skills. Student internships in environmental management agencies are an integral part of the program. Students need to earn a grade point average of 2.00 or higher in their major courses.

Degree Requirements	Credits
EPL 2100 Community Planning	3
EPL 3100 Environmental Planning	3
EPL 3960 Internship	4
BI 3240 Conservation (DICO) (GACO) (INCO)	3
BU 2290 Organizational Communications (WRCO)	3
GE 2001 Physical Geography	3
GE 2002 Human Geography	3
GE 2090 Computer Mapping (TECO)	3
GE 3030 Urban Geography	3
GE 3270 Introduction to Geographic Information Systems	3
PO 1020 American Government	3
Political Science Elective – complete one of the following:	3
PO 2020 Public Administration (DICO)	
PO 3150 State and Local Politics	
TMP 2750 Introduction to Travel and Tourism (GACO)	3
Supporting Courses – complete five of the following,	
at least 12 credits must be taken at the 3000/4000 level:	15–16
AN 4410 Methods of Social Research	
BU 2450 Principles of Marketing	
BU 3220 Business and the Environment	
BU 3560 Land Use Law and Development	
CM 3090 Technical Communication	
EC 2000 Survey of Modern Economics	
EPL 4150 Topics in Environmental Planning	
EPL 4910 Independent Study	
GE 3260 The Physical Geography of the National Parks	
GE 3300 Introduction to Hydrology	
GE 3310 Landform Analysis	
GE 3350 Introduction to Airphoto Interpretation and Remote Sensing	
GE 4130 Topics in Physical Geography	
GE 4140 Topics in Geographic Techniques	
GE 4150 Topics in Geography	
GE 4270 Advanced Geographic Information Systems	
GE 4280 GIS Applications: Computer Mapping	
PO 2020 Public Administration (DICO) [if not taken as Political Science Elective]	

PO 3150	State and Local Politics [if not taken as Political Science Elective]	
SO 3100	Urban Sociology	
SO 3210	Topics in Sociology	
SO 3390	Environment and Society (INCO)	
SO 3400	Human Dimensions of Natural Resource Management	
SO 3480	The Rural Community: Conflict and Change	
SO 4410	Methods of Social Research	
Capstone course – complete one of the following:		3–4
EPL 4990	Advanced Planning	
SS 4950	Community Research Experience (INCO)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
WECO	Wellness Connection	3
<i>Electives</i>		23–19
Total		120

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
GE 2001	Physical Geography	3
GE 2002	Human Geography	3
GE 2090	Computer Mapping (TECO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
		30
Year Two		Credits
EPL 2100	Community Planning	3
BU 2290	Organizational Communications (WRCO)	3
TMP 2750	Introduction to Travel and Tourism (GACO)	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
QRCO	Quantitative Reasoning in the Discipline Connection	3
<i>Electives</i>		6–4
		30
Year Three		Credits
EPL 3100	Environmental Planning	3
GE 3030	Urban Geography	3
GE 3270	Introduction to Geographic Information Systems	3
PO 2020	Public Administration (DICO)	3

Supporting Courses – complete five courses		15–16
<i>Elective</i>		3–2
		30
Year Four		Credits
EPL 3960	Internship	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
PO 3150	State and Local Politics	3
Capstone course		3–4
WECO	Wellness Connection	3
<i>Electives</i>		14–13
		30
Total		120

### GEOGRAPHY, Bachelor of Science 120 credits

The Geography program at Plymouth State University prepares students for careers in geographic information systems, computerized cartography, environmental planning and consulting, education, the military or foreign service, or for advanced work at the graduate level. Geography bridges the natural and human worlds, focusing on interrelationships between physical and cultural landscapes. It is the study of the way that people interact with their environment; it applies analytic techniques to the solution of ecological, economic, and social problems. Geography majors learn to evaluate landforming processes, to perform spatial analysis, to employ field-based research techniques, to interpret maps, aerial photographs and remotely sensed images, to understand foreign regions, and to design and implement geographic information systems and to produce computer generated maps.

Degree Requirements		Credits
GE 2001	Physical Geography	3
GE 2002	Human Geography	3
GE 2090	Computer Mapping (TECO)	3
GE 3270	Introduction to Geographic Information Systems	3
Human Geography (Group 1) - complete two of the following:		6
GE 3030	Urban Geography	
GE 4120	Topics in Human Geography	
TMP 2750	Introduction to Travel and Tourism (GACO)	
Physical Geography (Group 2) – complete two of the following:		6–8
BI 3240	Conservation (DICO) (GACO) (INCO)	
GE 3260	The Physical Geography of National Parks	
GE 3300	Introduction to Hydrology	
GE 3310	Landform Analysis	
GE 4130	Topics in Physical Geography	
IS 4160	The Ice Age (INCO)	
MT 2110	Introduction to Atmospheric Sciences <i>and</i>	
MT 2230	Introduction to Meteorological Analysis	
MT 2800	Climatology (GACO)	
Regional Geography (Group 3): GE 4110 Topics in Regional Geography (GACO) (WRCO)		3
Techniques (Group 4) – complete two of the following:		6–7
CM 3090	Technical Communication (TECO) (WRCO)	
CS 1100	Introduction to Computers (TECO)	
EPL 2100	Community Planning	
EPL 3100	Environmental Planning	
EPL 4150	Topics in Environmental Planning	

GE 3350	Introduction to Airphoto Interpretation and Remote Sensing	
GE 4140	Topics in Geographic Techniques	
GE 4270	Advanced Geographic Information Systems	
GE 4280	GIS Applications: Computer Mapping	
SO 3400	Human Dimensions of Natural Resource Management	
SO 3480	The Rural Community: Conflict and Change	
Geography Major Electives – complete five 3000/4000 level courses:		15
Any course from Groups 1–4 not used to meet the Group requirements		
GE 3960	Internship (maximum of three credits)	
GE 4150	Topics in Geography	
GE 4910	Independent Study	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		27–22
Total		120

**Recommended Course Sequence**

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
GE 2001	Physical Geography	3
GE 2002	Human Geography	3
GE 2090	Computer Mapping (TECO)	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
		30
Year Two		Credits
GE 3270	Introduction to Geographic Information Systems	3
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
DICO	Diversity Connection	3
QRCO	Quantitative Reasoning in the Discipline Connection	3
<i>Electives</i>		9–7
		30

Year Three		Credits
Human Geography (Group 1) – complete two courses		6
Physical Geography (Group 2) – complete two courses		6–8
Regional Geography (Group 3)		3
Techniques (Group 4) – complete two courses		6–7
WECO	Wellness Connection	3
<i>Electives</i>		6–3
		30
Year Four		Credits
Geography Major Electives – complete five 3000/4000 level courses		15
INCO	Integration Connection	3
<i>Electives</i>		12
		30
Total		120

## POLITICAL SCIENCE, Bachelor of Arts

**120 credits**

The BA program in Political Science provides the opportunity to pursue the problem of community order within the broad scope of liberal arts. Political scientists inquire how government can best fulfill the diverse needs of humanity as individuals, as well as in various groups. The study of politics deals with the ways in which humanity shares and distributes such fundamental values as security and prosperity and seeks self-determination. In the tradition of the liberal arts, this program prepares students to make sound decisions and creates a foundation for lifetime intellectual and spiritual growth. This includes such specific skills as the collection and evaluation of valid data, the systematic analysis of problems, and the clarification of values.

Degree Requirements		Credits
PO 1020	American Government	3
Group A – complete one of the following:		3
PO 1010	Politics and Government	
PO 1030	World Politics (GACO)	
PO 2020	Public Administration (DICO)	3
PO 3120	Political Parties, Elections, and Interest Groups (TECO)	3
PO 3660	Political Analysis	3
PO	3000/4000 level Political Science electives, including one Writing in the Discipline Connection (WRCO) [not PODI]	12
American Politics – complete one of the following:		3
PO 3150	State and Local Politics	
PO 3590	The Congress	
PO 3600	The Presidency	
PO 3630	Constitutional Law: Civil Liberties	
PO 3650	American Foreign Policy	
International Relations/Comparative Politics – complete two of the following:		6
PO 3240	International Political Economy	
PO 3250	Model United Nations (GACO) (INCO)	
PO 3300	Latin American Politics (GACO) (WRCO)	
PO 3350	Women in World Politics	
PO 3500	Politics and Conflict in the Middle East (GACO) (INCO)	
PO 3510	Comparative Politics	

PO 3540	European Politics	
PO 3580	Politics of the Pacific Rim—ASEAN (WRCO)	
Political Thought – complete one of the following:		3
PO 3100	American Political Thought	
PO 3810	Political Thought	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
INCO	Integration Connection	3
WECO	Wellness Connection	3
Foreign Language (GACO)		8
Electives		37–35
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

A 2.50 grade point average in PO courses taken for the degree is required.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PO 1020	American Government	3
Group A – complete one course		3
CTDI	Creative Thought Directions	6
	Foreign Language (GACO)	8
		29
Year Two		Credits
PO 2020	Public Administration (DICO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3
	Electives	9–7
		30
Year Three		Credits
American Politics – complete one course		3
International Relations/Comparative Politics – complete two courses		6

Political Thought – complete one course		3
PO 3120	Political Parties, Elections, and Interest Groups (TECO)	3
PO	3000/4000 level Political Science elective, which is a Writing in the Discipline Connection (WRCO) [not PODI]	3
	Electives	13
		31
Year Four		Credits
PO 3660	Political Analysis	3
PO	3000/4000 level Political Science electives [not PODI]	9
INCO	Integration Connection	3
	Electives	15
		30
Total		120

### PUBLIC MANAGEMENT, Bachelor of Science

**120 credits**

The study of politics deals with the ways in which humanity shares and distributes such fundamental values as security and prosperity and seeks self-determination. The Public Management degree combines the study of politics and government with selected courses in business and economics. The program is designed to provide access to jobs in the many activities of modern society in which the public interest and the private domain overlap and coincide. Many students are discovering that public management, applied political science, offers an essential dimension to understanding one's ongoing struggle with others and oneself. Employment possibilities for those with public management training include opportunities with private enterprise and numerous jobs with local, municipal, county, regional, state, federal, and international agencies. The Public Management program also provides preparation for graduate study in public administration and prospective employment in town, city, and county management.

Degree Requirements		Credits
PO 1020	American Government	3
PO 2020	Public Administration (DICO)	3
PO 3120	Political Parties, Elections, and Interest Groups (TECO)	3
PO 3150	State and Local Politics	3
PO 3680	Public Policy Analysis (WRCO)	3
PO 4010	Political Science Internship	3
PO	3000/4000 level Political Science electives [not PODI]	6
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Group A – complete four of the following (at least three of these courses must be at the 3000/4000 level):		12
BU 2290	Organizational Communications (WRCO)	
BU 2440	Business, Ethics, and Society	
BU 2480	Business Law	
BU 3180	Human Resource Management	
BU 3220	Business and the Environment	
BU 3410	Labor and Employment Law for Managers	



BU 3560	Land Use Law and Development	
EC 3600	Public Finance	
EPL 2100	Community Planning	
PO 3240	International Political Economy	
PO 3250	Model United Nations (GACO) (INCO)	
PO 3350	Women in World Politics	
SO 2380	Social Problems	
SO 3090	Criminology	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>36–34</u>
Total		120

If the Internship is unavailable, the credits are satisfied with a 3000/4000 level PO elective. Public Management majors may **not** declare the Business Administration or Political Science minor. A 2.50 grade point average in all major courses is required.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PO 1020	American Government	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
<i>Electives</i>		<u>6</u>
		30
Year Two		Credits
PO 2020	Public Administration (DICO)	3
BU 1152	Financial Accounting	3
BU 2262	Management Accounting	3
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
<i>Elective</i>		<u>4–2</u>
		28
Year Three		Credits
PO 3120	Political Parties, Elections, and Interest Groups (TECO)	3
PO 3150	State and Local Politics	3

PO 3680	Public Policy Analysis (WRCO)	3
Group A – complete three courses		9
<i>Electives</i>		<u>12</u>
		30
Year Four		Credits
PO 4010	Political Science Internship	3
PO	3000/4000 level Political Science electives [not PODI]	6
Group A – complete one course		3
INCO	Integration Connection	3
WECO	Wellness Connection	3
<i>Electives</i>		<u>14</u>
		32
Total		120

## SOCIAL SCIENCE, Bachelor of Science 120 credits

The BS degree in Social Science provides students with the opportunity to study the diversity of the human experience from the perspectives of the various social science disciplines. The curriculum structure exposes students to the basic content and approach of each of the disciplines within the Department of Social Science (Anthropology, Environmental Planning, Geography, History, Political Science, and Sociology), while also allowing students the flexibility to pursue specific areas of interest.

This interdisciplinary program provides students with valuable skills of research, writing, and decision making, utilizing the perspectives and methodologies of the various social sciences. The program provides a basic background for future graduate work in any of the social sciences and a well-rounded liberal education for future careers in business, non-profit agencies, government, and other similar areas.

Degree Requirements		Credits
Behavioral Science Elective – complete any 1000/2000 level course from one of the following disciplines:		3
AN	Anthropology [not ANDI]	
PS	Psychology [not PSDI]	
SO	Sociology [not SODI]	
Economics Elective – complete one of the following:		3
EC 2000	Survey of Modern Economics	
EC 2550	Macroeconomics (GACO)	
EC 2560	Microeconomics	
EC 3400	Economics for Educators	
Geography Elective – complete one of the following:		3
GE 2001	Physical Geography	
GE 2002	Human Geography	
GE 3020	Geography for Educators (GACO)	
Global Awareness Connection – complete one of the following:		3
HI 2010	World History Since 1500 (GACO)	
PO 1030	World Politics (GACO)	
Core Social Science Electives – complete two 1000/2000 level courses from the following disciplines:		6
AN	Anthropology [not ANDI]	
EC	Economics [not ECDI]	
GE	Geography [not GEDI]	
HI	History [not HIDI]	

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## TOURISM MANAGEMENT AND POLICY, Bachelor of Arts 120 credits

The BA in Tourism Management and Policy will imbue its graduates with the facility to assist others—municipal, state, and federal officials, planners, financial institutions, owners and general managers of accommodations and attractions, consultants, and chambers of commerce—in determining the role of tourism in accomplishing their respective purposes, thereby bringing greater efficiency to large and small tourism and hospitality ventures. Graduates will:

- be skilled at tracking trends within the tourism industry
- be able to convey their perceptions of the industry to others
- have a keen sense of the history of the tourism industry
- be prepared to assist the aforementioned to define their problems and prospects
- establish workable goals and objectives
- identify needs
- determine appropriate courses of action
- communicate these effectively to constituencies.

Tourism Management Policy students are trained to assist others in making adjustments to changes within the tourism industry and society as a whole.

Degree Requirements	Credits
TMP 2750 Introduction to Travel and Tourism (GACO)	3
TMP 2850 Tourism/Hospitality Practicum	1
TMP 3000 Topics in Hospitality and Tourism Management	3
TMP 3750 Tourism Marketing Analysis	3
TMP 4000 Tourism Management and Policy Internship	9
TMP 4750 Tourism Planning and Development	3
BU 1500 Financial Reporting and Analysis	3
BU 2290 Organizational Communications (WRCO)	3
BU 2450 Principles of Marketing	3
BU 3340 Consumer Behavior	3
BU 3420 Organizational Behavior (DICO)	3
EPL 2100 Community Planning	3
GE 2090 Computer Mapping (TECO)	3
Group A – complete one of the following:	3
AN 2210 Cultural Anthropology (GACO)	
GE 2002 Human Geography	
SO 2220 Foundations of Sociology (DICO)	
Group B – complete two of the following:	6
AN 3900 Applied Anthropology	
BU 3320 E-Commerce	
BU 3370 Branding and Marketing Communication	
BU 3600 Corporate Public Relations	
BU 4330 Sales Management	
CM 3090 Technical Communication (TECO) (WRCO)	
CM 4090 Advanced Technical Communication	
GE 3270 Introduction to Geographic Information Systems	
GE 4140 Topics in Geographic Techniques	
GE 4120 Topics in Human Geography	
HI 3340 New Hampshire and New England History (WRCO)	
PO 2020 Public Administration (DICO)	
SO 3390 Environment and Society (INCO)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:	3
BU 2240 Business Statistics (QRCO)	
MA 2300 Statistics I (QRCO)	

### SS 3700 Social Statistics (QRCO)

#### General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
SSDI	Self and Society Directions	6
INCO	Integration Connection	3
WECO	Wellness Connection	3
Foreign Language (GACO)		8
Electives		<u>18–16</u>
Total		120

The *foreign language* requirement for all BA degrees calls for 0–8 credits: one year of one language (6–8 credits); **or** one 3000/4000 level world language course (3 credits); **or** being a native speaker of a language other than English (zero credit). American Sign Language I and II fulfill this requirement; however, American Sign Language does **not** satisfy the Global Awareness Connection.

TMP 2850 requires a minimum major grade point average of 2.50.  
TMP 4000 requires a minimum grade point average in all TMP courses of 2.50.

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
TMP 2750	Introduction to Travel and Tourism (GACO)	3
BU 2450	Principles of Marketing	3
CTDI	Creative Thought Directions	6
	Foreign Language (GACO)	<u>8</u>
		29

Year Two		Credits
TMP 2850	Tourism/Hospitality Practicum	1
TMP 3000	Topics in Hospitality and Tourism Management	3
BU 1500	Financial Reporting and Analysis	3
BU 2290	Organizational Communications (WRCO)	3
EPL 2100	Community Planning	3
Group A – complete one course		3
QRCO	Quantitative Reasoning in the Discipline Connection	3
PPDI	Past and Present Directions	6
SSDI	Self and Society Directions	<u>6</u>
		31

Year Three		Credits
TMP 3750	Tourism Marketing Analysis	3
BU 3340	Consumer Behavior	3
BU 3420	Organizational Behavior (DICO)	3
GE 2090	Computer Mapping (TECO)	3
Group B – complete two courses		6
SIDI	Scientific Inquiry Directions	6–8

<i>Electives</i>	6–4
	30
<b>Year Four</b>	<b>Credits</b>
TMP 4000 Tourism Management and Policy Internship	9
TMP 4750 Tourism Planning and Development	3
INCO Integration Connection	3
WECO Wellness Connection	3
<i>Electives</i>	12
	30
<b>Total</b>	<b>120</b>
<b>Complementary Courses:</b>	
BU 2480 Business Law	
CM 2400 Public Speaking	

*Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.*

<b>ANTHROPOLOGY/SOCIOLOGY MINOR</b>	<b>15 credits</b>
	<b>Credits</b>
AN 2210 Cultural Anthropology (GACO)	3
SO 2220 Foundations of Sociology (DICO)	3
AN/SO 3000/4000 level Anthropology or Sociology courses	9

<b>GEOGRAPHIC INFORMATION SYSTEMS MINOR</b>	<b>15 credits</b>
	<b>Credits</b>
Complete one of the following:	3
GE 2001 Physical Geography	
GE 2002 Human Geography	
GE 2090 Computer Mapping	3
GE 3270 Introduction to Geographic Information Systems	3
Complete six credits from the following, with a minimum of one course in Geography:	6
CS 2010 Computing Fundamentals	
CS 2080 Visual Basic	
CS 2370 Programming in Java	
GE 3350 Introduction to Airphoto Interpretation and Remote Sensing	
GE 4140 Topics in Geographic Techniques	
GE 4270 Advanced Geographic Information Systems	
GE 4280 GIS Applications: Computer Mapping	

<b>GEOGRAPHY MINOR</b>	<b>15 credits</b>
	<b>Credits</b>
Complete one of the following:	3
GED1 1200 Environmental Geography (SIDI)	
GE 2001 Physical Geography	
Complete one of the following:	3
GED1 1300 Spatial Organization of Everyday Life (SSDI)	
GED1 1400 Globalization and Diversity (PPDI)	
GE 2002 Human Geography	
GE 3000/4000 level Geography courses	9

The prerequisites for the courses in this minor can be found in the course descriptions outline in this Catalog. Prerequisites include: GE 2001, GE 2090, GE 3270.

<b>GLOBAL TOURISM MINOR</b>	<b>15 Credits</b>
	<b>Credits</b>
Complete one of the following:	3
GED1 1300 Spatial Organization of Everyday Life (SSDI)	
GED1 1400 Globalization and Diversity (PPDI)	
GE 2002 Human Geography	
TMP 2750 Introduction to Travel and Tourism (GACO)	3
Complete one of the following:	3
TMP 3000 Topics in Hospitality and Tourism Management	
TMP 3750 Tourism Marketing Analysis	
Complete two of the following:	6
AN 3050 Peoples and Cultures of the Caribbean	
AN 3190 Anthropology of the Pacific	
AN 3220 Anthropology of Europe	
AN 3900 Applied Anthropology	
GE 4110 Topics in Regional Geography (GACO)	

<b>PACIFIC RIM MINOR</b>	<b>15 credits</b>
In the previous two centuries, major world politics and trade centered on the Atlantic and the interaction between North America and Europe. At the start of the 21st Century, we have seen a significant shift in emphasis toward the Pacific Rim. This minor provides a solid foundation for students of any major, to prepare for the growing importance of this region. The Pacific Rim minor is interdisciplinary. Students select four classes from among a group of Anthropology, Geography, History, and Political Science courses. Additionally, students will complete one class from Asian Art, Philosophy or Culture.	

	<b>Credits</b>
Complete four of the following:	12
AN 3190 Anthropology of the Pacific	
HI 3730 Modern History of East Asia (GACO)	
HI 3740 History of Japan (GACO)	
HI 3750 History of Modern China (GACO)	
HI 3760 History of Southeast Asia (GACO)	
PO 3240 International Political Economy	
PO 3300 Latin American Politics (GACO)	
PO 3580 Politics of the Pacific Rim - ASEAN	
SO 3160 Women in World Development	
Complete one of the following:	3
AH 3530 Arts of the Far East (GACO) (INCO)	
HI 2710 History of Asian Cultures	
PY 2610 Eastern Philosophy	

For further information, see either Professor Peng-Khuan Chong, Political Science or Professor Bryon Middlekauff, Geography, the co-directors of this program.

**POLITICAL SCIENCE MINOR** 15 credits

The Political Science minor requires a minimum of 15 credits in Political Science, of which at least nine must be at the 3000/4000 level.

**GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATE** 16 credits

	Credits
GE 2001 Physical Geography	3
GE 2090 Computer Mapping	3
GE 3270 Introduction to Geographic Information Systems	3
GE 3350 Introduction to Airphoto Interpretation and Remote Sensing	4
Complete one of the following:	3
GE 4140 Topics in Geographic Techniques	
GE 4270 Advanced Geographic Information Systems	
GE 4280 GIS Applications: Computer Mapping	

**HOSPITALITY MANAGEMENT CERTIFICATE** 18 credits

	Credits
TMP 2860 Introduction to Hospitality Management	3
TMP 3100 Lodging Operations Management	3
BU 2450 Principles of Marketing	3
BU 3420 Organizational Behavior (DICO)	3
Complete one course from the following:	3
AN 2210 Cultural Anthropology (GACO)	
GE 2002 Human Geography	
SO 2220 Foundations of Sociology (DICO)	
Complete one course from the following:	3
SO 3400 Human Dimensions of Natural Resource Management	
SO 3480 The Rural Community: Conflict and Change	
TMP 3000 Topics in Hospital and Tourism Management	



## Department of Social Work

### College of Education, Health, and Human Services

**Department of Social Work**, Mary Taylor House

*Chair:* Cynthia D. Moniz

*Professors:* Stephen H. Gorin, Scott R. Meyer

*Assistant Professor:* Kristina Lind

Please also visit: [plymouth.edu/departments/social-work/](http://plymouth.edu/departments/social-work/).

Social Work is a specialized degree that prepares students for generalist social work practice in a wide range of settings to work with children, youth, families, and adults. The curriculum has its foundation in the liberal arts, focusing on the biological, psychological, and social sciences, and provides content on the knowledge, skills, and values of social work. The curriculum integrates content on values and ethics, human diversity, populations-at-risk, and the promotion of social and economic justice.

The Council on Social Work Education (CSWE) granted initial accreditation to the program in 1995. By continuing to meet CSWE's standards, the program received full accreditation in 2007 for the eight-year cycle, ending in 2015. The curriculum provides content on human behavior and the social environment, social welfare policy and services, practice theory and skills, research, and field education. The field education component (450 supervised hours) provides students with a hands-on learning experience at human service agencies throughout New Hampshire.

Interested students may obtain additional information about the program's mission, admission and continuance requirements, and other academic policies, by contacting the Department of Social Work, accessing the Department's homepage, or referencing the Department's *Student Handbook*. The following is a brief summary of the program's academic policies:

#### Admission Requirements

Students accepted by the University must also meet the requirements of the Department for admission. To apply, students must

1. be enrolled in or have completed SW 2200,
2. complete an application by submitting a written statement (see Social Work *Student Handbook* or Social Work homepage for more information and to complete the application), and
3. participate in a personal interview with a member of the Social Work faculty.

The criteria and procedures used for admission are based on the academic and professional standards established by the Council on Social Work Education, the national accrediting body. The criteria used for assessment are:

1. intellectual qualities and academic skills;
2. commitment to the enhancement of quality of life for individuals and families;
3. concern for issues of social justice and sensitivity to cultural diversity; and
4. capacity for self-awareness and self-evaluation.

The Department of Social Work encourages applications from students from diverse backgrounds including race, color, ethnicity, national origin, immigration status, culture, political ideology, gender, gender identity and expression, sex, sexual orientation, social class, family type, religion, age, and physical and mental abilities. Students are advised to apply by their sophomore year. Applicants will receive notice regarding the decision within 14 calendar days of the interview.

#### Continuation and Graduation Requirements

Once admitted, students must meet the following continuation requirements in order to gain admission to SW 4430 Social Work Practicum or the Practicum for their Option (12 credits) and the concurrent SW 4550 Social Work Seminar (three credits), and to graduate with a BS in Social Work:

1. a grade of C or better in the required (SW) Foundation Courses: SW 2200, SW 3340, SW 3350, SW 3450, SW 3510, SW 3520, SW 3530, SW 4020, SW 4550
2. a minimum major grade point average of 2.5 (all courses required for the major)

Students who wish to be readmitted into the major need to follow the most current Catalog.

Transfer credit is not granted for either the Practicum or the Social Work Seminar. Academic credit for life experience and previous work experience shall not be granted in lieu of any course required for the major.

These academic standards should be monitored by the student and his/her faculty advisor throughout the student's Social Work education. To be admitted to the Practicum and the Seminar (SW 4550), students must have completed all of the course requirements of the major, achieved an overall grade point average of 2.0 and a major grade point average of 2.5, and earned a grade of C or better in the eight Social Work Foundation Courses (as listed above). Permission to enter the field will be granted in writing by the Program Director/Department Chair or the Field Education Director.

In addition to academic requirements, students are required to demonstrate professional and ethical behavior. Student behavior that is contrary to the ethics of the profession will be reviewed by the program to determine the student's appropriateness for continuance in the major. Behaviors that would warrant such a review are based on the Code of Ethics of the National Association of Social Workers (NASW). Examples of unprofessional or unethical behavior include impropriety in personal conduct (such as dishonesty or criminal behavior); exploitive relationships (such as sexual relationships or other behaviors pursued for personal advantage), e.g., with practicum clients; and any form of illegal discrimination or discrimination contrary to Plymouth State University policy (see the NASW Code of Ethics).

## SOCIAL WORK, Bachelor of Science

120 credits

Degree Requirements	Credits
SW 2200 Introduction to Social Work	4
SW 2500 Human Biology for Social Workers and the Social Sciences	3
SW 3050 Perspectives on Aging (WECO)	3
SW 3340 Human Behavior and the Social Environment I	3
SW 3350 Human Behavior and the Social Environment II	3
SW 3450 Social Welfare Policy and Services	3
SW 3510 Theory and Practice of Social Work Intervention I	3
SW 3520 Theory and Practice of Social Work Intervention II	3
SW 3530 Theory and Practice of Social Work Intervention III	3
SW 4020 Social Work Research Methods (TECO)	3
SW 4430 Social Work Practicum	12
SW 4550 Social Work Seminar (WRCO)	3
Children and Families Elective – complete one of the following:	3
SW 3130 Child Welfare and Family Services (DICO)	
SW 3150 Child Maltreatment	
SW 3250 Families, Schools, and Community	
Health and Mental Health Elective – complete one of the following:	3
SW 3300 Mental Health and Society (GACO)	
SW 3500 Health and Society (GACO) (WECO)	
PS 2010 Introduction to General Psychology	3
SO 2220 Foundations of Sociology (DICO)	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:	3
MA 2300 Statistics I (QRCO)	
SS 3700 Social Statistics (QRCO)	
SW 3700 Social Statistics (QRCO)	
<i>General Education:</i>	
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
CTDI Creative Thought Directions	6
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
INCO Integration Connection	3
<i>Electives</i>	29–27
<b>Total</b>	<b>120</b>

SW 4550 requires a minimum grade of C in the required Social Work (SW) foundation courses and a minimum major grade point average of 2.50 (all courses required for the major).

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. *Course sequence is suggested but not required.*

Year One	Credits
EN 1200 Composition	3
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3
SW 2200 Introduction to Social Work	4
PS 2010 Introduction to General Psychology	3
CTDI Creative Thought Directions	6

<i>Electives</i>	8
	30

Year Two	Credits
SW 2500 Human Biology for Social Workers and the Social Sciences	3
Health and Mental Health Elective – complete one course	3
SO 2220 Foundations of Sociology (DICO)	3
PPDI Past and Present Directions	6
SIDI Scientific Inquiry Directions	6–8
QRCO Quantitative Reasoning in the Discipline Connection	3
<i>Elective</i>	6–4
	30

Year Three	Credits
SW 3050 Perspectives on Aging (WECO)	3
SW 3340 Human Behavior and the Social Environment I	3
SW 3350 Human Behavior and the Social Environment II	3
SW 3450 Social Welfare Policy and Services	3
SW 3510 Theory and Practice of Social Work Intervention I	3
SW 3520 Theory and Practice of Social Work Intervention II	3
SW 4020 Social Work Research Methods (TECO)	3
INCO Integration Connection	3
<i>Electives</i>	6
	30

Year Four	Credits
SW 3530 Theory and Practice of Social Work Intervention III	3
SW 4430 Social Work Practicum	12
SW 4550 Social Work Seminar (WRCO)	3
Children and Families Elective – complete one course	3
<i>Electives</i>	9
	30

<b>Total</b>	<b>120</b>
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### AGING SERVICES OPTION

This Option is for students interested in working in the rapidly growing field of aging. State departments of aging, area agencies on aging, family service agencies, hospitals, nursing homes, hospices, and retirement and assisted living communities provide social work services for older adults. These services include long-term care, recreation and quality of life activities, death and dying counseling, adult daycare, nutrition services, housing services, adult foster care, case management, mental health services, and adult protection against elder abuse. The Department has a student award for Social Work with Older People, initiated by its Geriatric Enrichment in Social Work Education Project funded by the Hartford Foundation and CSWE. Students can obtain additional information from the Department's homepage or administrative assistant.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
SW 2200 Introduction to Social Work	4
SW 2500 Human Biology for Social Workers and the Social Sciences	3
SW 3050 Perspectives on Aging (WECO)	3
SW 3340 Human Behavior and the Social Environment I	3
SW 3350 Human Behavior and the Social Environment II	3

SW 3450	Social Welfare Policy and Services	3
<b>SW 3500</b>	<b>Health and Society (GACO) (WECO)</b>	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4020	Social Work Research Methods (TECO)	3
<b>SW 4460</b>	<b>Social Work Practicum: Aging Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one of the following:		3
SW 3130	Child Welfare and Family Services (DICO)	
SW 3150	Child Maltreatment	
SW 3250	Families, Schools, and Community	
PS 2010	Introduction to General Psychology	3
<b>PS 3560</b>	<b>Adulthood and Aging</b>	3
SO 2220	Foundations of Sociology (DICO)	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
INCO	Integration Connection	3
<i>Electives</i>		<u>26–24</u>
Total		120

SW 4550 requires a minimum grade of C in the required Social Work (SW) foundation courses and a minimum major grade point average of 2.50 (all courses required for the major).

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SW 2200	Introduction to Social Work	4
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Directions	6
<i>Electives</i>		<u>8</u>
		30
Year Two		Credits
SW 2500	Human Biology for Social Workers and the Social Sciences	3
<b>SW 3500</b>	<b>Health and Society (GACO) (WECO)</b>	3
SO 2220	Foundations of Sociology (DICO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3

<i>Elective</i>	<u>6–4</u>
	30

Year Three		Credits
SW 3050	Perspectives on Aging (WECO)	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 4020	Social Work Research Methods (TECO)	3
INCO	Integration Connection	3
<i>Electives</i>		<u>6</u>
		30

Year Four		Credits
SW 3530	Theory and Practice of Social Work Intervention III	3
<b>SW 4460</b>	<b>Social Work Practicum: Aging Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one course		3
<b>PS 3560</b>	<b>Adulthood and Aging</b>	3
<i>Electives</i>		<u>6</u>
		30
Total		120

#### CHILD AND FAMILY SERVICES OPTION

This Option is for students interested in working with children, youth, and families in a variety of settings that provide a wide range of services for child protection, runaway and homeless youths, homeless families, foster care, home finding, child care, domestic violence, school social work, rape crisis intervention, teen pregnancy, delinquency, and juvenile justice. The Social Work Department's Child Welfare Partnership with the New Hampshire Division for Children, Youth and Families provides in-state tuition and a \$2,500 stipend for two to three students each year who are interested in public child welfare services. Students can obtain additional information from the Department's homepage or administrative assistant; scholarships are contingent on external funding.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
SW 2200	Introduction to Social Work	4
SW 2500	Human Biology for Social Workers and the Social Sciences	3
SW 3050	Perspectives on Aging (WECO)	3
<b>SW 3130</b>	<b>Child Welfare and Family Services (DICO)</b>	3
<b>SW 3150</b>	<b>Child Maltreatment</b>	3
<b>SW 3250</b>	<b>Families, Schools, and Community</b>	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4020	Social Work Research Methods (TECO)	3
<b>SW 4440</b>	<b>Social Work Practicum: Child and Family Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Health and Mental Health Elective – complete one of the following:		3

SW 3300	Mental Health and Society (GACO)	
SW 3500	Health and Society (GACO) (WECO)	
PS 2010	Introduction to General Psychology	3
SO 2220	Foundations of Sociology (DICO)	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
INCO	Integration Connection	3
<i>Electives</i>		<u>23–21</u>
Total		120

SW 4550 requires a minimum grade of C in the required Social Work (SW) foundation courses and a minimum major grade point average of 2.50 (all courses required for the major).

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SW 2200	Introduction to Social Work	4
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Directions	6
<i>Electives</i>		<u>8</u>
		30
Year Two		Credits
SW 2500	Human Biology for Social Workers and the Social Sciences	3
Health and Mental Health Elective – complete one course		3
SO 2220	Foundations of Sociology (DICO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
<i>Elective</i>		<u>6–4</u>
		30
Year Three		Credits
SW 3050	Perspectives on Aging (WECO)	3
SW 3150	<b>Child Maltreatment</b>	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 4020	Social Work Research Methods (TECO)	3
INCO	Integration Connection	3

<i>Electives</i>	<u>6</u>
	30

Year Four		Credits
SW 3130	<b>Child Welfare and Family Services (DICO)</b>	3
SW 3250	<b>Families, Schools, and Community</b>	3
SW 3450	Social Welfare Policy and Services	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4440	<b>Social Work Practicum: Child and Family Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
<i>Elective</i>		3
		30
Total		120

#### HEALTH SERVICES OPTION

The Option is for students interested in working in health care settings including hospitals, hospices, medical clinics, family planning clinics, neighborhood clinics, managed care, nursing homes, and health care organizations. These settings fall under public, private-nonprofit, and for-profit auspices. A diversity of social services are provided in these settings such as, maternal and child health services, hospital discharge planning, hospice care, HIV/AIDS counseling and support, and a wide range of support groups related to specific diseases.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
SW 2200	Introduction to Social Work	4
SW 2500	Human Biology for Social Workers and the Social Sciences	3
SW 3050	Perspectives on Aging (WECO)	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3500	<b>Health and Society (GACO) (WECO)</b>	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4020	Social Work Research Methods (TECO)	3
SW 4450	<b>Social Work Practicum: Health Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one of the following:		3
SW 3130	Child Welfare and Family Services (DICO)	
SW 3150	Child Maltreatment	
SW 3250	Families, Schools, and Community	
PS 2010	Introduction to General Psychology	3
SO 2220	Foundations of Sociology (DICO)	3
<b>Health Services Elective – complete one of the following:</b>		3
HE 3220	<b>Applied Nutrition for Healthy Living (TECO)</b>	
HE 4100	<b>Women's Health Issues (WECO)</b>	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3

MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
INCO	Integration Connection	3
<i>Electives</i>		<u>26–24</u>
Total		120

SW 4550 requires a minimum grade of C in the required Social Work (SW) foundation courses and a minimum major grade point average of 2.50 (all courses required for the major).

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SW 2200	Introduction to Social Work	4
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Directions	6
<i>Electives</i>		<u>8</u>
		30

Year Two		Credits
SW 2500	Human Biology for Social Workers and the Social Sciences	3
<b>SW 3500</b>	<b>Health and Society (GACO) (WECO)</b>	3
SO 2220	Foundations of Sociology (DICO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
<i>Elective</i>		<u>6–4</u>
		30

Year Three		Credits
SW 3050	Perspectives on Aging (WECO)	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 4020	Social Work Research Methods (TECO)	3
INCO	Integration Connection	3
<i>Electives</i>		<u>6</u>
		30

Year Four		Credits
SW 3530	Theory and Practice of Social Work Intervention III	3
<b>SW 4450</b>	<b>Social Work Practicum: Health Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one course		3
<b>Health Services Elective – complete one course</b>		3
<i>Electives</i>		<u>6</u>
		30

Total		120
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#### MENTAL HEALTH SERVICES OPTION

This Option is for students interested in working in mental health care settings including community mental health centers, child and family service agencies, psychiatric facilities and hospitals, and employee-assistance programs. Mental health social workers frequently work as part of a multi-disciplinary team that includes psychiatry, psychology, and nursing.

#### Degree Requirements Credits

Courses required for the Option are shown in boldface.

SW 2200	Introduction to Social Work	4
SW 2500	Human Biology for Social Workers and the Social Sciences	3
SW 3050	Perspectives on Aging (WECO)	3
<b>SW 3300</b>	<b>Mental Health and Society (GACO)</b>	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
<b>SW 3500</b>	<b>Health and Society (GACO) (WECO)</b>	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4020	Social Work Research Methods (TECO)	3
<b>SW 4470</b>	<b>Social Work Practicum: Mental Health Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one of the following:		3
SW 3130	Child Welfare and Family Services (DICO)	
SW 3150	Child Maltreatment	
SW 3250	Families, Schools, and Community	
PS 2010	Introduction to General Psychology	3
<b>PS 4330</b>	<b>Community Mental Health</b>	3
SO 2220	Foundations of Sociology (DICO)	3
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	

#### General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
INCO	Integration Connection	3
<i>Electives</i>		<u>23–21</u>
Total		120

SW 4550 requires a minimum grade of C in the required Social Work (SW) foundation courses and a minimum major grade point average of 2.50 (all courses required for the major).

#### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*



Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SW 2200	Introduction to Social Work	4
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Directions	6
	<i>Electives</i>	8
		30

Year Two		Credits
SW 2500	Human Biology for Social Workers and the Social Sciences	3
<b>SW 3300</b>	<b>Mental Health and Society (GACO)</b>	3
SO 2220	Foundations of Sociology (DICO)	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Elective</i>	6–4
		30

Year Three		Credits
SW 3050	Perspectives on Aging (WECO)	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 4020	Social Work Research Methods (TECO)	3
<b>PS 4330</b>	<b>Community Mental Health</b>	3
INCO	Integration Connection	3
	<i>Elective</i>	3
		30

Year Four		Credits
<b>SW 3500</b>	<b>Health and Society (GACO) (WECO)</b>	3
SW 3530	Theory and Practice of Social Work Intervention III	3
<b>SW 4470</b>	<b>Social Work Practicum: Mental Health Services</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one course		3
	<i>Electives</i>	6
		30
Total		120

### SOCIAL SERVICES FOR HISPANIC COMMUNITIES OPTION

This Option is for students interested in working in social services with the rapidly growing community of Spanish-speaking people in the United States. Students must complete their 450-hour Practicum in an agency that provides services to Latinos and incorporates cultural awareness and knowledge of Hispanic communities in their Practicum.

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
SW 2200	Introduction to Social Work	4
SW 2500	Human Biology for Social Workers and the Social Sciences	3

SW 3050	Perspectives on Aging (WECO)	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4020	Social Work Research Methods (TECO)	3
<b>SW 4480</b>	<b>Social Work Practicum: Social Services for Hispanic Communities</b>	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one of the following:		3
SW 3130	Child Welfare and Family Services (DICO)	
SW 3150	Child Maltreatment	
SW 3250	Families, Schools, and Community	
Health and Mental Health Elective – complete one of the following:		3
SW 3300	Mental Health and Society (GACO)	
SW 3500	Health and Society (GACO) (WECO)	
<b>IS 4370</b>	<b>Hispanic Culture in the United States (DICO) (INCO)</b>	3
PS 2010	Introduction to General Psychology	3
SO 2220	Foundations of Sociology (DICO)	3
Option Elective – complete one of the following:		3–4
SP 1060	Conversational Spanish I (DICO) (GACO)	
SP 2030	Intermediate Spanish I (DICO) (GACO)	
SP 3030	Advanced Spanish (GACO) (TECO)	
SP 3170	Spanish for Social Services (DICO) (GACO)	
SP 3330	Spanish Conversation, Phonetics, and Phonology	
SV 1030	Regular Spanish Program	
SV 3000	Advanced Spanish Program	
<b>SW 3480</b>	<b>Exploring the Dominican Republic: Culture and Social Justice in a Developing Nation (DICO) (GACO)</b>	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3
MA 2300	Statistics I (QRCO)	
SS 3700	Social Statistics (QRCO)	
SW 3700	Social Statistics (QRCO)	
<i>General Education:</i>		
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
	<i>Electives</i>	26–23
Total		120

SW 4550 requires a minimum grade of C in the required Social Work (SW) foundation courses and a minimum major grade point average of 2.50 (all courses required for the major).

### Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One		Credits
EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
SW 2200	Introduction to Social Work	4
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Direction	3
Year One or Two		Credits
Option Elective – complete one course		3–4
Year Two		Credits
SW 2500	Human Biology for Social Workers and the Social Sciences	3
SO 2220	Foundations of Sociology (DICO)	3
CTDI	Creative Thought Direction	3
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6–8
QRCO	Quantitative Reasoning in the Discipline Connection	3
	<i>Electives</i>	14–11
Year Three		Credits
SW 3050	Perspectives on Aging (WECO)	3
SW 3340	Human Behavior and the Social Environment I	3
SW 3350	Human Behavior and the Social Environment II	3
SW 3450	Social Welfare Policy and Services	3
SW 3510	Theory and Practice of Social Work Intervention I	3
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 4020	Social Work Research Methods (TECO)	3
Health and Mental Health Elective - complete one course		3
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
	<i>Elective</i>	3
		30
Year Four		Credits
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4480	Social Work Practicum: Social Services for Hispanic Communities	12
SW 4550	Social Work Seminar (WRCO)	3
Children and Families Elective – complete one course		3
	<i>Electives</i>	9
		30
Total		120

Note: Students with a minor must complete six credits of upper-level courses outside the major discipline. These six credits could be taken as part of the minor. For a second or subsequent minor, at least nine credits must be different from the major or the first minor.

### CHILD WELFARE AND FAMILY STUDIES MINOR 16 credits

The minor in Child Welfare and Family Studies gives students the opportunity to study the role of families, schools, the community, and government in the health, safety, and well-being of children and families. It examines common family problems, as well as strengths, and explores models of prevention and intervention to preserve and improve family life.

		Credits
SW 2200	Introduction to Social Work	4
SW 3130	Child Welfare and Family Services (DICO)	3
SW 3150	Child Maltreatment	3
SW 3250	Families, Schools, and Community	3
Complete one of the following:		3
SW 2500	Human Biology for Social Workers and the Social Sciences	
SW 3800	Social Work Internship (available only Winterim or summer)	

### GERONTOLOGY MINOR 15 credits

Gerontology is the study of the biological, psychological, and social dimensions of aging. In addition to examining biopsychosocial changes as people age, gerontologists examine the political, economic, and social implications of aging in society. The interdisciplinary minor in Gerontology gives students the opportunity to understand the aging process and develop an understanding of policies, programs, and social needs in an aging society.

	Credits
Complete one of the following:	3
PS 2010 Introduction to General Psychology	
SW 2200 Introduction to Social Work	
Complete one of the following:	3
PS 2050 Life-Span Developmental Psychology	
SW 2500 Human Biology for Social Workers and the Social Sciences	
Complete one of the following:	3
PS 3560 Adulthood and Aging	
SW 3050 Perspectives on Aging (WECO)	
Complete one of the following:	3
HE 3220 Applied Nutrition for Healthy Living	
SW 3500 Health and Society (GACO) (WECO)	
Complete one of the following:	3
HE 3230 Promoting Health Across the Lifespan	
HE 3240 Health Promotion Planning and Evaluation	

Note: Psychology majors and Social Work majors can take no more than three credits in their discipline for this minor.

**HEALTH AND MENTAL HEALTH STUDIES MINOR 15 credits**

The minor in Health and Mental Health Studies gives students the opportunity to study the role of individuals, families, community, industry, and government in the health and well-being of individuals and nations. It examines epidemiological and behavioral health trends, service delivery models, and disparities in health and mental health in a comparative, global context. National and international approaches to health and mental health policy are also examined.

	<b>Credits</b>
SW 3050 Perspectives on Aging (WECO)	3
SW 3250 Families, Schools, and Community	3
SW 3300 Mental Health and Society (GACO)	3
SW 3500 Health and Society (GACO) (WECO)	3
Complete one of the following:	3
SW 2500 Human Biology for Social Workers and the Social Sciences	
SW 3800 Social Work Internship (available only Winterim or summer)	

## Educator Preparation

### College of Education, Health and Human Services

#### Council of Educator Preparation

*Director of Teacher Education:*

*Coordinator of Administration and Curriculum (CAGS):* Christie Sweeney

*Coordinator of Adventure Learning (Master's):* James G. Hannon

*Coordinator of Arts, Leadership, and Learning (CAGS):* Patricia L. Lindberg

*Coordinator of Biology (Baccalaureate, Post Baccalaureate):* Douglas L. Earick

*Coordinator of Chemistry (Baccalaureate):* Douglas L. Earick

*Coordinator of Curriculum Administrator (CAGS):* Christie Sweeney

*Coordinator of Early Childhood Studies (Baccalaureate):* Patricia A. Cantor

*Coordinator of Educator Technology Integrator (Post Baccalaureate):*

*Coordinator of Elementary Education (Baccalaureate):* Allison D. Wenhart

*Coordinator of Elementary Education (Post Baccalaureate):* Susan Shapiro

*Coordinator of English as a Second Language (Baccalaureate, Post Baccalaureate):* James C. Whiting

*Coordinator of English Education-Teaching Writing (Master's):* Meg J. Petersen

*Coordinator of English/Language Arts (Baccalaureate):* Megan L. Birch

*Coordinator of English/Language Arts (Post Baccalaureate):* Meg J. Petersen

*Coordinator of General Science (Post Baccalaureate):* Douglas L. Earick

*Coordinator of Health Education (Baccalaureate, Post Baccalaureate):* Lynn V. Johnson

*Coordinator of Instrumental Music Education (Master's):* Mark Stickney

*Coordinator of Integrated Arts (Master's):* Patricia L. Lindberg

*Coordinator of Mathematics 5–8 (Baccalaureate):* Shawn M. Hackshaw

*Coordinator of Mathematics 5–8 (Post Baccalaureate):* Osama Ta'ani

*Coordinator of Mathematics 7–12 (Baccalaureate):* Shawn M. Hackshaw

*Coordinator of Mathematics 7–12 (Post Baccalaureate):* Osama Ta'ani

*Coordinator of Middle Level Education (Master's):* Cheryl Baker

*Coordinator of Modern Language: French and Spanish (Post Baccalaureate):* Wilson A. Garcia

*Coordinator of Music (Baccalaureate):* Holly E. Oliver

*Coordinator of Neurodevelopment Approach:* Cheryl Baker

*Coordinator of Online Teaching and Learning:* Cheryl Baker

*Coordinator of Physical Education (Baccalaureate, Post Baccalaureate):* Louise S. McCormack

*Coordinator of Principal (Master's, CAGS):* Christie Sweeney

*Coordinator of Reading and Writing Specialist (Master's or CAGS):* Edie Patridge

*Coordinator of Reading and Writing Teacher (Master's or CAGS):* Edie Patridge

*Coordinator of School Counseling (Master's):* Gary E. Goodnough

*Coordinator of School Library/Media Specialist (Master's):*

*Coordinator of School Psychology (Master's or CAGS):* Cindy Waltman

*Coordinator of Social Studies (Baccalaureate, Post Baccalaureate):*

Michael A. Kopish

*Coordinator of Special Education (Master's):* Marcel R. LeBrun/Ann Berry

*Coordinator of Special Education Administrator (Master's or CAGS):* Marcel R. LeBrun/Ann Berry

*Coordinator of Superintendent (CAGS):* Christie Sweeney

*Coordinator of Visual Arts (Baccalaureate):* Jason A. Swift

*Coordinator of Visual Arts (Post Baccalaureate):* Jason A. Swift

*Graduate Student Representative:*

*Undergraduate Student Representative:*

*Administrative Assistant (non-voting):* Kelsey R. Donnelly

*Coordinator of Assessment (non-voting):* Deborah L. Mardin

*Coordinator of Elementary/Early Childhood Internships (K–8) (non-voting):* Kathy A. Vestal

*Coordinator of Secondary Internships (7–12) (non-voting):* James C. Wenhart

*Director of Curriculum Support (consultant):* Mary E. Campbell

*Graduate Programming and Assessment Coordinator (non-voting):* Judy Ciesielski

Please also visit: [plymouth.edu/office/educator-preparation/council-of-educator-preparation/](http://plymouth.edu/office/educator-preparation/council-of-educator-preparation/).

The Council of Educator Preparation is responsible for the development, administration, revision, and evaluation of all teacher education programs, including preservice field experiences. The Council of Educator Preparation is comprised of representatives from every program offering teacher certification, certification for other school personnel, and graduate programs geared toward already practicing teachers. The Council works collaboratively with the Office of Educator Preparation (OEP), the Provost/Vice President for Academic Affairs, and the Deans from the College of Education, Health, and Human Services and the College of Arts and Sciences.

The Council is responsible for the dissemination and periodic assessment of the Conceptual Framework for Teacher Education and the Diversity Framework, which represent the core attitudes and beliefs of teacher education at Plymouth State University. The Council receives input from faculty, teacher education candidates, public school professionals, professional advisory boards, and professional associations. These responsibilities are in accordance with the standards of the National Council for Accreditation of Teacher Education (NCATE) and certification standards for education personnel in New Hampshire.

#### Vision

The educator preparation programs at Plymouth State University strive to develop visionary educators who will take the lead in transforming education in the state, the region, and the nation to better serve all students and their families. Our vision is rooted in Plymouth State's tradition of service, emphasized in the University motto, *Ut prosim*—That I may serve. At the same time, we seek

to anticipate and respond to changing demographics and societal expectations by reaching into communities with programs that will educate and inspire. Through collaborations with area schools and community organizations, we aim to emphasize our shared commitment to the education and well-being of all students. Above all, we endeavor to prepare competent and caring educators who exemplify the qualities of Commitment, Service, Vision, and Leadership, and who, in turn, will cultivate these qualities in the students they teach.

### Mission

Plymouth State carries on a long-standing commitment to serve communities, the state, and the region, by preparing thoughtful, reflective educators who envision a better future for all students and willingly accept the responsibilities and challenges of leadership. Beyond the initial certification level, the University offers programs in a variety of educational specialties, which provide educational professionals with opportunities to enhance their personal and professional growth and development. The Council of Educator Preparation builds on the University's mission to provide learning experiences that promote understanding and respect for all people and to foster the constructive, open-minded discourse that is so necessary in a democracy.

The professional education programs at Plymouth State University are accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other school personnel.

When candidates complete all major degree and certification requirements, Plymouth State recommends to the state of New Hampshire that they be granted teacher certification. Graduates are eligible for certification in approximately 47 other states through reciprocal certification.

Plymouth State University offers the following state-approved and NCATE-accredited initial teacher certification programs:

- Art Education (K–12)
- Chemistry with an option in Chemistry Education (7–12)
- Early Childhood Studies with an option in Teacher Certification (PreK–3)
- Elementary Education (K–8)
- English with an option in Teacher Certification (5–12)
- Health Education and Promotion with an option in School Health (K–12)
- Life Sciences (7–12) [formerly known as Biology]
- Mathematics with an option in Middle School Teacher Certification (5–8)
- Mathematics with an option in Secondary Teacher Certification (7–12)
- Music Education (K–12)
- Physical Education with an option in Physical Education and Health Education Teacher Certification (K–12)
- Physical Education with an option in Teacher Certification (K–12)
- Social Studies Teacher Certification (5–12)

Students majoring in any approved Teacher Certification program may also earn Teaching English to Speakers of Other Languages (TESOL) certification. See the TESOL academic minor in the Department of Languages and Linguistics.

The College of Graduate Studies offers post-baccalaureate certification programs and/or graduate degrees (MAT, MEd, MS, CAGS) leading to initial certification in all of the above areas, as well as additional endorsements and professional educator certifications. Additional endorsements available through the College of Graduate Studies are:

- Counselor Education Certification (K–12)
- Curriculum Administrator Certification
- Educator Technology Integrator (K–12) (formerly Computer Technology)
- French Certification (7–12)
- General Science Education with Teacher Certification (5–8)
- Library Media Specialist Certification (K–12)
- Reading and Writing Specialist Certification (K–12)
- Reading and Writing Teacher (K–12)
- School Principal Certification (K–12)
- School Psychologist Certification (K–12)
- Spanish Certification (7–12)
- Special Education Administrator Certification (K–12)
- Special Education Certification
- Superintendent of Schools Certification (K–12)
- Teaching English to Speakers of Other Languages Teacher Certification (K–12)

Details on the graduate programs of study are available within the Graduate Academic Catalog. Details on each undergraduate program of study are available within the departmental listing of major degree requirements in this Catalog. Each program has the same General Education requirements as other bachelor degree programs at the University.

Candidates may change from one teaching program to another. However, they incur the responsibility of identifying and satisfying all requirements of the new program including readmission into teacher certification. Teacher Certification candidates who return to the University after a withdrawal must do so under the requirements of the most current Academic Catalog.

**Master of Education: K–12 Education in Special Education – 5th year program.** Students interested in obtaining General Special Education Certification may do so upon completion of their undergraduate Teacher Certification program. Application to the 5th year program must be completed and sent to the College of Graduate Studies by April 15th of that year. Students interested in pursuing this program must be accepted into the program following a completed application package, a formal interview process, and a final acceptance into the College of Graduate Studies.

Students will begin courses in the Summer Term beginning July 1st of that year. Students will follow courses for a one-year time frame with an anticipated graduation the following May. These students will be required to do a one-year internship in a special education position at a school placement decided by the College of Graduate Studies.



Further information may be found on the University website or by calling the Coordinator of Special Education, Dr. Marcel Lebrun at (603) 535-2288 or via e-mail at [mlebrun@plymouth.edu](mailto:mlebrun@plymouth.edu).

### Conceptual Framework for Initial Teacher Preparation

The conceptual framework for teacher education at Plymouth State University is a shared set of beliefs and attitudes that serves as the foundation for each teacher education program. The framework clearly identifies for faculty, staff, and students the core values that we share as a community. These core values—Commitment, Holism, Experience, Collaboration, and Knowledge—are meaningfully integrated into all teacher education coursework, service learning, and practice teaching experiences. In brief, the underlying assumptions of the conceptual framework are as follows:

**Commitment** We define commitment as dedication, perseverance, and individual and social responsibility. Our candidates are committed to lifelong learning and to increasing self-knowledge. They are committed to the beliefs that all students can learn and that education has the power to transform individuals and the greater society. Our teacher candidates recognize the responsibility of educators to take a thoughtful and critical stance towards themselves and their profession.

**Holism** Our holism perspective involves affirming diversity and understanding the “whole child” within the family, community, and cultural context. It includes working towards an integrated curriculum and recognizing how we as educators are shaped by our own experiences and culture. This holistic perspective shapes our larger vision.

**Experience** Experience allows us to put theory into practice. We provide opportunities for experiential learning that serve communities and schools so that our teacher candidates can do the same for their students. Experience also involves constantly renewing skills and knowledge within one’s discipline.

**Collaboration** Collaboration involves working with students, families, and colleagues effectively within the school context toward shared goals, demonstrating respect and openness towards diverse perspectives, and confronting and resolving conflicts effectively and respectfully. Collaboration enhances both teaching and learning, and is an essential part of developing the capacity to lead.

**Knowledge** Knowledge refers to understanding the theory, content, methods and materials, and technologies of one’s field, as well as understanding child and adolescent development, learning processes, and student motivation within the familial, community, and cultural contexts in which children grow and learn. Teaching that engages all learners combines a knowledge of students and one’s subjects within the cultural, social, and institutional context.

Teacher education candidates are introduced to the Conceptual Framework in their introduction to education courses.

### Diversity Framework for Educator Preparation

Each teacher education candidate at Plymouth State University, by the conclusion of her or his program, will be able to:

- Critically examine her or his own identity, and accept that our background and experiences shape our view of the world

- Learn from and about students, families, and communities
- Identify and empathize with and accept students from diverse backgrounds
- Become a multicultural person by exploring and learning to understand the experiences and values of others
- Confront racism and other biases in her/himself, her/his classroom, and in schools and other institutions in society
- Demonstrate commitment and skills to act as a change agent
- Implement culturally responsive teaching practices.

**Multicultural Education:** A comprehensive approach to education that identifies, challenges, and rejects all forms of discrimination in schools and society, and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, gender, age, etc.) that students, their communities, and teachers reflect. Multicultural education is not an add-on program, but is fundamental to every aspect of the education process: curriculum, pedagogy, policy, and interactions among students, teachers, school personnel, families, and community members. Multicultural education promotes democratic principles of social justice and thoughtful transformation of schools and society.

**Culture:** The values, traditions, social and political relationships, worldviews, and ways of living created, shared, and transformed by a group of people bound together by a community or commonalities. This commonality can be self-defined or imposed by others. Culture is socially constructed, learned implicitly and explicitly, dynamic and contextual, and multi-faceted. It influences development, learning, beliefs, identity, values, and interactions.

**Linguistic Diversity:** Language is fundamental to identity and to learning. Language embodies culture and provides a vital connection to family and community. One’s native language is a foundation for future learning. The ways in which teachers and schools respond to students’ language and dialect have profound influence on their learning. Language differences must not be viewed as deficits.

**Dynamics of Power and Privilege:** Most definitions of racism and discrimination obscure their institutional nature. Discrimination is not simply an individual bias; it is above all an institutional practice. The major difference between individual and institutional discrimination is the wielding of power, because it is primarily through the power of the people who control institutions such as schools that discriminatory policies and practices are reinforced and legitimated. Prejudice and discrimination, then, are not just personality traits or psychological phenomena; they are also a manifestation of economic, political, and social power. (Nieto, 2000, p. 37). Policies and practices rooted in discrimination have a harmful effect on groups that share a particular identity, be it racial, ethnic, gender, socioeconomic status, or other (Nieto, 2000, p. 35).

**Student Achievement:** All students have talents and strengths, and are capable of high levels of learning. School characteristics that have been found to make a positive impact on student achievement include an enriched and more demanding curriculum, respect for students’ languages and cultures, high expectations for all students, and encouragement of parental involvement (Nieto, 2000, p. 245). Educators have the responsibility to implement comprehensive and collaborative opportunities for family involvement because family involvement has been shown to enhance student achievement.

### Diversity Goals for Teacher Education Candidates

In order to teach effectively and ensure student learning in a democratic and pluralistic society, each teacher education candidate at Plymouth State University, by the conclusion of his or her program, will have developed the ability to:

- describe culture as a multifaceted and dynamic construct
- critically examine his or her own sociocultural positions and understand the ways in which background and experiences shape one's view of the world
- learn from and about students, families, and communities, and draw on this knowledge to inform instruction.
- view students and families of diverse backgrounds and abilities in respectful and affirming ways
- acquire and extend his or her own multicultural awareness by exploring and learning about the history, experiences, beliefs, and values of others
- recognize and challenge biases in him/herself and others, as well as institutional oppression in schools and throughout society
- implement inclusive, culturally responsive teaching practices.

### Road to Internship in Teaching

#### Undergraduate Gate Requirements

##### Student Timeline

See forms section of [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/).

#### Gate 1: Entrance into the Office of Educator Preparation

*First or Sophomore year*

1. Intern Candidacy Application
2. Passing Praxis Core Academic Skills for Educators scores or SAT scores above the 50th percentile
3. Faculty Evaluation of Intern 1 (please ask faculty to complete the online form)
4. Faculty Evaluation of Intern 2 (please ask faculty to complete the online form)
5. Cumulative GPA of 2.50

#### Gate 2: Internship in Teaching Application (one year prior to Internship in Teaching)

*End of Junior year/Start of Senior year*

1. Internship in Teaching Application
2. Cumulative Department GPA of 2.50/2.70/3.00 (GPA Requirements)

#### Gate 3: Acceptance into Internship in Teaching

*Senior Year*

The Internship in Teaching Application Packet, including requirements 1–3, must be completed by the candidate before placement is considered. OEP will check requirements 4 and 5.

1. Résumé (e-mail to: [psu-oep@plymouth.edu](mailto:psu-oep@plymouth.edu))
2. Philosophy of Teaching (e-mail to: [psu-oep@plymouth.edu](mailto:psu-oep@plymouth.edu))
3. Placement Information Sheet (signed by department coordinator)
4. Department Approval
5. Cumulative GPA of 2.50/2.70/3.00
6. Seminar 1 – Preparing for Internship
7. Seminar 2 – Internship Rules and Regulations
  - 7a. Structured Field Experience 1
  - 7b. Structured Field Experience 2
8. Internship in Teaching Registration
9. Internship Placement Confirmation 1
10. Internship Placement Confirmation 2 (if applicable)

#### Gate 4: Internship in Teaching and Program Completion

*Senior Year*

1. University Supervisor Evaluation – Midterm or First Site Final
2. University Supervisor Evaluation – Final
3. Mentor Teacher Evaluation – Midterm or First Site Final
4. Mentor Teacher Evaluation – Final
5. Seminar 3 – Preparing for Employment
6. Seminar 4 – Program Assessment, Closure to Internship in Teaching, and Certification
7. Eligible for Certification (see requirements listed below)

Upon completion of Gates 1–4  
Degree Statement

**Gate:** The term gate is commonly used by NCATE/CAEP accredited colleges and universities to describe their decision points in their candidate and unit assessment systems. A gate is a level of attainment that clearly communicates how far the candidate has progressed on the road to certification.

*Note:* Graduate students pass through a similar set of “gates” in their programs. Please refer to the Program Planning Guides available in the College of Graduate Studies for more information specific to the post-baccalaureate and graduate programs.

Applications are available in the Internship in Teaching Handbook. Students may download the Handbook from the OEP website at: [plymouth.edu/office/educator-preparation/](http://plymouth.edu/office/educator-preparation/). All teacher certification candidates can monitor their own progress through the Gate Requirements by regularly checking the Teacher Certification link in myPlymouth.

#### Application for Internship Candidacy – Gate 1

Acceptance to Plymouth State University does not automatically assume acceptance into educator preparation. An Intern Candidacy application is initiated with the Office of Educator Preparation during the first semester of enrollment. To be formally admitted into the Office of Educator Preparation, it is required that the student achieves the cumulative grade point average (GPA) required by the department sponsoring the teacher education program. Students who do not meet the required GPA criteria are encouraged to meet with their academic advisors and the staff in the Office of Educator Preparation to discuss their options. Two faculty evaluations are required as part of the application process as admission into the Internship in Teaching candidacy considers both academic and personal characteristics of the candidate.

#### Praxis™ Core Academic Skills for Educators

The criteria for admission include a validation of basic skills proficiency through standardized examination. Validation of basic skills proficiency is determined by passing the Praxis Core Academic Skills for Educators test. Information on the test is shared with candidates during introductory education classes. This test should be taken during the first year in the teacher education program. Candidates who receive scores at or above the 50th percentile on their SATs are exempt from taking the Praxis Core Academic Skills for Educators test. The SAT report must be brought to the Office of Educator Preparation in order to pass this portion of Gate 1. Additional information regarding registration and testing sites is available from the Office of Educator Preparation.

The state of New Hampshire requires all candidates for teacher certification to pass the Praxis Core Academic Skills for Educators test. All Plymouth State University teacher education candidates must pass the test **prior** to enrolling in the Internship in Teaching. Under Title II, Sections 207 and 208 of the Higher Education Act, Plymouth State University is required to report passing rates on this exam for all graduates of teacher education programs.

Transfer students enrolling in a program leading to teacher certification should contact the Office of Educator Preparation as soon as possible after acceptance into the University, for a teacher certification candidacy procedure that is appropriate for their transfer status.

### Field Experiences

All departmental programs recognize the importance of early and continual professional field experiences. Internship in Teaching candidates must complete the designated observation/participation requirements included in the course work of the department sponsoring the certification program.

All teacher certification candidates who interact with students in public school settings through course-related field experiences are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis for a period of time to undergo a full disclosure criminal records check. This may include fingerprinting. The processing of the criminal records check is conducted at the site school before the field experience begins. The fee for this processing is the responsibility of the teacher certification candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Coordinator of Internships.

In order for teacher certification candidates to participate in field experiences in diverse settings that are essential for their development as teachers, teacher certification candidates must be willing and able to travel outside of the Plymouth area beyond walking distances. All Internship in Teaching candidates should plan for and be able to secure their own transportation by the junior year.

### Internship in Teaching Application – Gate 2

Candidates must file an Internship in Teaching application and meet with their advisor to review progress for degree completion. Additionally, the candidate will meet with the Coordinator of Internships (Secondary or Elementary) one year **prior** to the anticipated semester of the Internship. This allows candidates time to ensure that all academic and professional requirements will be complete before acceptance into the Internship in Teaching. Acceptance into Internship in Teaching candidacy, including passing scores for the Praxis Core Academic Skills for Educators or SAT scores above the 50th percentile, is required **before** an application to complete the Internship in Teaching will be approved. Candidates must have the cumulative grade point average designated by the department sponsoring the Teacher Education program.

### Acceptance into Internship in Teaching – Gate 3

All applicants must be approved by both the Coordinator of Internships and the major department sponsoring the teacher education program. Candidates must have the cumulative grade point average designated by the department sponsoring the Teacher Education program and have completed all other course require-

ments for certification by the end of the semester prior to the one in which they wish to enroll in the Internship in Teaching. A résumé, a philosophy of teaching, and attendance at seminars are required as part of acceptance into the Internship.

All candidates for certification must complete a period of supervised teaching within the state of New Hampshire at a placement approved by the Coordinator of Internships. Formal acceptance to the Internship in Teaching is determined by the Coordinator of Internships at the end of the semester prior to the Internship.

### Internship in Teaching and Program Completion – Gate 4

Candidates must satisfy all requirements for Gate 4 which includes satisfactory completion of midterm/final evaluations, required attendance at seminars, and recommendation for state certification. In order to be approved for graduation, candidates must successfully complete the Internship in Teaching and all other required coursework and must meet the GPA requirement of their teacher certification program.

The consent of the Director of Teacher Education and the Associate Vice President for Undergraduate Studies is necessary for interns to take additional courses during the Internship semester. Overload regulations regarding eligibility and fees apply to candidates carrying more than a total of 17 credits hours in the Internship semester; see Overload Fees in the Tuition and Fees section.

Graduates of any of the Teacher Education programs at Plymouth State University are eligible for recommendation for New Hampshire teacher certification by the New Hampshire State Department of Education. Because New Hampshire is a member of the Interstate Certification Contract, Plymouth graduates are eligible for certification in any of the Contract states upon application to that state's education department. However, the applicant would be bound by any additional requirements of the receiving state. Information regarding the Interstate Certification Contract is available at [www.nasdtc.org](http://www.nasdtc.org).

All applicants for New Hampshire certification in Art, Biology, Chemistry, Early Childhood Education, Elementary Education, English, Middle School Mathematics, Music, Secondary Mathematics, and Social Studies, must submit passing scores in **both Praxis Core Academic Skills for Educators or SATs, and Praxis II: Subject Assessments**. These passing scores are determined by the NH State Board of Education and are available in the Office of Educator Preparation. In the near future we expect additional certification areas will be subject to Praxis II. Information regarding registration for Praxis II exams and testing sites is available from the Office of Educator Preparation.

The monitoring of candidates throughout their teacher education program takes into consideration the personal attributes of the candidates as well as their academic achievement. Continual assessment of candidates' "specific strengths and weaknesses" in these areas shall be used to determine "continuation in or removal from the teacher education program and the readiness to enter the profession." [See Ed.604 Admission, Retention and Evaluation Policies and Practices in Standards and Procedures for Approving Professional Preparation Programs in New Hampshire, available through the Office of Educator Preparation.]

**Interns in programs using the Pass/No Pass grading policy must receive a Pass at the end of the Internship in order to be recommended for certification. Interns who are in programs that have a letter grading policy must receive a “C” or better at the end of the Internship in order to be recommended for certification. This policy is effective with the Fall 2011 student teaching courses and beyond.**

#### **College of Graduate Studies Conversion Program for Teacher Certification**

The Educator Conversion program is an individually designed, competency-based graduate program of study leading to recommendation for New Hampshire educator certification. Applicants to this program must hold, or be in their final year of completing, a bachelor's degree. Educator Conversion program candidates must hold the bachelor's degree in order to qualify for full admission. Also, passing scores on the Core Academic Skills for Educators Test are required for admission. Certification endorsement is available in all areas covered by the University's teacher education program as well as professional certification areas that require study beyond the master's degree. No degree or diploma is awarded at program completion, but a certificate of completion is provided. Admission to the Conversion program is initiated through formal application to the College of Graduate Studies. Application materials are available at the College of Graduate Studies Office and online at [plymouth.edu/graduate](http://plymouth.edu/graduate). When students complete the program, they must file a degree audit/certification audit form to start the completion process. A transcript audit is then completed and a letter with certification documents is forwarded to the student.

**Internship in Teaching for Employed Teachers.** Qualified participants in educator certification programs through the College of Graduate Studies, including candidates in the Educator Conversion program, who are currently employed as public school teachers in the area of certification endorsement they seek, may apply to

participate in the 6 credit in Teaching course. Candidates must have completed all other requirements for endorsement before participating in the 6 credit Internship. Candidates apply for this alternative through the Coordinator of Internships, no later than their one term before the Internship would begin. Employment must be verified by the candidate's supervisor and the supervisor must complete observations of the candidate and must provide written evaluations of the candidate's work. A University supervisor will be assigned to observe and provide evaluations as well. Candidates must complete the required portfolio as described in the course syllabus. This option is available only to graduate students who are employed in the endorsement areas. Contact the Coordinator of Internships for more information.

#### **Graduate Degree Programs and Educator Certification**

Candidates can obtain the Master of Education (MEd), Master of Science (MS), Master of Arts in Teaching (MAT), and the Certificate of Advanced Graduate Studies (CAGS) and become endorsed for educator certification and/or professional certification in areas covered by the University's teacher education program as well as professional certification areas that require study within or beyond the master's degree. These programs are described in the Plymouth State University Graduate Academic Catalog. Candidates work individually with their program's advisor to create a program of study that will lead to the Master's degree or CAGS and endorsement for certification. Program advisors review the candidates' previous transcripts and determine what is needed to address the New Hampshire competencies for both general education and professional education, as well as any appropriate requirements of related professional accrediting associations. A program plan is created and approved by the advisor and/or the program coordinator. For more information and application materials, contact the College of Graduate Studies or visit their website at [plymouth.edu/graduate](http://plymouth.edu/graduate).





## Undergraduate Courses

Select code to navigate to the course.

### Course Credits

Course credits are earned as a semester hour. The credit value of each course is indicated following the title of the course, e.g., 3 for a three-credit course.

### Course Identifier

The course identifier is a combination of a two, three or four-letter abbreviation for its discipline and a four-digit number for its level, e.g., first year, sophomore, junior, senior. Course descriptions are listed alphabetically by the following discipline codes:

#### Code Discipline

AC	Arabic
AE	Art Education
AG	Graphic Design
AH	Art History
AN	Anthropology
AP	Adventure Education
AR	Fine Art
AT	Athletic Training
BI	Biology
BU	Business
CC	Coaching
CD	Childhood Studies
CH	Chemistry
CJ	Criminal Justice
CM	Communication and Media Studies
CN	Chinese

CO	Counselor Education
CS	Computer Science
DN	Dance
EC	Economics
ED	Education
EN	English
EPL	Environmental Planning
ER	Early Childhood Studies
ERSE	Early Childhood Special Education
ES	Earth Science
ESP	Environmental Science and Policy
FR	French
GE	Geography
GR	German
HE	Health Education
HI	History
HU	Humanities
IS	Interdisciplinary Studies
IT	Italian
LA	Latin
LL	Language and Linguistics
MA	Mathematics
ME	Music Education
MT	Meteorology
MU	Music
NR	Nursing
PE	Physical Education
PEHE	Physical Education and Health Education
PH	Physics
PO	Political Science

PS	Psychology
PT	Photography
PY	Philosophy
RL	Reading
SE	Special Education
SO	Sociology
SP	Spanish
SS	Social Science
SSE	Social Studies Education
SV	Study Abroad: Mexico
SW	Social Work
TH	Theatre
TMP	Tourism Management and Policy
WS	Women's Studies

### DI General Education Direction

DI follows the discipline code of a course that satisfies a General Education Direction (see below) and is part of the course identifier.

For example:

- CSDI 1200 Web Expressions is a Computer Science (CS) course that is a Creative Thought Direction (DI).
- MUDI 1310 Exploring Music is a Music (MU) course that is a Past and Present Direction (DI).

**Cross-listed courses:** courses that are offered under two different disciplines, e.g., PS 3030 and SO 3030. The course description is printed under one discipline and is referenced in the other discipline.



## Course Number System

**First year:** courses numbered 1000 to 1999. Introductory courses for the general student population. No prerequisites required.

**Sophomore:** courses numbered 2000 to 2999. Introductory courses generally for the majors and courses that serve other majors. These courses may or may not have a prerequisite.

**Junior:** courses numbered 3000 to 3999. Upper-level courses that usually have an identified prerequisite. The prerequisite may be a specific course or grade point average or it could be more general such as junior or senior status. These courses carry with them a higher expectation of performance consistent with junior status.

**Senior:** courses numbered 4000 to 4999. Typically reserved for capstone courses in the majors. They will usually have at least one prerequisite. These courses carry with them a higher expectation of performance consistent with senior status.

Special permission is required for first year students to take 3000-4000 level courses, and for sophomores to take 4000-level courses.

**Upper-division:** 3000 and 4000 level courses

**Upper-level:** 3000 and 4000 level courses

**Graduate:** courses numbered 5000 to 8990 (see Graduate Catalog).

## Course Description

The following information may be found at the end of each course description: when offered, prerequisite(s), corequisite(s), and General Education abbreviation.

**When offered:** a statement of when the course is typically offered.

**Prerequisite(s):** the course code(s) of courses(s) that must be taken or a general condition that must be met **prior** to registering for the course being described. "Permission of the instructor" is the implied Prerequisite for all courses with a stated Prerequisite.

**Corequisite(s):** the course code(s) of courses(s) that must be taken **concurrently** with the course being described.

## General Education abbreviation:

The following abbreviations are listed, in parentheses, at the end of course descriptions for courses that meet the General Education requirements:

CTDI Creative Thought Direction  
PPDI Past and Present Direction  
SIDI Scientific Inquiry Direction  
SSDI Self and Society Direction

DICO Diversity Connection  
GACO Global Awareness Connection  
INCO Integration Connection  
QRCO Quantitative Reasoning in the Discipline Connection  
TECO Technology in the Discipline Connection  
WECO Wellness Connection  
WRCO Writing in the Discipline Connection

The University reserves the right to add, change or delete courses as well as course descriptions.

## AC – Arabic

### AC1010 Fundamentals of Arabic I 4 credits

Open to students with no more than 1 year of high school Arabic, or with no previous study of Arabic. Closed to students with any college-level study of Arabic. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. (GACO)

### AC1020 Fundamentals of Arabic II 4 credits

Continuation of AC 1010. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting.

### AC1900 Fundamentals of Arabic I Lab 0 credit

This self-directed language lab (Hyde 221) accompanies AC 1010. Students have the opportunity to review course material and complete assignments. Falls. *Corequisite(s):* AC 1010.

### AC1905 Fundamentals of Arabic II Lab 0 credit

This self-directed language lab (Hyde 221) accompanies AC 1020. Students have the opportunity to review course material and complete assignments. Springs. *Corequisite(s):* AC 1020.

## AE – Art Education

### AE1000 Introduction to Art Education 3 credits

Required for first year students majoring in Art Education. Provides an examination of the foundations of art education in public schools and examines the motivations for selecting art teaching as a profession. Focuses on grades kindergarten through grade 12. Topics include overviews of pre-service teacher preparation at PSU, societal issues affecting public education in general and the arts in particular, a review of American education history, school finance and school law, and the study of student learning styles and needs. Students initiate the development of a professional electronic portfolio. A 10 hour observation/participation component in the schools is required. Springs.

### AE2000 Foundations of Art Education 3 credits

The changing role of the visual arts in public education is examined as an introductory foundation to the field of art education. The significance of art experiences for children of all ages is explored through readings, research, observations and participation. Theories of visual learning and artistic development are observed and analyzed. A 10 hour observation/participation component in the schools is required. Falls.

### AE3050 Methods and Materials for Art Education 3 credits

Children's cognitive and artistic development, materials, and processes are examined in the context of instructional planning at the elementary level. This is accompanied with the study of constructivist teaching methods, dialogic motivation, and essential questions. Readings, research discussion, studio production, and classroom observations provide the framework for the study of art education as a discipline incorporating studio production, aesthetics, art history, and criticism. Examines art materials health and safety regulations. A 10 hour observation/participation component in the schools is required. Additional course fee required. Springs. *Prerequisite(s):* AE 2000.

**AE3060 Instructional Planning and Pedagogy for Art Education 3 credits**

A continuation of the examination of pedagogy and constructivist methodology for art education and diverse student populations at the middle and high school levels. Components include community and citizenship development, critical skills, multicultural education, special needs inclusion, and gifted and talented. The principles of cooperative discipline and the responsive classroom support the holistic developmental needs of children. Standards-based instructional planning at the secondary level emphasizes interdisciplinary and multicultural social themes. A 10 hour observation/participation component in the schools is required. Additional course fee required. Falls. *Prerequisite(s)*: AE 3050. (DICO)

**AE3100 Curriculum and Assessment for Art Education 3 credits**

The content and structure of the public school visual art curriculum at elementary, middle and secondary levels are examined as a major contributing factor to the educational development of all children. Following a review of the literature and an exploration of current best practices, a curriculum model and authentic assessment strategies are developed. Emphasis is placed on state and national standards in the visual arts and reflects state mandates on visual arts assessment in K–12 public education. Technology-based research methods are introduced. A 10 hour observation/participation component in the schools is required. Springs. *Prerequisite(s)*: AE 3060.

**AE3500 Technology for Art Education 3 credits**

Examines the history and evolution of visual arts technology in Art Education and how it impacts curriculum development, art education, culture and society. Designed to provide students with project-based experience in visual arts technology software programs and applications. Students gain proficiency with digital imaging and animation in addition to working with digital still and video cameras, multimedia production and use of scanning software. Students demonstrate proficiencies by writing and developing a narrative animation film, researching and designing a resource/advocacy brochure, creating theme-based photomontages and creating and presenting instructional multimedia. Students apply all projects to the design of an art education technology unit that supports national and state Art Education curriculum standards. Required for BS Art Education majors; recommended for BFA/MAT Art Education majors. Falls. *Prerequisite(s)*: Junior status or (AE 2000, AE 3050 and/or AE 3060). (TECO)

**AE4020 Contemporary Topics in Art Education 1–3 credits**

Provides opportunity for immersion in a specialized topic/area concerning studio art, art history, multicultural arts traditions, special education, technology, graphic design and/or art education, which contemporary art educators address as professionals. Guest artists, educators and professionals working with faculty members are invited to teach this course and share their experience and expertise in selected areas of specialization. Students may repeat this course when it is offered under a different topic. *Prerequisite(s)*: Junior status as Art or Art Education major.

**AE4910 Independent Study in Art Education 1–4 credits**

Advanced work in a limited area of art education, developed and executed in consultation with an Art Department faculty mentor. Consent required of the instructor who will supervise the independent study and the Department Chair. *Prerequisite(s)*: Senior standing.

**AE4950 Art Education Internship in Teaching: K–12 12 credits**

The culminating field-based experience for Art Education majors, leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 12 credits during which, after a period of structured observation, students gradually assume responsibility for a full range of visual art teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching of diverse populations of students. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum 2.70 cumulative GPA; completion of program requirements in Art Education and education by the beginning of the Internship experience; permission of the Coordinator of Internships.

**AE4960 Art Education Internship in Teaching: Secondary Component 6 credits**

The culminating field-based experience for Art Education majors, leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observation, students gradually assume responsibility for a full range of visual art teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching of diverse populations of students. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum 2.70 cumulative GPA; completion of program requirements in Art Education and education by the beginning of the Internship experience; permission of the Coordinator of Internships.

**AE4970 Art Education Internship in Teaching: Elementary Component 6 credits**

The culminating field-based experience for Art Education majors, leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observation, students gradually assume responsibility for a full range of visual art teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching of diverse populations of students. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum 2.70 cumulative GPA; completion of program requirements in Art Education and education by the beginning of the Internship experience; permission of the Coordinator of Internships.

## AG – Graphic Design

**AG2330 An Introduction to Graphic Design Software 3 credits**

Preliminary course for integrating design students with the necessary technological aspect of their visual communication education. Begins with a basic overview of the history and evolution of technology in design education and how it has impacted not only curriculum development, but the field and study of graphic design, culture and society. Explores the most indispensable software packages offered in the industry for digital graphics, then proceeds through a series of short projects and tutorials which enable the

students to master the fundamental techniques used in these electronic design applications. Software types covered include: drawing, page layout and image-processing programs. Attention is given to word-processing as a necessary program for creating, importing and manipulating text copy into graphic applications. Students have hands-on instruction at Macintosh computer workstations throughout the course and learn associated information concerning the use of computer hardware peripherals, e.g., scanners, printers, etc. Additional course fee required. Falls and Springs. *Prerequisite(s)*: Graphic Design majors or minors only, or permission of instructor. (TECO)

**AG2350 Graphic Design I 3 credits**

Introductory course acquaints students with the history, principles, and basic tenets of graphic communication employing typographic elements. Focuses on the formal relationships of design as applied through typographic interaction, using the computer and Adobe Illustrator software to create solutions. Design assignments emphasize the creative and practical development of a variety of ideation avenues and techniques for executing those ideas effectively. Additional course fee required. Falls. *Prerequisite(s)*: AR 1040 and (AR 1100 or AR 1120).

**AG3050 Digital Multimedia Design 3 credits**

The growth of the Internet and the heavy emphasis on digital media has led to the creation of a whole new industry and design field—Web design. Web sites are essential for nearly every business today. Covers web preparation software such as Photoshop and Illustrator. Students are introduced to basic HTML, Dreamweaver, and Flash. This class is for visually trained students. As such, original sketches, documents, and pictures are the starting point for each project. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AG 2330.

**AG3300 Graphic Design II 3 credits**

Combines the precepts of the taxonomy of typography from Graphic Design I with that of imagery. Delves into types of images, image generation options, and the impact of the combination of type with images. Design problems include the study of iconography, designing symbols, understanding logo design, and the completion of a large poster design employing a synthesis of type, symbol, and image considerations using Adobe Photoshop software. Emphasizes the exploration, experimentation, and proper execution of ideas through the design process. Additional course fee required. Springs. *Prerequisite(s)*: AG 2350.

**AG3360 Graphic Design III 3 credits**

The compilation of principles mastered in Graphic Design I and II leads students toward a discussion and understanding of publication design. Publication projects may include brochures, books, catalogs, annual reports, and other multiple-page print design pieces. Students also complete a self-promotion piece employing both publication design elements and a CD component, to prepare them with a tangible resume and digital portfolio of their work to date. Emphasis in publication design is on page layouts and the use of Adobe InDesign and QuarkXPress software. Additional course fee required. Falls. *Prerequisite(s)*: AG 3300.

**AG3480 Production for Graphic Design 3 credits**

Deals with the basics of preparing design ideas for printing. Emphasizes the development of an understanding of the working relationship between a graphic designer and a printer. Includes pre-press and computer-assisted production, printing technology, production terminology, graphic arts photography and related specific information necessary for producing finished art in an efficient, accurate and qualified manner. Falls and Springs. *Prerequisite(s)*: AG 2350 and AG 3300.

**AG3500 History of Graphic Design 3 credits**

An introduction to the history and philosophy of graphic design which explores the predominant historic art movements and their effects on graphic design as a field of study. Emphasizes the late 19th and 20th century designers and their work. Linked to current notable designers and design trends including Postmodern and New Wave graphics. Falls and Springs. (WRCO)

**AG3550 PSU Student Design Company 3 credits**

A student operated graphic design studio course, open to junior-level Graphic Design majors (BA and/or BFA). Seven students are selected each semester to serve in the Student Design Company (SDC). One student is selected as Studio Manager and works in tandem with the Graphic Design instructor; the 6 other students function as graphic designers. Meets 2 hours twice a week. Works on assignments created by offering design services to (a) non-profit organizations; (b) PSU organizations; (c) business organizations in our area that would not otherwise be able to afford to purchase design services in the marketplace; and (d) PSU graduate students who need visual components created for their thesis projects. Design services offered could include logos, brochures, flyers, posters, catalogs, Web sites, and other collateral, as requested. May be repeated once for credit. Falls and Springs. *Prerequisite(s)*: AG 2330, AG 3300, (AG 3050 or AG 3480); Junior status as a Graphic Design major; portfolio review and acceptance by Graphic Design Coordinator.

**AG3600 Advanced Photoshop and Illustrator Techniques 3 credits**

Continued study of 2 premier software packages featured in AG 2330. Proceeds from the student's familiarity of Photoshop and Illustrator into the higher skill levels necessary for creating truly outstanding digital graphics. Provides a mastery-level achievement experience with the software and reveals capabilities through progressive techniques and variations that have students creating graphics with true authority. Students garner many new digital shortcuts, key commands and time-saving techniques in these programs that allow them to concentrate on their creative abilities, instead of experiencing technical roadblocks. The path to true creation on the computer for the practicing designer is to not be limited by technical shortcomings, but instead to be able to create and produce whatever the mind imagines. Students have hands-on instruction at Macintosh computer workstations. Springs. *Prerequisite(s)*: AG 2330.

**AG3650 PSU Student Design Company Internship 1 credit**

Integrates with AG 3550, which is open to junior level Graphic Design majors (BA and/or BFA); allows students enrolled in both courses simultaneously (by portfolio acceptance) to fulfill their Graphic Design internship requirements on campus. Students follow the same procedure as interns who work off campus; create

goals for their participation; maintain a journal during their experience; make a final presentation upon completion of the internship. A Graphic Design faculty member oversees the internship for performance expectations and evaluation purposes. Falls and Springs. *Prerequisite(s)*: AG 2330, AG 3300, (AG 3050 or AG 3480); Junior status as a Graphic Design major; portfolio review and acceptance by Graphic Design Coordinator. *Corequisite(s)*: AG 3550.

**AG4350 Advanced Flash Animation and Effects 3 credits**  
Continues study of the Flash software introduced in AG 3050, which is dedicated to the general development of Web site and multimedia presentation design. Focuses on the development of Flash-based Web sites and animation. Students extend the capabilities of this program as a Web development tool and the possibilities as an animation filmmaking tool as well. By achieving higher-level skills in this program, students create more vibrant and interactive Flash-based Web sites and animation. Covers the Web related techniques of other programs such as Dreamweaver, Photoshop, Illustrator, and Swift 3D to maximize the visual effects. CSS is introduced for more accessible Web sites. Additional course fee required. Falls. *Prerequisite(s)*: AG 3050.

**AG4370 Graphic Design IV 3 credits**  
Employing design precepts from Graphic Design I, II, and III, concentrates on developing an entire Corporate Identity Program for a hypothetical company. Students explore creating the logo first, then move to print applications, 3D packaging components, and finally a Web site for their company. Emphasizes the development of a production timeline, the creation of a calendar and job contracts and invoices, as well as extended professional presentation practice toward the systematic execution of the large variety of components necessary in designing a complete CI Program. Software instruction includes Dreamweaver, as part of the Adobe Creative Suite. This is the capstone experience for BA students in the Graphic Design Option. Additional course fee required. Springs. *Prerequisite(s)*: AG 3360.

**AG4380 Graphic Design V 3 credits**  
First semester of a two-semester capstone course experience for BFA Graphic Design majors. Prepares students in all areas of their portfolio and professional career development. Includes portfolio organization and assessment, job market possibilities, resume and cover letter writing, making effective presentations, guidelines for pricing and selling work, and ethics considerations in the workplace in graphic design. Also covers the primary planning stages and project delineation for the Senior BFA Exhibit, to be completed in the spring semester (Graphic Design VI). Design professionals are invited to present special topics and critique work during semester. Additional course fee required. Falls. *Prerequisite(s)*: application to and acceptance by the BFA Portfolio Committee.

**AG4390 Graphic Design VI 3 credits**  
Allows students to begin the execution stage of the rough layouts that were completed in Fall semester of ideas considered for their individual final projects. These projects are developed and finished over a 10 week period, allowing 4 weeks for the students to mount artwork and prepare for their final Senior Show. Students are expected to meet in assigned teams to make both thematic and aesthetic decisions concerning the presentation of the show to the public. A senior "show coordinator" is elected by the students to be

the contact person working between the students and faculty members. The Senior Show is visible evidence and a culmination of all coursework and projects that have been completed by the students in their educational experience in the Graphic Design program. Additional course fee required. Springs. *Prerequisite(s)*: AG 4380 and application to and acceptance by the BFA Committee.

**AG4550 Special Problems in Graphic Design 3 credits**  
Designed for students who have completed 4 semesters of work in Graphic Design, so that these students can continue their work at an advanced level (up to 6 credits). *Prerequisite(s)*: AG 2350, AG 3300, AG 3360, AG 4370 and permission of the instructor.

**AG4900 Internship 1–6 credits**  
Designed to give students a culminating educational experience within a wide range of practical on-the-job work experiences in the selected concentration. Commitment includes a negotiated number of hours per week and regular evaluation by Department Internship advisor. The internship is in agencies that are approved, supervised and evaluated by the Department. *Prerequisite(s)*: Senior status; minimum 2.30 cumulative GPA and minimum 2.50 major GPA; all required courses in art area for major completed; approval of Department Chair, Departmental Review Committee and Department Internship advisor.

**AG4910 Independent Study in Graphic Design 1–4 credits**  
Advanced work in a limited area of graphic design, developed and executed in consultation with an Art Department faculty mentor. Consent required of the instructor who will supervise the independent study and the Department Chair. *Prerequisite(s)*: Senior standing.

## AH – Art History

**AH1110 Survey of Art I 3 credits**  
An introduction to the appreciation and understanding of architecture, sculpture and painting in relation to the Western cultural heritage from prehistoric times to the late Medieval period. Falls.

**AH1120 Survey of Art II 3 credits**  
An introduction to the appreciation and understanding of architecture, sculpture and painting in relation to the Western cultural heritage from the Renaissance to the present. Springs.

**AHD1200 Exploring Art: Temples and Treasures 3 credits**  
Employing works of architecture, sculpture, painting and the decorative arts, explores the twin variables of word and time in shaping varying past and present worldviews. Beginning with the arts of preliterate groups and continuing through the early Renaissance in Northern Europe (c. 1500), examines such topics as writing and symbol, text and image, myth and ritual, history and memory, and cultural defining moments to bring awareness to the power of images as potent historical, political and cultural markers resonating from the past into the present. Students are challenged to understand and explain how the past was/is always "the present" and provides connective links between times and cultures. Falls. (PPDI)

**AHD1210 Exploring Art: Revelations and Revolutions 3 credits**  
Beginning with the Early Modern period (ca. 1500) and continuing to the present, examines central events that allow us to consider

the past and present from the context of a selection of “pivotal moments.” A selection of cultural defining moments are selected in order to bring awareness to the power of images as potent historical, political and cultural markers resonating from the past into the present. Students are challenged to understand and explain how the past was always “the present;” how events in the past were perceived and recorded; how worldviews shift and influence both the recording and later interpretation of the past; how connecting the past with the present brings understanding and insight to events relevant to students’ lives. Springs. (PPDI)

**AH2700 20/21: Art Since 1900 3 credits**

An introduction to international developments in modern and contemporary art from 1900 to the present. Particular attention given to the relationship between art and culture. Falls and Springs. (WRCO)

**AH3100 Contemporary Art Seminar 3 credits**

Readings and discussions on the theory of contemporary art. Students explore the fundamental theoretical documents of 20th century art. The basic theories and concepts of contemporary art are examined in relation to an artist’s individual struggle with a specific problem or a broad ideology of a group manifesto. Form and subject matter, social and cultural ideals and the nature of the creative experience are also studied. Falls. *Prerequisite(s)*: Junior status and AH 2700. (INCO)

**AH3150 Museum Studies: Objects and Collections 3 credits**

Examines the formation of museums, as well as their successes and failures, in relation to the broad topics of collecting, politics, history, technology, tourism, and education. Combines thematic and theoretical classroom discussions with practical and experiential museum components. Falls.

**AH3170 Museum Studies: Trends and Practices 3 credits**

Investigates the critical issues facing museums in the 21st century. Museum missions, practices, and resources are interwoven with a discussion of audience, communications, and collaboration. Provides an opportunity for discussions with museum professionals. Partnerships with regional museums and non-profit organizations provide hands-on project opportunities during the semester. Springs.

**AH3530 Arts of the Far East 3 credits**

Ranging from Neolithic cultures to the contemporary urban present, studies important themes, styles, periods and methodology of Chinese and Japanese art. Although consideration is given to principal works of sculpture, bronze, painting, ceramics, jade and architecture, emphasis also is given to the historical foundation and religious beliefs informing the visual culture of China and Japan. In particular, Buddhism is examined as a unifying philosophical and artistic theme. In providing such connections, develops deeper insight into the heritage which accounts in part for the cultural fabric of, and societal issues confronting, present day China and Japan. Falls. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**AH3540 Art and Ideas in the 19th Century 3 credits**

Examines important artists, major artistic movements, critical issues and the literature and criticism of art during an extraordinarily dynamic and volatile period – the later 18th and 19th centuries (c. 1770-1900). Although consideration is given to such defining individuals as David, Manet and Gauguin, equal emphasis

is accorded the historical, scientific/technological and social ideas which helped reframe conceptions of the artist, the arts, society and the world in general. Newer, critical approaches in art history including feminism, ethnicity/race and cultural studies are explored as well to challenge students to understand the multiple lenses by which art historians perceive, define and interpret this engaging period, both in Europe and in European colonies. Fall of even years. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**AH3600 Arts of the United States 3 credits**

Examines significant developments in North American painting, sculpture, architecture, prints, photography and the decorative arts from the Colonial period (c. 1600) through the 1930s. Presentation is organized around the sequence of period styles; emerging artistic themes and types; revealing issues of class, gender and race or ethnicity; and the changing context (historical, political, social, economic, cultural) which informs the arts. Newer, critical approaches in art history including feminism and cultural studies are explored as well to acquaint students with the multiple perspectives which can be applied to art historical problems. Springs. (DICO)

**AH3620 Mesoamerican Arts: Maya to Frida Kahlo 3 credits**

Examines the Pre-Columbian history and culture of the Maya and Aztec civilizations as a foundation for a study of the resurgence of the mural tradition in post Colonial Mexico during the first half of the 20th century. Special consideration is given to the art and politics of Diego Rivera, Jose Clemente Orozco, and David Alfaro Siqueiros as well as the impact and legacy of Pre-Columbian arts on such figures as Frida Kahlo and Frank Lloyd Wright. Springs. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**AH3730 Renaissance Art in Southern Europe 3 credits**

An examination of the arts in Southern Europe from 1350-1600, a period of exceptional historical, religious, scientific, social and artistic change which witnessed the development of early modern ideas about humanity and the world. Consideration of the “new worlds” opened by the Renaissance – the exploration of the Americas and the impact of the Islamic heritage – provides a broadened foundation and additional perspective to understand and interpret the painting, sculpture, architecture and prints during the age of Botticelli, Michelangelo and Titian. Fall of odd years. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**AH3750 Women, Art, and Society 3 credits**

An art historical survey from the Middle Ages to the present that considers women artists in history and the depictions of women within the context of the history of art. Springs. (DICO)

**AH4500 Special Topics in Art History 3 credits**

Specialized topics in art history not normally covered in depth in other art history courses. Repeatable with a different topic.

**AH4880 Art History Internship 1–6 credits**

Designed to give students a culminating experience within a range of practical settings related to the art historical profession. Internships require a negotiated number of hours per week and regular evaluation by a supervisor. Repeatable for a maximum of 6 credits. Approval required of the Art History Internship advisor and the Department Chair. *Prerequisite(s)*: Junior status.



**AH4910 Independent Study in Art History 1–4 credits**

Advanced work in a limited area of art history, developed and executed in consultation with an Art History faculty mentor. Consent required of the instructor who will supervise the independent study and the Department Chair. *Prerequisite(s)*: Senior standing.

**AN – Anthropology****AN2210 Cultural Anthropology 3 credits**

An introduction to the study of people and cultures around the world. A brief survey of the 4 major divisions of anthropology (archaeology, cultural, physical, linguistics) is followed by a comprehensive discussion of the concept of culture and its technological, social and ideological components. Falls and Springs. (GACO)

**AN2250 Introduction to Archaeology 3 credits**

An introduction to archaeology (prehistory/history) including a survey of scientific methods used, core concepts, a brief outline of the prehistoric developments of the human species and the archaeological perspective on human behavior in the distant and more recent past. Falls.

**AN2300 Introduction to Physical Anthropology 3 credits**

A scientific examination of humans as biological organisms. Surveys current research on evolutionary theory and principles; introductory Mendelian, molecular and population genetics; human biological adaptation and diversity; nonhuman primate biology and behavior; human and nonhuman fossil record. Humans are members of the Kingdom Animalia and the Order Primates and thus share many features with other animals, particularly the other Primates. This relationship is explored, both as to shared features and those which are unique to humans. Falls and Springs.

**AN2310 Physical Anthropology Laboratory 1 credit**

An introduction to the laboratory methods of physical or biological anthropology. Major areas include heredity, skeletal biology, human biological variation and fossil primates. Falls and Springs. *Prerequisite(s)*: AN 2300 or concurrent with AN 2300.

**AN3030 Ancient Egypt – Land of the Pharaohs 3 credits**

Examines archaeological evidence for the rise of civilization in Egypt. Topics include the history of exploration, art and architecture, social history, mummification, burial rites and gods. Emphasis is on pyramids, the Valley of the Kings, the tomb of Tutankhamun, the Temples of Karnak and Luxor, as well as some of the latest discoveries. Also examines popular misconceptions about Egypt. Fall of odd years. *Prerequisite(s)*: AN 2210 or AN 2250.

**AN3040 Mexican Prehistory 3 credits**

Examines the archaeological and ethnohistorical data for the existence of high civilizations in Mesoamerica such as the Olmec, Maya and Aztec. Traces the prehistory from earliest people into the historic era of Spanish conquest and domination. Fall of even years. *Prerequisite(s)*: AN 2210 or SO 2220.

**AN3050 Peoples and Cultures of the Caribbean 3 credits**

Explores the cultural diversity of West Indian Island societies. Special topics include subsistence horticulture and plantation economies, family and village structure, ethnic diversity, develop-

ment and nationalism and folk culture and health. Spring of odd years. *Prerequisite(s)*: AN 2210 or SO 2220.

**AN3110 Cultural Ecology 3 credits**

Examines culture as a human adaptation to nature from the Pleistocene to the present. Case studies demonstrate success and failure of various societies in their adaptation to and impact on their environments. Emphasis is on present-day traditional societies as well as cultural ecological problems facing certain third world countries and industrial nations. Demographic pressures, environmental degradation and climate change are discussed. Springs. *Prerequisite(s)*: AN 2210.

**AN3190 Anthropology of the Pacific 3 credits**

Focuses on the ethnic areas of Oceania which include Polynesia, Micronesia and Melanesia. The varied cultures in the area are considered through an examination of ecology and economics, social structure and process and religion and ideology. The relationships between these phenomena and the rapid rate of social, economic and political change are discussed in depth. Spring of even years. *Prerequisite(s)*: AN 2110 or SO 2220.

**AN3200 Anthropology of Religion, Ritual, and Myth 3 credits**

Explores human belief systems through analysis of selected religions, rituals, myths, legends, and folktales cross-culturally. Examines various anthropological, Freudian, Jungian, and symbolic interpretations of the meanings and uses of these traditions from selected areas, such as Africa, Oceania, Asia, Europe, North or South America. Selected topics include shamanic traditions, voodoo and Santeria, creation myths, legends of heroes and heroines, the motifs in folktales, with a limited section on religions of the Great Traditions. Falls. *Prerequisite(s)*: AN 2210 or SO 2220.

**AN3210 Topics in Anthropology 3 credits**

Examines specialized areas in anthropology which are not covered in regularly scheduled courses. *Prerequisite(s)*: AN 2210.

**AN3220 Anthropology of Europe 3 credits**

Examines the diverse cultures of Mediterranean, Eastern and Northern Europe. The varied ecology and the economic, social, political and religious orientations of European ethnic groups are explored in depth. Covers historical and current processes of European disintegration and integration. Spring of odd years. *Prerequisite(s)*: AN 2210 or SO 2220.

**AN3260 Historical Archaeology 3 credits**

Introduces students to the study of historical archaeology, explores various topics from earliest colonial settlement through to artifacts of today and exposes one to the different techniques and methods used. Field trips and some outdoor classes are part of the course. Concentrates on the New England region. Spring of even years. *Prerequisite(s)*: upper-level student.

**AN3290 Great Discoveries in Archaeology 3 credits**

Examines some of the greatest discoveries made at archaeological sites throughout the world. This overview of world prehistory emphasizes how civilization arose independently in several parts of the world, but it also presents some of the greatest discoveries from later time periods. Demonstrates the types of questions that archaeologists ask and shows how cultures are reconstructed using

the fragmentary remains in the archaeological record. Springs.  
Prerequisite(s): AN 2210 or AN 2250.

**AN3300 North American Prehistory 3 credits**

Examines the diverse ancient societies of North America, from before 12,000 BC up until European contact. Topics include the mound builders, the pueblos of the Southwest and the prehistoric people of New England. Special emphasis is given to archaeological sites in New Hampshire and there will be opportunities to handle local artifacts in the classroom. Spring of odd years. Prerequisite(s): AN 2210 or AN 2250.

**AN3400 Anthropology of Sub-Saharan Africa 3 credits**

An anthropological survey of several sub-Saharan societies (including Zimbabwe, Kenya and Cote d'Ivoire). Topics include: social, economic and political structures of selected African cultures before European intervention, consequences of that European intervention on present-day African societies, kinship, marriage, trade, markets and religion. Spring of even years. Prerequisite(s): AN 2210 or SO 2220.

**AN3410 Natives of North America 3 credits**

Discusses and analyzes traditional Indian cultures from an anthropological perspective which includes patterns of subsistence, social organization and ideology. Culture change, conflict and the contemporary status of native groups are considered within the context of national political and legal policies. Falls. Prerequisite(s): AN 2210 or SO 2220.

**AN3500 Illness, Wellness, and Healing 3 credits**

Concepts of illness, wellness, and healing reflect the societies and cultures in which they are found. Compares ways in which a variety of Western (e.g., France, Germany, United States) and non-Western (South American, African) societies and cultures think about and institutionalize health and illness. Selected topics include: changing health and nutritional status from human prehistory to the present, social and cultural definitions of health and illness, ritual healing practices, ethnomedicine, the relationships of social organization and stratification to health and illness; and the social and personal construction of medical knowledge. Not open to students who have taken Medical Anthropology. Fall of odd years. Prerequisite(s): AN 2210 or SO 2220. (WECO)

**AN3520 Economic Anthropology 3 credits**

Explores the production and exchange of material goods in food-foraging, tribal, chiefdom and state societies. Examines both formal economic and anthropological economic theories in order to understand non-Western exchange systems as well as Western industrialization, modernization and development and their impact on both traditional and developing societies. Case studies illustrate the wide variety of economies and their accompanying systems of social and symbolic relations. Fall of even years. Prerequisite(s): AN 2210 or SO 2220.

**AN3600 Bones, Bodies, and Disease 3 credits**

An introduction to Forensic Anthropology, which is the scientific study of the human skeleton and its application to the law. This includes the study of age, gender, stature, abnormalities, disease,

pathologies, and trauma, along with all of the other evidence that can be learned from the study of human remains. Intensive handling and analysis of human bones. Springs. Prerequisite(s): AN 2300.

**AN3900 Applied Anthropology 3 credits**

Examines the dynamics of sociocultural change and applies anthropological concepts and methods to contemporary human problems. Spring of odd years. Prerequisite(s): AN 2210.

**AN4410 Methods of Social Research 3 credits**

Purpose: to prepare students with the basic ability to design research and implement an actual study of social phenomena; to enable students to become more astute and critical consumers of social research studies. Skills learned include theory application and construction, operationalizing variables, evaluating strengths and weaknesses of research methodologies, determining causality, sampling, hypothesis formulation and testing, data collection, analysis and depiction, and proposal writing. May be taken as SO 4410. Falls. Prerequisite(s): MA 2300 or SS 3700 or SW 3700.

**AN4600 Seminar: Theory and Practice 4 credits**

Capstone course for majors; provides an overview of anthropological methodology and theory. Heavily emphasizes research and the practical applications of anthropology. Springs. Prerequisite(s): (AN 4400 or SO 4400) or (AN 4410 or SO 4410) and Junior or Senior standing as a major. (WRCO)

**AN4610 Internship 1–12 credits**

Students engage in work programs and thereby apply knowledge gained from major and minor courses, areas or concentrations. Qualifications to be an intern are determined by the Department Chair and a faculty member who acts as a supervising professor. Once placed, student interns have both an immediate supervisor and a supervising professor. With permission.

**AN4910 Independent Study 1–3 credits**

Provides a more intense background in some aspect of anthropology through reading and research, supplementing previous courses or broadening the student's knowledge in some subject area not presently covered by AN courses. Consent required of the instructor who will supervise the independent study and the Department Chair.

## AP – Adventure Education

**AP2010 Foundations of Adventure Education 3 credits**

Provides a firsthand experience on the use of adventure programming for personal growth and the building of a healthy community. Challenges students to explore their personal connection with the natural world via a wilderness solo experience. Helps students explore the field of Adventure Education as a potential profession for themselves. Topics include: rationale and benefits of Adventure Education's adventure programming application in recreation, education, developmental and therapeutic settings; professional preparation requirements; public land resources; environmental issues; trends in Adventure Education. Additional course fee required. Falls and Springs. Prerequisite(s): Adventure Education majors and minors only.

**AP2210 Adventure Education Teaching Theories and Methods****3 credits**

Covers learning theories and teaching methods pertinent to Adventure Education. Topics include: child and adolescent development; lesson plan design; creation of engaging and experiential lessons; instructional skills; physical, cognitive, and affective methods of instruction; group management; and learning assessment. Springs. Prerequisite(s): Adventure Education majors and minors only.

**AP2300 Rock Climbing Fundamentals****3 credits**

Introduces students to the skills and risk management associated with institutional top rope rock climbing. Topics include: selection and use of equipment; management of rock climbing site; belaying; building climbing anchor systems; and performing basic rescues. Introduces natural history concepts relevant to rock climbing. Additional course fee required. Falls and Springs. Prerequisite(s): Adventure Education majors and minors only.

**AP2309 Rock Climbing Fundamentals****3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. Introduces students to the skills and risk management associated with rock climbing. Topics may include: selection and use of equipment; management of rock climbing sites; belaying; building climbing anchor systems; and performing basic rescues. Falls, Winterim, Springs, Summers. Prerequisite(s): approval of Adventure Education Program Coordinator.

**AP2400 Canoe Paddling Fundamentals****3 credits**

Introduces students to the skills and risk management associated with teaching flat water and moving water canoeing. Topics include: selection and use of equipment; paddling strokes; portaging techniques; group management relevant to canoeing in lake and river environment; movement analysis. Introduces natural and human history concepts relevant to canoeing. Additional course fee required. Falls and Springs. Prerequisite(s): Adventure Education majors and minors only.

**AP2409 Canoe Paddling Fundamentals****3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. Introduces students to the skills and risk management associated with flat water and moving water canoeing. Topics may include: selection and use of equipment; paddling strokes; portaging techniques; group management relevant to canoeing in lake and river environments; movement analysis. Falls, Winterim, Springs, Summers. Prerequisite(s): approval of Adventure Education Program Coordinator.

**AP2500 Natural History and Ecology for Adventure Educators****3 credits**

Explores the natural history and ecology of natural communities in the Northeastern US, with an emphasis on the North Woods. Provides a foundation of ecological literacy for the Adventure Educator by studying specific ecosystems in the region. Skills developed include creation of a nature journal, identification and classification of flora and fauna, and the promotion of nature-connectedness. Additional course fee required. Springs. Prerequisite(s): AP 2010.

**AP3100 Wilderness Expedition****4 credits**

Presents an in-depth coverage of the planning, preparation, risk management, technical and environmental skills of extended wilderness travel. Students plan, organize, and participate in a series of wilderness trips lasting from 3 to 15 days. Topics include: Leave No Trace ethics; backpacking; canoe camping; nutrition; meal planning; outdoor cooking; stove use; campsite selection; modern and traditional technology used in wilderness expeditions; map and compass navigation; route finding on and off trail; river crossing; bear camping; weather prediction. Students must have proper personal clothing and equipment for extended backcountry travel. Additional course fee required. Last offering Spring 2015. Prerequisite(s): AP 2210. Corequisite(s): AP 3300. (TECO)

**AP3101 Immersion Wilderness Expedition****4 credits**

Part of the Fall Immersion Semester. Presents an in-depth coverage of the planning, logistical preparation, risk management, technical and environmental skills of extended wilderness travel. Students plan, organize, and participate in a series of wilderness trips lasting from 4 to 15 days. Topics include: Leave No Trace ethics; backpacking; canoe camping; nutrition; meal planning; outdoor cooking; stove use; campsite selection; modern and traditional technology used in wilderness expeditions; map and compass navigation; route finding on and off trail; river crossing; bear camping; weather prediction. Students must have proper personal clothing and equipment for extended backcountry travel. Additional course fee required. Falls. Prerequisite(s): AP 2210. Corequisite(s): AP 3201, AP 3301, and AP 3401. (TECO)

**AP3109 Wilderness Expedition****4 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. Presents an in-depth coverage of the technical and environmental skills of extended wilderness travel. Students participate in a wilderness trip lasting from 2 to 4 weeks. Topics may include: Leave No Trace ethics, backpacking, canoe camping, nutrition, meal planning, outdoor cooking, stove use, campsite selection, modern and traditional technology used in wilderness expeditions, map and compass navigation, route finding on and off trail, river crossing, bear camping, and weather prediction. Students should have proper personal clothing and equipment for extended backcountry travel. Does not satisfy the PSU Technology Connection. Falls, Winterim, Springs, Summers. Prerequisite(s): approval of Adventure Education Program Coordinator.

**AP3110 Challenge Course Fundamentals****3 credits**

An advanced outdoor technical skill course focusing on the use of a variety of low and high challenge course elements for intrapersonal and interpersonal skill development. Focuses on developing instructional and risk management skills on a challenge course environment. Fall of even years. Prerequisite(s): AP 2210 and (AP 2300 or AP 2309).

**AP3201 Immersion Human-Nature Relationship****3 credits**

Part of the Fall Immersion Semester. Focuses on exploring the evolution of human's relationship with the natural world. Through readings, documentaries, and nature-based experiences, students study the role of nature in society and the Adventure Education profession. Students are invited to explore their personal relationship

with the natural world. Falls. *Prerequisite(s)*: AP 2210. *Corequisite(s)*: AP 3101, AP 3301, and AP 3401.

**AP 3300 Adventure Leadership and Group Management 4 credits**

Presents an in-depth coverage of the theory and application of outdoor leadership skills and small group management. Topics include: judgment and decision-making; field-based risk management; leadership theory and models; leadership styles; small group development phases; group behavior and dynamics; group members' roles; small group management strategies. Additional course fee required. Last offering Spring 2015. *Prerequisite(s)*: AP 2210. *Corequisite(s)*: AP 3100.

**AP3301 Immersion Adventure Leadership and Group Management 4 credits**

Part of the Fall Immersion Semester. Presents an in-depth coverage of the theory and applications of outdoor leadership skills and small group management. Topics include: judgment and decision making; field-based risk management; leadership theory and models; leadership styles; small group development phases; group behavior and dynamics; group members' roles; small group management strategies. Additional course fee required. Falls. *Prerequisite(s)*: AP 2210. *Corequisite(s)*: AP 3101, AP 3201, and AP 3401.

**AP3309 Adventure Leadership and Group Management 4 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. Presents an in-depth coverage of the application of outdoor leadership skills and expedition behavior. Topics may include: judgment and decision making; field-based risk management; leadership theory and models; leadership styles; expedition behavior; small group development phases; group behavior and dynamics; group members' roles; small group management strategies. Students should have proper personal clothing and equipment for extended backcountry travel. Falls, Winter, Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.

**AP3310 Lead Rock Climbing 3 credits**

Advanced outdoor technical skill course focusing on techniques and procedures to conduct rock climbing experiences requiring lead climbing. Topics include: selection and placement of active and passive climbing protection; route finding; lead climbing; belaying a lead climber; multiple pitch climbing; complex climbing-anchor building; rescue systems and instructional strategies for climbing. Additional course fee required. Falls. *Prerequisite(s)*: AP 2210, (AP 2300 or AP 2309), and (AP 3301 or AP 3309).

**AP3319 Lead Rock Climbing 3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. An advanced outdoor technical skill course focusing on techniques and procedures to conduct rock climbing experiences requiring lead climbing. Topics may include: selection and placement of active and passive climbing protection, route finding, lead climbing, belaying a lead climber, multiple pitch climbing, complex climbing-anchor building, rescue systems, and instructional strategies for climbing. Falls, Winterim,

Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.

**AP3320 Adventure Education Philosophy and Theory 3 credits**

Provides an exploration of the history, philosophy, ethics, research, and theories related to Adventure, Outdoor, and Experiential Education. Focuses mostly on the theories and models explaining intrapersonal attributes such as self-efficacy, attribution theory, motivation, and arousal theories. Explains the "why" and "how" behind the "what" professional Adventure Educators do. Students develop writing skills related to the profession through multiple writing assignments including a personal philosophy statement and an academic research paper. Springs. *Prerequisite(s)*: AP 2210. (WRCO)

**AP 3321 Immersion Adventure Education Philosophy and Theory 3 credits**

Part of the Fall Immersion Semester. Provides an exploration of the history, philosophy, ethics, research, and theories related to Adventure, Outdoor, and Experiential Education. Focuses mostly on the theories and models explaining intrapersonal attributes such as self-efficacy, attribution theory, motivation, and arousal theories. Explains the "why" and "how" behind the "what" professional Adventure Educators do. Students develop writing skills related to the profession through multiple writing assignments including a personal philosophy statement and an academic research paper. Last offering Fall 2014. *Prerequisite(s)*: AP 2210. *Corequisite(s)*: AP 3101, AP 3301, and AP 3401. (WRCO)

**AP3400 Wilderness First Responder 4 credits**

Provides the knowledge needed to handle medical emergencies requiring extended care in remote settings. Students who successfully complete the course and pass the WFR exam receive a Wilderness First Responder certificate good for 3 years. Students also have an opportunity to receive CPR certification. Uses a combination of lectures, scenarios, and rescue simulations. Additional course fee required. Springs.

**AP3401 Immersion Wilderness First Responder 4 credits**

Part of the Fall Immersion Semester. Provides the knowledge needed to handle medical emergencies requiring extended care in remote settings. Students who successfully complete the course and pass the WFR exam receive a Wilderness First Responder certificate good for 3 years. Students also have an opportunity to receive CPR certification. Uses a combination of lectures, scenarios, and rescue simulations. Additional course fee required. Falls. *Prerequisite(s)*: AP 2210. *Corequisite(s)*: AP 3101, AP 3201, and AP 3301.

**AP3409 Wilderness First Responder 4 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. Provides the knowledge needed to handle medical emergencies requiring extended care in remote settings. Students who successfully complete the course and pass the WFR exam receive a Wilderness First Responder certificate good for 3 years. Students might also have an opportunity to receive CPR certification. Uses lectures, scenarios, and rescue simulations. Falls, Winterim, Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.



**AP3410 Whitewater Kayaking 3 credits**

Advanced outdoor technical skill course focusing on techniques and procedures to conduct river kayaking experiences in moving and whitewater environments. Topics include: river rescue techniques; kayaking strokes; Eskimo roll; kayaking instructional strategies. Additional course fee required. Falls. *Prerequisite(s)*: AP 2210, (AP 2400 or AP 2409), and (AP 3301 or AP 3309).

**AP3419 Whitewater Kayaking 3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. An advanced outdoor technical skills course focusing on techniques and procedures to conduct river kayaking experiences in moving and whitewater environments. Topics may include: river rescue techniques, kayaking strokes, Eskimo roll, and kayaking instructional strategies. Falls, Winterim, Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.

**AP3500 Adventure Processing and Facilitation 3 credits**

Provides the skills and knowledge necessary for facilitating personal growth and group development using indoor and outdoor experiential adventure programs for a variety of client types: educational, professional/corporate, and therapeutic. Topics include: basic facilitation skills; group development stages; group discussion strategies; active listening; processing experiences; frontloading; metaphors; transfer of client learning. Students develop and facilitate a program with a community group. Additional course fee required. Springs. *Prerequisite(s)*: AP 2210 (may be concurrent).

**AP3510 Outdoor Skills Clinical 1 credit**

Designed to assure basic skill competencies in climbing, paddling, camping, and land navigation. Students are tested on a series of basic outdoor skills. No formal instruction is provided. Not open to students who have earned credit for AP 3600. Pass/No Pass. Falls and Springs. *Prerequisite(s)*: (AP 2300 or AP 2309), (AP 2400 or AP 2409), and (AP 3101 or AP 3109).

**AP3709 Winter Backcountry Travel 3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. An advanced outdoor technical skill course focusing on techniques and procedures to conduct winter backcountry expeditions. Students participate in a wilderness trip lasting 2 to 4 weeks. Topics may include: equipment selection, winter traveling and camping skills, risk management strategies in winter environment, snowshoes and/or backcountry ski traveling techniques, building snow shelters, building and using a snow sled. Students are required to provide proper clothing and personal gear for winter backcountry travel. Falls, Winterim, Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.

**AP3810 Alpine Mountaineering 3 credits**

An advanced outdoor technical skill course focusing on techniques and procedures to conduct basic mountaineering experiences. Topics include: snow, ice, and alpine climbing; avalanche awareness; use of technical equipment such as crampons ice axes, snow pickets and ice screws. Students are required to provide proper clothing and personal gear for winter backcountry travel. Additional

course fee required. Springs. *Prerequisite(s)*: AP 2210, (AP 2300 or AP 2309), (AP 3301 or AP 3109), and (AP 3400 or AP 3401 or AP 3409 or current WFR).

**AP3819 Alpine Mountaineering 3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. An advanced outdoor technical skill course focusing on techniques and procedures to conduct basic mountaineering experiences. Topics include: snow, ice, and alpine climbing; avalanche awareness; use of technical equipment such as crampons, ice axes, snow pickets, and ice screws. Falls, Winterim, Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.

**AP3880 Adventure Education Practicum 1–3 credits**

Gives students a practical experience in Adventure Education. In consultation with an Adventure Education faculty member, the student is placed with an approved program or organization in order to gain experience with 1 or more professionals. The Practicum requires 45 hours of work per credit. May be repeated for credit. Pass/No Pass. Falls, Springs, Summers. *Prerequisite(s)*: Junior or Senior status; minimum 2.00 cumulative GPA; approval of the instructor or Department Chair.

**AP3890 Adventure Education Clinical 1–3 credits**

Provides students practical experience with an Adventure Education program or organization. In consultation with an Adventure Education faculty member, the student is placed with an approved program or organization, typically outside the PSU setting, in order to gain experience with 1 or more professionals. The Clinical requires 45 hours of work per credit. Repeatable for a maximum of 6 credits. Falls, Springs, and Summers. *Prerequisite(s)*: Adventure Education major; completion of 27 credits in Adventure Education courses; completion of 30 days of documented leadership and instruction experience; approval of the instructor of the Department Chair.

**AP3950 Special Topics in Adventure Education 3 credits**

Focuses on a different Adventure Education related topic or skill. Topics may include: adventure therapy; natural history interpretation; adapted outdoor activities. Skills may include: search and rescue; outdoor primitive skills; fitness and conditioning for adventure educators. May be repeated more than once with a different topic. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AP 2210.

**AP3959 Special Topics in Adventure Education 3 credits**

Part of a NOLS outdoor skills training experience. Students registering for this course need to register and pay for a NOLS course. The PSU cost per credit is reduced for this course. An advanced course that focuses on a different Adventure Education related skill. Skills may include sea kayaking, rafting, caving, canyoning, desert hiking, mountain biking, sailing, scuba diving, backcountry skiing, backcountry snowboarding, avalanche training, etc. May be repeated with a different topic. Falls, Winterim, Springs, Summers. *Prerequisite(s)*: approval of Adventure Education Program Coordinator.

**AP4200 Teaching Assistantship in Adventure Education 3 credits**

Allows students to serve as a teaching assistant in a selected Adventure Education course. Students take active leadership roles



by planning, sequencing, and teaching content knowledge, skills or value related lessons. Students receive supervision and feedback on their leadership, instructional planning, and teaching skills. Students also participate in a weekly seminar on teaching. Students may need to be involved in field-based trips lasting 1 to 15 days and must schedule their other courses accordingly. May be repeated for a maximum of 6 credits. Not open to students who have earned credit for AP 4300. Falls and Springs. *Prerequisite(s)*: completion of at least 27 credits in Adventure Education courses including AP 2210, (AP 3510 or AP 3600), (AP 3301 or AP 3390), and (AP 3400 or AP 3401 or AP 3409 or current WFR); permission of the instructor.

**AP4600 Risk Management in Adventure Education 3 credits**

Students study the management of risk in Adventure Education programs. Topics include: risk theory; administrative risk management strategies; legal issues; legal documents; AEE accreditation standards; staff recruitment, hiring and training. Includes a community service project related to program risk management and a mock trial based on a true critical incident in Adventure Education. Additional course fee required. Springs. *Prerequisite(s)*: completion of at least 27 credits in Adventure Education courses.

**AP4880 Adventure Education Internship 6–12 credits**

Culminating experience for the Adventure Education major. In consultation with an Adventure Education faculty member, the student is placed with an approved program or organization outside the PSU setting in order to gain a variety of on-the-job professional experiences. Each internship credit represents 45 hours of experience, so students should plan for a minimum of 7 weeks of full-time experience. Some internship sites may include housing, meals and/or a small stipend. Falls, Springs, Summers. *Prerequisite(s)*: minimum grade of C in AP 4300; completion of 60 days of documented leadership/instruction experience; taken before the semester immediately prior to graduation.

**AP4910 Independent Study 1–3 credits**

A student-initiated research project on a selected topic agreed to by a Department faculty tutor. Consent required of the instructor who will supervise the independent study and the Department Chair.

## AR – Fine Art

**AR1040 Fundamentals of Art: Color and Design 3 credits**

An exploration of basic design concepts of balance, pictorial space and composition using a variety of media. Also, color theories are discussed in class and applied to weekly assignments preparing students for the intelligent use of color as a design element. Falls and Springs.

**AR1060 Fundamentals of Art: Form in 3D 4 credits**

Foundation studio course in 3-dimensional visual art. Combines the study of the basic elements, principles, and practices of form and design in 3 dimensions with a series of hands-on problem-solving projects. Introduces students to a wide range of materials and techniques and to a variety of issues in contemporary art. Not open to students who have earned credit for AR 1050. Additional course fee required. Falls and Springs.

**AR1120 Drawing: Objects, Interiors, Landscapes 4 credits**

Establishes the technical, aesthetic, and conceptual foundation of the discipline of drawing. Through observational drawing, students expand their understanding of visual problem-solving relating to objects, interior spaces, and landscapes. Introduces color. Not open to students who have earned credit for AR 1100. Additional course fee required. Falls and Springs.

**ARD1200 Creativity and the Visual World 3 credits**

Explores the relationship between the creative process, self-expression and communication, through the visual arts. The creative process is first explored broadly as a problem-solving tool applicable to all fields of human endeavor. Students then experience the creative process in studio explorations and the creation of art works with an emphasis on “process” rather than “product.” The language of art is studied through consideration of the formal elements and the organizing aesthetic principles. Students consider how these affect visual unity and communication in contemporary and historical art works. Broadens the basis for student self-confidence in creative skill development, originality and critical thinking/writing, the use of information technology resources and appreciation of the visual arts as a powerful vehicle for communication. Additional course fee required. Falls and Springs. (CTDI)

**ARD1300 Myths, Masks, and Identity 3 credits**

Explores the relationship between one’s self and one’s relationship with one’s community and world by studying a variety of cultures and times through their mythologies, legends, fables, and folklore. Provides an opportunity to create a rich experience of self-discovery using the creative process and the visual arts as a means of exploring one’s own search for identity and creating one’s own personal mythology. Additional course fee required. Falls and Springs. (SSDI).

**ARD1400 The Art of Sketching 3 credits**

Designed for the non-art major who would like to engage in creative process and discover the joy of sketching, drawing, and close observation. Students explore the basics of sketching and drawing with a variety of materials that can be used in the studio, on the go, and outdoors. Subjects encountered are natural and manmade objects, landscapes, portraits, figures in daily activities, and using observation to inspire imagination. No previous experience in visual art is necessary. Additional course fee required. Falls and Springs. (CTDI)

**ARD1450 Public Art: The Politics of Visual Meaning 3 credits**

Students explore public, community, and site-specific art. Blends analytical reading and writing, creative literary and visual reflection, and project-based studio art assignments to consider how art is changed by context and audience, and how, in turn, context and audience can affect the meaning of art. Non-Art majors welcome. Additional course fee required. Springs. (CTDI)

**ARD12100 The Healing Image; Exploring the Therapeutic Dimensions of Visual Arts Practice 3 credits**

Examines the personal, theoretical, practical, professional, individual, and societal aspects of Art Therapy. Addresses these aspects through creative, expressive experiences in visual art, readings, research, topical lectures, group discussion, personal reflection, online sources, and community interaction. Unscheduled. (SSDI)

**ARDI2310 Table Manners: Functional Pottery 3 credits**

A hands-on ceramic art class in which students explore a variety of approaches to creating handmade tableware. Explorations include considerations of context, function, style, and expressive potential within the framework of the utilitarian sensibility. Traditions, rituals, and customs for food preparation and presentation are compared with contemporary and innovative ideas for creating vessels and containers for food to be offered at the table. Culmination is the development and creation of original and individualized sets of tableware by the students. Additional course fee required. Falls. (CTDI)

**AR2520 Drawing: Figure in Value 4 credits**

Students draw the human figure from life and apply their accrued skills in the translation of the human figure to compositions in line and tonal value. As students move from drawing stationary objects to living, moving figures, the sensibility and techniques that led themselves to this challenge are addressed. Developing knowledge and fluency concerning proportion, movement, and anatomical structure is key. As confidence and ability are gained, volume and relating the figure to the surrounding space are addressed. Not open to students who have earned credit for AR 2510. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AR 1100 or AR 1120.

**AR3010 Painting: Theory and Process 3 credits**

An introduction to the basic techniques of painting in oil and acrylic, concentrating on principles of color and light. Using a variety of subject matter, students explore problems of pictorial composition and personal expression. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AR 1040, (AR 1100 or AR 1120) and (AR 2510 or AR 2520).

**AR3040 Painting: Figure in Context 4 credits**

Continuation of the principles explored in AR 3010. Emphasizes painting the human figure. Stresses more advanced study in paint application, color use and compositional structure, as well as personal ideation and conceptual development. Not open to students who have earned credit for AR 3030. Additional course fee required. Springs. *Prerequisite(s)*: AR 2110 or AR 3010.

**AR3060 Foundations of Sculpture: Representing the Body 4 credits**

Introduction to studio sculpture focusing on how bodies make meaning in art. Considers mimetic and connotative sculptural representations of the body and such topics as: realism and figure modeling; modernism and abstracted depictions of the body; the "body" as a collection of objects that construct the idea of identity; diverse approaches to representing the human form; and the relationship of the viewer's physical body to the work of art. Through the use of varying media, students explore issues in modern and contemporary sculpture and begin to develop their own sculptural vocabularies. Not open to students who have earned credit for AR 3460. Additional course fee required. Falls. *Prerequisite(s)*: AR 1050 or AR 1060. (QRCO)

**AR3120 Painting: Exploring Personal Themes 3 credits**

An advanced painting course exploring spatial movement and structure utilizing the visual elements of color and light. Emphasizes development of personal imagery and independent problem solving. Not open to students who have earned credit for AR 3110. Additional

course fee required. Falls and Springs. *Prerequisite(s)*: (AR 2110 and AR 3030) or AR 3010.

**AR 3130 Drawing: Figure in Color 3 credits**

The study of proportion and the application of the principles of composition in the presentation of the human figure are emphasized as students continue to draw from life. The use of color is introduced. Additional course fee required. Last offering Spring 2015. *Prerequisite(s)*: (AR 1100 or AR 1120) and (AR 2510 or AR 2520).

**AR3160 Foundations of Sculpture: Objects and Ideas 4 credits**

Introduction to studio sculpture focusing on the artistic possibilities of objects. Considers a range of aesthetic approaches to form, including abstract, representational, non-representational, and post-modern. Focuses on traditional, modern, and contemporary theories and techniques, and covers such topics as: competing definitions of and processes for generating "form"; transforming "real" objects into abstract "art" objects; context, site, and viewer-art relationships; and objects in motion. Through the use of varying media, students explore issues in sculpture and begin to develop their own sculptural vocabularies. Not open to students who have earned credit for AR 2190. Additional course fee required. Springs. *Prerequisite(s)*: AR 1050 or AR 1060. (QRCO)

**AR3220 Foundations of Ceramics: Exploration 4 credits**

Provides experience with a variety of ceramic materials, methods, ideas, and forms through a series of assignments and research. Includes multiple construction methods in ceramics and a brief introduction to the potter's wheel, allowing the maker to investigate sculptural and functional approaches to the medium. Provides an introduction to glaze and kiln technology. Includes consideration of historical and cultural origins and development of ceramic art forms as well as contemporary approaches to studio practices in ceramics. Not open to students who have earned credit for AR 2210. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AR 1050 or AR 1060.

**AR3230 Foundations of Ceramics: Wheel Explorations 4 credits**

Functional and conceptual design in ceramic artwork made on the potter's wheel. Consideration of the purpose and meaning of the vessel or container form in ceramics, with emphasis on artistic intention, context, craft, and aesthetics. Historical and contemporary approaches are explored in research assignments. Experience with ceramic technology (mixing different clay bodies, glaze mixing, kiln firing) continues as students take their work through the physical stages of the ceramic process. Not open to students who have earned credit for AR 3190. Additional course fee required. Springs. *Prerequisite(s)*: AR 1050 or AR 1060.

**AR 3250 Professional 2D Presentation Practices 3 credits**

A comprehensive course that addresses the needs of the artist after graduation. Students learn professional standards for presentation of their artwork. Students learn how to both physically and digitally present their work to the art profession and the public. Additional course fee required. Last offering Fall 2015. *Prerequisite(s)*: Art majors. (QRCO) (TECO)

**AR 3290 Intaglio 3 credits**

Presents printmaking techniques beyond the introductory level. Stresses Individual development of techniques and imagery. Methods utilized include dry point, line etch, burin engraving, aqua-

tint and soft ground. Additional course fee required. Last offering Fall 2014. *Prerequisite(s)*: AR 1040, AR 1120, and AR 2520.

**AR3295 Printmaking Foundations: Cut, Carve, Etch 4 credits**

Examines contemporary and traditional printmaking processes while focusing on conceptual development in one's work. Emphasizes how meaning in art is generated through individual ideas in relation to process and technique. Explores intaglio, relief, and monotype methods, including drypoint, line etch, aquatint, soft-ground, woodcut/linocut, embossing and monoprinting processes. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AR 1040 and AR 1120.

**AR 3300 Process and Printmaking 3 credits**

A generalized introduction to the various methods of printmaking including woodcut, etching, drypoint, relief, embossing, monoprint and collograph. Not open to students who have earned credit for AR 2300. Additional course fee required. Last offering Spring 2015. *Prerequisite(s)*: AR 104, AR 1120, and AR 2520.

**AR 3320 Lithography 4 credits**

Presents stone lithography techniques including graining, drawing, etching and printing. Methods utilized include gum stencil, crayon, tusche, autographic ink, rubbing ink drawing, transfer paper and counter etch. Not open to students who have earned credit for AR 3310. Additional course fee required. Last offering Spring 2015. *Prerequisite(s)*: AR 1040, AR 1120, and AR 2520.

**AR3325 Printmaking Foundations: Silk and Stone 4 credits**

Examines contemporary and traditional printmaking processes while focusing on conceptual development in one's work. Emphasizes how meaning in art is generated through individual ideas in relation to process and techniques. Explores lithographic and serigraphy methods, including pronto plate lithography, stone lithography, silk-screening processes, non-toxic printing approaches, and digital processes. Additional course fee required. Springs. *Prerequisite(s)*: AR 1040 and AR 1120.

**AR3340 Letterpress Workshop: The Art of Text 3 credits**

Long before the advent of typewriters and word processors, printed text was set by hand, using wood and/or lead type, which printers would set letter by letter, character by character. In this hands-on course, students have the unique opportunity to explore this "old school" technology through a series of creative projects. Working both individually and collaboratively, students not only learn how to set type and print text; they also write these texts themselves. The first part focuses on creating the texts; the second part focuses on setting type and printing. Students are introduced to basic concepts of type and text design, the history of print technology and the impact it has had on reading and writing, how to work in a print shop studio environment, and more broadly, the interdisciplinary connections between the literary text and the visual text. Spring of odd years. *Prerequisite(s)*: Junior status. (INCO)

**AR3520 Drawing: Advanced 3 credits**

Students begin drawing compositions containing and referring to wide-ranging aspects of their environment. The use of more advanced techniques and media are introduced and explored. Additional course fee required. Falls and Springs. *Prerequisite(s)*: (AR 1100 or AR 1120) and (AR 2510 or AR 2520).

**AR3570 The Art of Sustainability 3 credits**

Explores environmental sustainability through the portal of art. Students examine the dynamic interaction and balance of natural systems, in contrast to human domination and manipulation of the physical world for consumption and comfort. Self-directed and collaborative projects promoting ecological awareness and social responsibility are the matrix of this class. Critical inquiry reveals strategies in environmental education and activism that help define the cultural significance of environmental or 'Eco-Art.' Following analysis and interpretation of selected environmental artists and their works, students give voice to environmental issues, problems, and concerns. The integrative approach intends to bridge science and the arts to raise consciousness and initiate action for a just and sustainable future for all species on the planet earth. Falls and Springs. *Prerequisite(s)*: Junior status. (INCO)

**AR3660 Advanced Sculpture 4 credits**

Emphasizes idea development finding one's own sculptural voice. Students work with a variety of media and continue to explore issues in contemporary sculpture. Not open to students who have earned credit for AR 4420. Additional course fee required. Falls. *Prerequisite(s)*: (AR 1050 or AR 1060), and (AR 3060 or AR 3460), and (AR 2190 or AR 3160).

**AR3900 Practicum 1–3 credits**

Designed to allow students to have a direct working field experience outside the classroom. Commitment includes a negotiated number of hours per week and regular scheduled evaluation by Department Practicum advisor. Agencies must be pre-approved by Department. *Prerequisite(s)*: Junior status; minimum 2.30 cumulative GPA and minimum 2.50 major GPA; approval of the Department Chair and the Departmental Review Committee and permission of the Department Practicum advisor.

**AR4070 Drawing: Personal Voice 3 credits**

Students have an opportunity to pursue individual directions, with the professor's guidance, in an effort to develop ideas and interests that synthesize their previous drawing experiences. Additional course fee required. Falls and Springs. *Prerequisite(s)*: (AR 1100 or AR 1120) and (AR 2510 or AR 2520).

**AR4080 Painting: Advanced Concepts 3 credits**

Students are encouraged to begin developing personal directions in their work, with guidance from the professor. Presents creation and utilization of serial imagery to establish continuity of ideas. Not open to students who have earned credit for AR 4060. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AR 3110 or AR 3120.

**AR4110 BFA Thesis I 6 credits**

For Studio Art BFA majors. Students are required to develop a body of work based upon the exploration of aesthetic concepts relative to thematic material. Students, with a faculty advisor, are expected to do much of the work independently with scheduled critical discussion involving faculty and fellow students. The objectives and progress of the thesis are examined and evaluated by a BFA evaluation committee comprised of the Art faculty. Outside critics will be brought in periodically to offer students a broader diversity of artistic thought. Falls. *Prerequisite(s)*: application to and acceptance by the BFA Committee.

**AR4120 BFA Thesis II****6 credits**

For Studio Art BFA majors. Students are required to develop a body of work based upon the exploration of aesthetic concepts relative to thematic material. Students, with a faculty advisor, are expected to do much of the work independently with scheduled critical discussion involving faculty and fellow students. The objectives and progress of the thesis are examined and evaluated by a BFA evaluation committee comprised of the Art faculty. Outside critics will be brought in periodically to offer students a broader diversity of artistic thought. Springs. *Prerequisite(s)*: application to and acceptance by the BFA Committee.

**AR4230 Advanced Ceramics****4 credits**

For students who want to take ownership of their work in ceramics, develop processes of ideation, and research the potential for the medium in respect to their concepts. Pursuit of individual directions in ceramic work with continued experimentation in surface design creation and choosing appropriate kiln firing processes. Encourages students to strive for visual and conceptual integrity in work created. Students are responsible for choosing and mixing materials while working in collaboration with peers to share firing responsibilities during the semester. Not open to students who have earned credit for AR 3210 and AR 4220. Additional course fee required. Falls. *Prerequisite(s)*: (AR 2210 or AR 3220) and (AR 3190 or AR 3230).

**AR4325 Advanced Printmaking****4 credits**

Students are given an opportunity for a fuller exploration of an individual approach to printmaking in a preferred medium. Includes study of development in contemporary printmaking. Additional course fee required. Falls and Springs. *Prerequisite(s)*: AR 3295 and AR 3325.

**AR4510 Painting: Special Problems****3 credits**

Designed for students who have completed 4 semesters of work in Painting so that these students can continue their work at an advanced level (up to 6 credits). Additional course fee required. Falls and Springs.

**AR4525 Special Problems in Printmaking****1–4 credits**

Advanced work of unique characteristics in printmaking. Designed for students who have completed 3 semesters of work in printmaking so that these students can continue their work at an advanced level. Repeatable up to 8 credits. Additional course fee required. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

**AR4550 Special Problems in Ceramics****4 credits**

Designed for students who have completed 12 credits of work in ceramics. Advanced students work with the instructor on specialized topics that are different from, or are in more depth than, the regular curriculum offerings. May be repeated for credit when offered under a different topic. Additional course fee required. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

**AR4560 Special Problems in Drawing****3 credits**

Designed for students who have completed 4 semesters of work in Drawing so that these students can continue their work at an advanced level (up to 6 credits). Additional course fee required. Falls and Springs. *Prerequisite(s)*: (AR 1100 or AR 1120) and (AR 2510 or AR 2520).

**AR4580 Special Problems in Sculpture****4 credits**

Designed for students who have completed 3 semesters of work in Sculpture; allows advanced students to work with the instructor to design their own assignments and begin to build individual portfolios of sculpture based on their own ideas. May be repeated for up to 8 credits. Additional course fee required. Falls and Springs, according to demand. *Prerequisite(s)*: (AR 3660 or AR 4420) and permission of the instructor.

**AR 4610 2D BFA Thesis I****6 credits**

The first half of a year-long capstone experience designed to provide students with the challenge to immerse themselves in independent studio production in the field of their concentration. Requires rigorous studio discipline 16-20 hours weekly, weekly meetings for critical discussion, and field trips to selected exhibits and artists' studios. Thesis I fosters professional studio discipline and the deepening of discipline skills as students begin the process of developing a coherent body of work based upon the exploration of diverse aesthetic concepts, thematic possibilities, personal study, and personal voice. Not open to students who have earned credit for AR 4110. Last offering Fall 2014. Falls. *Prerequisite(s)*: application to and acceptance by the 2D BFA Committee. *Corequisite(s)*: AR 4800.

**AR 4620 2D BFA Thesis II****6 credits**

Continuation of 2D BFA Thesis I. Students complete the development of a coherent body of individualized work integrating studio expertise, ideation, aesthetic concepts, expressive intentionality, thematic development with each student's emergent artistic voice. Selected work is exhibited in the Senior BFA Thesis Exhibition. Not open to students who have earned credit for AR 4120. Last offering Spring 2015. Springs. *Prerequisite(s)*: application to and acceptance by the 2D BFA Committee. *Corequisite(s)*: AR 4800.

**AR4700 Special Topics in Studio Art****3 credits**

An intensive hands-on studio experience with a specialist in a studio area. The area of specialization is determined for each offering of the course. Guest artists are frequently featured, working with or sponsored by a department faculty member. The course usually runs 1 to 2 weeks with daily and/or evening sessions. Students may repeat this course when it is offered under a different topic. Division of Continuing Education. Summers. *Prerequisite(s)*: permission of the instructor or department sponsor for a guest artist.

**AR 4800 Advanced Studio Seminar****3 credits**

A discussion and critical analysis experience for studio art majors moderated by an active studio artist. Focuses on individual and collaborative research into the progressive art forms and trends of today's art work. Students inform themselves and others as they examine the work of both established and emerging artists. Addresses the integration of undergraduate education with the pragmatic concerns of society as a whole. Draws connections between fields of knowledge and applies alternative methods of inquiry to resolve questions. Students integrate visual art studio practice, online, print and direct research in contemporary visual culture, studies in art criticism and development of professional business knowledge for the studio artist. Last offering Fall 2015. *Prerequisite(s)*: Junior status. (INCO)



**AR4910 Independent Study in Studio Art 1–4 credits**

Advanced work in a limited area of studio art, developed and executed in consultation with an Art Department faculty mentor. Additional course fee required. Consent required of the instructor who will supervise the independent study and the Department Chair. *Prerequisite(s)*: Senior standing.

**AT – Athletic Training****AT1010 Introduction to Athletic Training 1 credit**

The first half of a two-semester athletic training sequence emphasizing the development of athletic training skills. Designed to introduce students to the profession of athletic training as well as to begin the development of psychomotor skills in athletic training. Course content stresses athletic training room policies and procedures, universal precautions and wound care; clinical competencies in ice bag/massage, cold/warm whirlpool and hydrocollator use; selected taping and wrapping techniques. A minimum of 40 hours of observation is required in the athletic training room and at practices and games. Falls. *Prerequisite(s)*: Athletic Training majors only.

**AT2100 Introduction to Clinical Practice 2 credits**

Seminar style. Introduces athletic training students to the many competencies and proficiencies required in clinical practice. Students engage in experiential learning as an orientation to clinical requirements, guidelines and standards of practice. Includes the introductory use and application of therapeutic modalities and injury tracking software, the implementation of pre-season screening, the collection and dissemination of medical history, consent and waiver information, the writing of injury reports using SOAP notes and exposure to emergency policies and procedures. Students apply what they have learned by completing 3, 4-week clinical rotations under the direct supervision of a clinical instructor. Falls.

**AT2250 Prevention and Care of Injuries in Active Populations 3 credits**

Introductory course in athletic training. Provides various preventive theories and preventive taping and wrapping skills. Topics include the history of athletic training, the sports medicine team, cold and heat therapies, environmental situations, and taping, wrapping and bracing. Springs. *Prerequisite(s)*: AT 1010, BI 2110, and BI 2130.

**AT2750 Clinical Athletic Training I 4 credits**

Provides students with hands-on experience working with physically active patients using the range of skills required of an athletic trainer at an introductory level of clinical integration proficiency. Students complete a minimum of 200 clinical hours under the direct supervision of a Clinical Preceptor. Falls and Springs. *Prerequisite(s)*: current CPR/AED for the Professional Rescuer certification, valid NATA membership, 2.33 core and cumulative GPA, permission of instructor.

**AT3015 Clinical Integration 2 credits**

Designed to help students refine and expand skills, techniques and decision-making skills in the application of theory and in practical situations. Gives students the opportunity to observe other sports medicine professions as they relate to athletic training. Designed to introduce and evaluate practical and emergency skills as necessary. Students are also required to present an injury case study. Springs. *Prerequisite(s)*: AT 2020.

**AT3250 Injury Assessment I 3 credits**

Examines a systematic approach to orthopedic assessment. Each body section is studied individually, stressing osteology, arthrology, myology, neurology, etiology, pathology and assessment techniques. Covers the lower extremity and lumbar spine. Falls. *Prerequisite(s)*: AT 2250 or CC 2660. *Corequisite(s)*: AT 3260.

**AT3260 Injury Assessment Laboratory I 1 credit**

Provides students hands-on, laboratory experience in orthopedic assessment. Each body section is studied individually, stressing osteology, arthrology, myology and neurology. Stresses the evaluation process for each joint in the lower extremity and lumbar spine. Falls. *Corequisite(s)*: AT 3250.

**AT3270 Injury Assessment II 3 credits**

Examines a systematic approach to orthopedic assessment. Each body section is studied individually, stressing osteology, arthrology, myology, neurology, etiology, pathology and assessment techniques. Covers the upper extremity, cervical spine, head and face, abdomen and thorax. Springs. *Prerequisite(s)*: AT 3250 and AT 3260. *Corequisite(s)*: AT 3280.

**AT3280 Injury Assessment Laboratory II 1 credit**

Provides students hands-on, laboratory experience in orthopedic assessment. Each body section is studied individually, stressing osteology, arthrology, myology and neurology. Stresses the evaluation process for upper extremity, cervical spine, head and face, abdomen and thorax. Springs. *Prerequisite(s)*: AT 3250 and AT 3260. *Corequisite(s)*: AT 3270.

**AT3350 Athletic Training Health, Prevention, and Management 3 credits**

Prepares students to assist in patient wellness and the recognition, prevention, management, and referral of illnesses and disabilities in the physically active patient. Explores the occupational, social, intellectual, and physical dimensions of health to identify connections between life choices, personal wellness, patient management, and the practice of Athletic Training. Fall of even years. *Prerequisite(s)*: AT 3250. (WECO)(WRCO)

**AT3400 Pharmacology for Allied Health Professionals 2 credits**

Examines knowledge, skills and values required of the entry-level athletic trainer on pharmacological applications, including awareness of the indications, contraindications, precautions and interactions of medications and governing regulations relevant to the treatment of injuries to and illnesses of athletes and others involved in physical activity. Springs. *Prerequisite(s)*: Health and Human Performance major and minors only.

**AT3760 Clinical Athletic Training II 4 credits**

Provides students with hands-on experience working with physically active patients using the range of skills required of an athletic trainer at an intermediate level of clinical integration proficiency. Students complete a minimum of 200 clinical hours under the direct supervision of a Clinical Preceptor. Falls and Springs. *Prerequisite(s)*: AT 2750, current CPR/AED for the Professional Rescuer certification, valid NATA membership, minimum 2.50 cumulative GPA, permission of instructor.



**AT3880 Athletic Training Practicum 1–3 credits**

Provides an opportunity to acquire teaching or clinical experience in Athletic Training, under direct supervision in an approved course, activity or clinical environment. May be repeated for credit. Each credit requires approximately 45 hours of practicum experience.

*Prerequisite(s)*: students must be in good academic standing (no probation), have a faculty sponsor and the approval of the Department Chair.

**AT4015 BOC Test Prep 3 credits**

Provides a forum for review and discussion of athletic training content to prepare students for the BOC examination and entry-level athletic training employment. Students take multiple review examinations and prepare topics for presentations. Falls. *Prerequisite(s)*: AT 4760.

**AT4100 Administration of Athletic Training 3 credits**

Examines the knowledge, skills and values that the entry-level athletic trainer must possess to develop, administer and manage a healthcare facility and associated venues that provide healthcare to athletes and others involved in physical activity. Provides the knowledge, skills and values that an entry-level athletic trainer must possess to understand professional responsibilities, avenues of professional development and national and state regulatory agencies and standards in order to promote athletic training as a professional discipline and to educate athletes, students of athletic training, the general public, the physically active and associated individuals. Fall of odd years. *Prerequisite(s)*: AT 2750 and Junior status. (INCO)

**AT4200 Research and Statistics in Athletic Training 3 credits**

Introduces the use of statistical analyses, and research design and methodology in Athletic Training and related professions. Emphasizes the principles of evidence-based medicine, use of statistics, critical appraisal of research, the quality of available research, and how to design and conduct research studies. Fall of odd years. *Prerequisite(s)*: AT 2750 and MA 2300. (QRCO)(WRCO)

**AT4250 Rehabilitation of Injuries for Active Populations 3 credits**

The theory behind and the application of the various rehabilitation tools (i.e., closed/open kinetic chain activities, manual therapies, aquatic therapy) used in a rehabilitation setting. Emphasizes developing and administering rehabilitation protocols based on the healing process and return to function. Springs. *Prerequisite(s)*: AT 4500.

**AT4260 Rehabilitation of Injuries for Active Populations Laboratory 1 credit**

Clinical application of didactic material presented in AT 4250. Practical experience ranges from common stretching and strengthening technique to more manual skill oriented interventions such as joint mobilization, PNF and myofascial release techniques. Springs. *Corequisite(s)*: AT 4250.

**AT4500 Therapeutic Modalities 3 credits**

This is a comprehensive course in the technology, theory and use of therapeutic modalities in a sports medicine setting. The general principles of neurophysiology, pain control and the electromagnetic and acoustic spectra are discussed and applied through class and lab experiences using the following therapeutic modalities: thermotherapy, hydrotherapy, mechanotherapy, ultrasound, electric muscle stimulation and selected others. Falls. *Prerequisite(s)*: AT 3270 and AT 3280. *Corequisite(s)*: AT 4510. (TECO)

**AT4510 Therapeutic Modalities Laboratory 1 credit**

Comprehensive course in the practical application of therapeutic modalities in a sports medicine setting. Principles of neurophysiology, pain control, the electromagnetic and acoustic spectra are applied through lab experiences. Falls. *Corequisite(s)*: AT 4500.

**AT4760 Clinical Athletic Training III 4 credits**

Provides students with hands-on experience working with physically active patients using the range of skills required of an athletic trainer at any advanced level of clinical integration proficiency. Students complete a minimum of 200 clinical hours under the direct supervision of a Clinical Preceptor. Falls and Springs. *Prerequisite(s)*: AT 3760, current CPR/AED for the Professional Rescuer certification, valid NATA membership, minimum 2.70 cumulative GPA, permission of instructor.

**AT4800 Clinical Athletic Training IV 4 credits**

Provides students with a culminating hands-on experience working with physically active patients using the range of skills required of a clinically proficient, pre-professional athletic trainer. Students complete a minimum of 200 clinical hours under the direct supervisor of a Clinical Preceptor. Falls and Springs. *Prerequisite(s)*: AT 4760, current CPR/AED for the Professional Rescuer certification, valid NATA membership, minimum 2.75 cumulative GPA, permission of instructor.

**AT4880 Athletic Training Internship 4–12 credits**

For students desiring a culminating educational experience with a wide range of practical on-the-job work in their selected option. The Internship is in agencies that are approved, supervised and evaluated by the Department. May be repeated for credit. *Prerequisite(s)*: Junior standing; minimum 2.70 GPA (cumulative and major); approval of the Department Chair.

**AT4910 Independent Study 1–3 credits**

A student-initiated research project on a selected topic agreed to by a department faculty tutor. Consent required of the instructor who will supervise the Independent Study and the Department Chair.

**BI – Biology****BI1110 Biological Science I 4 credits**

Covers the fundamentals of living systems, beginning with coverage of the chemistry of life and cell structure and then focuses on genetic systems. The laboratory component involves student projects that complement the lecture portion of the course. Biological Science I and II can be taken in any sequence. Additional course fee required. Falls. *Prerequisite(s)*: Biology majors or minors, or Chemistry majors. (TECO)

**BI1120 Biological Science II 4 credits**

Covers the evolution, diversity, ecology and functioning of living systems, with a focus on both plants and animals. The laboratory component of the course involves student projects that complement the lecture portion of the course. Biological Science I and II can be taken in any sequence. Additional course fee required. Springs. *Prerequisite(s)*: Biology majors or minors, Chemistry majors, or Environmental Science and Policy majors.

**BIDI1220 Biology Core Concepts: Ecology, Evolution, and Behavior 3 credits**

Explores the core concepts of ecology, evolution, and behavior of organisms through a combination of laboratory, discussion, reading, and lecture. Topics include speciation, natural selection, adaptation, competition, predation, and the mechanics and ecology of behavior. Unity and diversity of life are emerging themes. Not open to students who have earned credit for BIDI 1020. Additional course fee required. Falls. (SIDI)

**BIDI1320 Biology Core Concepts: Cells, Genes, and Biotechnology 3 credits**

Provides an understanding of the basis of the scientific method and the kinds of questions that science can and cannot address, while exploring topics in photosynthesis and cellular respiration, cellular structure and processes, the structure and function of genes, DNA, and select topics in biotechnology. Regularly involves discussions of the bioethical implications of our growing knowledge and application of technologies involving manipulation of cellular and genetic processes. Provides hands-on experiences in a laboratory setting to conduct basic experiments that elucidate the structure of cells and the function of genes. Not open to students who have earned credit for BIDI 1010. Additional course fee required. Springs. (SIDI)

**BIDI1400 Plagues and Peoples 3 credits**

One of the important influences on the course of human history has been the outbreak of infectious diseases. From the Plague of Athens during the Peloponnesian War, to the Bubonic Plague of the European Middle Ages, to Yellow Fever during Napoleon's campaign to control his new world possessions, infectious diseases have often been a major factor in determining the outcome of human events. Focuses on infectious disease outbreaks through history, including modern outbreaks such as AIDS. The emphasis is on the diseases and the way in which they enter the human experience, as well as their direct impact on human populations to influence the course of history. Political, social and cultural forces are considered. Not open to students who have earned credit for BI 1350. Unscheduled. (PPDI)

**BIDI2010 Human Biology I 4 credits**

Focuses on human anatomy and physiology with emphases on ethics, the environment and related health and wellness issues. Starts with an overview of basic cell chemistry and biology including DNA, cell division and cancer. Explores the 4 major types of tissue type, followed by the integument, the skeletomuscular system and its interaction with the nervous system. Addresses developmental processes throughout. Covers human evolution and ecology with a focus on the global environment. The lab component examines the structure and function of the human body by studying anatomical structure, virtual and inquiry based physiological experiments and continues emphasis on ethics, the environment and related health and wellness issues. Topics studied include cell biology, cell reproduction, tissues, the skeleton, articulations, muscle tissue and muscles. Human Biology I and II can be taken in any sequence. Additional course fee required. Falls. (SIDI)(WECO)

**BIDI2020 Human Biology II 4 credits**

Focuses on human anatomy and physiology with continuing emphasis on ethics, the environment and related health and wellness issues. Starts with a detailed exploration of nervous tissue and the nervous system. Examines the structural and functional relationships

between the different components of the endocrine, respiratory, cardiovascular, immune, lymphatic, digestive, reproductive and excretory systems. Addresses developmental processes throughout. Covers human evolution and ecology with a focus on local and global environments. The lab component examines the structure and function of the human body by studying anatomical structure, virtual and inquiry based physiological experiments and continues emphasis on ethics, the environment and related health and wellness issues. Topics studied include neurons, nervous tissue, the central nervous system, and the endocrine, respiratory, cardiovascular, digestive, reproductive and excretory systems. Human Biology I and II can be taken in any sequence. Additional course fee required. Springs. (SIDI)(WECO)

**BI2030 Invertebrate Zoology 4 credits**

The vast majority of described animal species are invertebrates, and this course offers an introduction to their diversity. The morphology, ecology, and evolution of invertebrate phyla are investigated and discussed through lectures and readings. The laboratory component includes field work, data analysis, and the examination of preserved specimens. Additional course fee required. Fall of even years.

**BI2040 Vertebrate Zoology 4 credits**

The classification, evolution, functional anatomy and development of selected representatives of the vertebrate phyla are considered. Additional course fee required. Spring of odd years.

**BIDI2050 Plants and Civilization 3 credits**

Discusses how human interactions of plants have impacted the development of human civilization from pre-historic to modern. Clarifies the biology of plants: how they grow, reproduce, and function. Articulates how plants and their products are used for food, fiber, medicine, and recreation in the context of their consequences in shaping different human cultures. Meets once weekly for 3 hours; integrates lecture, discussion and/or activity. Field trips demonstrate the relationship between plants and society. Unscheduled. (SSDI)

**BI2070 Botany 4 credits**

An overview of plants through study of their anatomy, physiology, and morphogenesis and how these aspects relate to the broad concepts of botanical science. Laboratories for experimentation and illustration. Additional course fee required. Spring of even years.

**BI2110 Human Anatomy and Physiology I 3 credits**

Students study the structure and function of the human body. Examines major body systems from the perspective of how anatomical structure is integrated with physiological function. Starts with an overview of the basic cell chemistry and biology. Explores the 4 major tissue types, followed by the integument, the skeletomuscular system and its interaction with the nervous system. Discusses developmental processes throughout. Falls. *Corequisite(s)*: BI 2130.

**BI2120 Human Anatomy and Physiology II 3 credits**

Students study the structure and function of the human body. Examines major body systems from the perspective of how anatomical structure is integrated with physiological function. Starts with a detailed exploration of nervous tissues and the nervous system. The structural and functional relationships between the different components of the endocrine, respiratory, cardiovascular, immune, lymphatic, digestive, reproductive and excretory systems are then

examined. Discusses developmental process throughout. Springs. *Prerequisite(s)*: BI 2110 and 2130. *Corequisite(s)*: BI 2140.

**BI2130 Human Anatomy and Physiology Laboratory I 1 credit**

An examination of the structure and function of the human body. Laboratory supports the corequisite lecture with a hands-on look at both the anatomy and physiological processes of cell biology, cell reproduction, the skeleton, articulations, muscles, and muscle tissue. Additional course fee required. Falls. *Corequisite(s)*: BI 2110.

**BI2140 Human Anatomy and Physiology Laboratory II 1 credit**

An examination of the structure and function of the human body. Laboratory supports the corequisite lecture with a hands-on look at both the anatomy and physiological processes of the nervous, endocrine, respiratory, cardiovascular, immune, lymphatic, digestive, reproductive, and excretory systems. Additional course fee required. Springs. *Prerequisite(s)*: BI 2110 and BI 2130. *Corequisite(s)*: BI 2120.

**BI2340 Microbiology for Nurses 4 credits**

Bacteria are essential to human health and responsible for infectious disease. Introduces nursing majors to microorganisms with a particular emphasis on how they pertain to clinical concerns. Laboratory component focuses on using traditional microbiology and modern molecular biology techniques to identify unknown bacterial isolates. Additional course fee required. Springs. *Prerequisite(s)*: Nursing majors only.

**BI2360 Genetics for Nurses 3 credits**

Advances in genetics have revolutionized modern medical approaches to diagnosis, management, and treatment of disease. Understanding the role genetics plays in human health is essential for healthcare providers. First half focuses on understanding the basic principles of human genetics. Second half considers topics related to clinical practice such as diagnosis of genetic conditions, newborn screen, gene therapy, and ethical principles of genetic healthcare. Falls. *Prerequisite(s)*: Nursing majors only.

**BI3020 Biochemistry I 4 credits**

See CH 3020 for course description. Additional course fee required. Falls. *Prerequisite(s)*: CH 3370 or CH3310.

**BI3040 Microbiology 4 credits**

Modern microbiological concepts. Studies groups of microorganisms characterized to reveal their morphological and physiological nature. Emphasizes biological functions of bacteria, their occurrence in nature and their relationships to each other, as well as to other forms of life, especially human beings. Additional course fee required. Falls. *Prerequisite(s)*: BI 1110, BI 1120, (CH 2330 or CH 2335), and CH 2340.

**BI3050 Biotechnology 4 credits**

A laboratory-intensive course designed to introduce students to basic tools used in biotechnology. Introduces methods of recombinant DNA technology in the context of a cloning project. Introduces standard techniques, such as media prep, pipetting, PCR, and electrophoresis. Specific topics include DNA cloning using plasmid vectors as well as nucleic acid isolation and analysis. Additional course fee required. Falls. *Prerequisite(s)*: BI 1110 and CH 2340. (WRCO)

**BI3060 Genetics 4 credits**

Hereditary characteristics and contemporary views regarding basic genetic concepts. The physical and chemical nature of the genetic material, the mechanisms involved in the transmission of genetic material and the manner in which genetic principles are expressed in living organisms, especially human beings. Additional course fee required. Springs. *Prerequisite(s)*: BI 1110, BI 1120, (CH 2330 or CH 2335), and CH 2340.

**BI3130 Evolution 4 credits**

An analysis of the mechanisms of evolution from the viewpoint of population genetics. Provides opportunities for students to examine the evidence of evolution: comparative anatomy and biochemistry, fossils and embryology; the mechanisms of evolution: variation in populations, the Hardy-Weinberg Equilibrium and the forces which disturb it and the effects of selection on gene frequencies; the results of evolution. Additional course fee required. Springs. *Prerequisite(s)*: BI 3060 (may be concurrent) and at least 8 credits in Biology at the 2000 level or higher.

**BI3210 Tropical Biology 4 credits**

The diversity of life and basic ecological processes of tropical ecosystems are investigated through readings and field studies. Examines both terrestrial and marine ecosystems. Winterim of even years. *Prerequisite(s)*: permission of the instructor.

**BI3240 Conservation 3 credits**

An examination of the interdependence of all species on Earth, the current trend in loss of biodiversity, the causes for this trend, with special attention to global economics, value systems, resource consumption patterns and the interface between all 3 of these and cultural diversity. The ecology and mechanisms of species extinction are covered in depth. Alternative paradigms are discussed. Not open to students who have earned credit for BI 2240. Falls. *Prerequisite(s)*: Junior or Senior status. (DICO)(GACO)(INCO)

**BI3250 Ornithology 4 credits**

An introduction to ornithology including bird identification, external and internal features, locomotion, behavior, reproduction, migration, feeding habits and distribution of species. Additional course fee required. Spring of even years. *Prerequisite(s)*: BI 2040.

**BI3260 Freshwater Ecology 4 credits**

An examination of the ecology of freshwater environments through lectures, readings, discussions, field activities, and data analysis. Explores the physical features of different freshwater systems and their ecological implications as well as the characteristics and ecological roles of major groups of freshwater organisms. Discusses environmental issues related to freshwater ecology. Additional course fee required. Fall of odd years.

**BI4050 Ecology 4 credits**

An introduction to the fundamental ecological concepts which illustrate the complex interrelationships of living organisms with each other and with the non-living environment. Laboratory time used for field work, experimentation and analysis of data. Additional course fee required. Falls. *Prerequisite(s)*: 2 upper-level biology courses. (QRCO)(WRCO)

**BI4100 Cell Structure and Function 4 credits**

Addresses the diversity of form and function found in the basic units of life, the cells. The first segment centers on the various techniques, especially electron microscopy, which are used to study microscopic anatomy. The components, organelles, which comprise a "generalized cell," are examined and their functional relationships discussed. The second segment centers on the structural differences between tissues of the body (classical histology). Finally, this knowledge of cell and tissue structure is employed to understand organs and organ systems. This course is not purely morphological. Examines the development and functional properties of these systems. Laboratory. Additional course fee required. Falls and Springs.

**BI4140 Developmental Biology 4 credits**

Structured as an experimental approach to animal development with both lecture and laboratory components. Topics covered focus on genetic, molecular and cellular phenomena during development and include gametogenesis, fertilization, cleavage, cell determination, pattern formation, gastrulation, organ-system development and differentiation. Explores development with a case study approach in a suite of invertebrate and vertebrate models. Integrates developmental patterns and processes into the modern idea of the developmental mechanisms of evolutionary changes. Additional course fee required. Falls. *Prerequisite(s)*: BI 1110 and BI 1120.

**BI4170 Ecology and Development 4 credits**

Exposes students to the integrative field of ecological developmental biology, a field that focuses upon the impact of the environment on development. Explores a suite of modern studies of developmental phenomena that link across multiple levels of biological complexity. Builds strong writing skills. Springs. *Prerequisite(s)*: junior or senior status; sophomores with permission of instructor only. (WRCO)

**BI4185 Molecular Biology 4 credits**

Covers an in-depth analysis of gene function at the molecular level. Studies, in a seminar-style approach, the mechanisms of DNA replication, repair, transcription, protein synthesis, and regulation. Laboratory component is project-based, allowing students to advance their molecular skills using a combination of tools, such as RNA interference and quantitative PCR. Additional course fee required. Falls. *Prerequisite(s)*: (BI 3060 or CH 3020), (CH 2330 or CH 2335), and CH 2340.

**BI4190 Introduction to Research 2 credits**

See CH 4190 for course description. Springs.

**BI4200 Senior Research 4 credits**

Guided research in the biological sciences. Students are expected to pursue in-depth a research project in the biological sciences under the direct supervision of a Biological Sciences Department faculty member. Work accomplished is reported in a written paper and in a formal oral seminar presentation in the Biology Seminar course. Credit is given either for work done during the summer between the junior and senior years and/or during the fall of the senior year. *Prerequisite(s)*: permission of the Department Chair and Faculty Supervisor.

**BI4330 Science in Secondary School 3 credits**

The science programs, methods and materials used in the secondary school. Required observation and participation in secondary schools. May be taken as CH 4330. Falls.

**BI4460 Electron Microscopy Techniques 4 credits**

Focuses on the theory and practical operation of an electron microscope laboratory. Covers tissue preparation, ultramicrotomy (sectioning), basic darkroom procedures and operation of the electron microscope. Additional course fee required. *Prerequisite(s)*: BI 4100 and/or permission of the instructor.

**BI4600 Internship 1–4 credits**

Students engage in a work program to apply, in a practical manner, knowledge gained in major or minor coursework under the supervision of a faculty sponsor, the Department Chair and a supervising agency. Students must obtain a faculty sponsor and submit a detailed written proposal prior to undertaking the internship. Students must also submit a written report to their faculty sponsor when the internship is completed. Final approval of the internship will come from the Department Chair. Pass/No Pass. With permission.

**BI4610 Environmental Internship 4–12 credits**

Students engage in a work program to apply, in a practical manner, knowledge gained in major, minor or interdisciplinary course work, under the supervision of a faculty sponsor and a supervising agency. Students must obtain a faculty sponsor and submit a detailed written proposal prior to undertaking the internship. Students must also keep a daily logbook of their working hours, tasks and duties. In addition, a written report must be submitted to the faculty sponsor when the internship is completed. Final approval of the internship comes from the Coordinator of Environmental Biology. Internships are usually completed with state, federal or private environmental programs. Also offered Summer and Winterim. Pass/No Pass. *Prerequisite(s)*: approval of the Coordinator of Environmental Biology, Junior/Senior status, enrollment in Environmental or Interdisciplinary majors.

**BI4750 Plant Physiology 4 credits**

Covers the major topics and concepts of the physiology of plants: Plant Biochemistry and Metabolism; Plant Growth and Development; Water and Solute Transport. Discusses topics in the context of ecological physiology, which is considering plant response to the environment and its impacts on ecosystem function. Designed for advanced undergraduates. Involves proposing, designing, and carrying out experiments during laboratory sessions. Previous coursework in botany and/or organic chemistry is helpful. Additional course fee required. Spring of odd years. *Prerequisite(s)*: BI 1110 and BI 1120.

**BI4760 Animal Behavior 4 credits**

The study of animal behavior offers a unique opportunity to understand the relationship between ecology, evolution, physiology, populations and individual organisms. Examines the influence of genetics and environment on animal behavior. Outdoor and laboratory investigations test specific student and/or instructor generated hypotheses concerning the causal mechanisms underlying behavior. Additional course fee required. Fall of even years. *Prerequisite(s)*: Junior or Senior Biology or Psychology major. (WRCO)

**BI4770 Animal Physiology****4 credits**

Examines the various systems of the body including the respiratory, cardiovascular, digestive and excretory systems using a comparative approach. Discusses the control of these systems and behavior by the nervous and endocrine systems. Inherent is an analysis of an interaction between the mechanisms of homeostatic regulation and the environment. Laboratory investigations using local animals illustrate some of the principles outlined in lecture through the use of student and/or instructor generated hypothesis testing and uses modern equipment including computers, Data Acquisition Units, amplifiers, transducers, stimulators and activity monitors. Additional course fee required. Spring of odd years. *Prerequisite(s)*: Junior or Senior Biology or Psychology major. (WRCO)

**BI4780 Neurobiology****4 credits**

Examines the functioning of the nervous system in vertebrates. The fundamental principles underlying membrane potentials, action potentials, and conduction are followed by mechanisms of communication between single cells and groups of cells. Different aspects of sensory, motor, and integrative physiology are discussed and the role of specific parts of the brain is explored. The laboratory portion is used to demonstrate important principles. Students use Data Acquisition Units, oscilloscopes, manipulators, transducers, and amplifiers to test student and/or instructor generated hypotheses. Additional course fee required. Spring of even years. *Prerequisite(s)*: Junior or Senior Biology or Psychology major. (WRCO)

**BI4800 Current Environmental Issues****3 credits**

Intended primarily for seniors in the Environmental Biology degree program, a capstone course in which students and faculty examine the main issues that face ecologists, biologists and policymakers regarding the health of the biosphere. The current state of scientific understanding of such issues as global warming, ozone depletion, acid deposition, loss of biodiversity, pollution and desertification is elucidated through a combination of lectures, student presentations, seminars and discussions. Springs. *Prerequisite(s)*: Biology majors only, Junior/Senior status.

**BI4910 Independent Study****1–4 credits**

Studies undertaken are defined by students concerned and subject to approval by appropriate staff members. Work may involve reading, conferences, historical, experimental or theoretical projects, field investigations, statistical surveys, or combinations of the foregoing, or other activities deemed appropriate. Consent required of the instructor who will supervise the independent study and the Department Chair.

**BI4950 Undergraduate Research****1–4 credits**

Provides an opportunity for students to conduct biological research in collaboration with a faculty member. The number of credits corresponds to the level of effort and scope of work; 60 hours per credit. May be repeated for no more than 12 credits. Consent required of the faculty research mentor and the Department Chair.

**BI4960 Biology Seminar****1 credit**

Reports and discussions of current literature and recent developments in the biological sciences. Presentations by seniors of their research projects. Pass/No Pass. Springs. *Prerequisite(s)*: Biology majors with Senior status.

**BU – Business****BU1100 Business Computer Applications****3 credits**

Explores how business professionals use small computers and typical application software in use. Includes special emphasis to “hands on” use of spreadsheet; a study of integrated accounting applications. Decision criteria in the selection of hardware/software covered. Falls and Springs. (TECO)

**BU1152 Financial Accounting****3 credits**

Recording and reporting the results of operations and financial position of business organizations. Covers principles, measurement techniques and applications. Topics include: accounting cycle; merchandise accounting; balance sheet and income statement; assets, liabilities and stockholders' equity; financial statement analysis. Balanced treatment of theory, practice and use in a real-world environment. Not open to students who have earned credit for BU 1150. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth State University.

**BU1500 Financial Reporting and Analysis****3 credits**

An overview of the accounting process, the output of which is the financial statements, and the analysis of the statements from the perspective of the user for decision making. This course may not be substituted for BU 1150 or BU 1152. Not open to students who have earned credit for BU 1150, BU 1152, BU 2260, or BU 2262. Falls.

**BU2240 Business Statistics****3 credits**

An introduction to statistics based on business applications. Students study statistics through the application of statistics to common business situations. Calculation of business statistics is performed on computers using software commonly found in business enterprises, principally Excel. Topics covered include descriptive statistics, probability, probability distributions, sampling, hypothesis testing, analysis of variance and regression analysis. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth State University. (QRCO)

**BU2250 Introduction to Business Administration****3 credits**

An appreciation of the impact that business makes on our society and on the environment in which it strives to sustain its objectives. How a business is established, financed, operated and managed, including the multitude of considerations involved in decision making. Attempts to show how exciting the world of business can be and how an awareness of business can assist the student in seeking career goals. Uses the entrepreneurial approach. Unscheduled.

**BU2262 Management Accounting****3 credits**

Management needs detailed cost information to make sound business decisions. Topics include cost terms, product costing, cost behavior, variable costing, cost-volume-profit analysis, operating budgets, standard costing, relevant costs for decision-making, and capital budgeting. Focuses on planning and control for internal management, emphasizing concepts for CMA (Certified Management Accountant) certification, which is highly valued in corporate accounting. Not open to students who have earned credit for BU 2260. Falls and Springs. *Prerequisite(s)*: BU 1150 or BU 1152.

**BU2290 Organizational Communications****3 credits**

Employers want to hire effective communicators. Develops interpersonal, written, and oral presentation skills needed in professional



settings. Enhances individual competitiveness to enter and perform in the workplace. Explores organizational communication using both theory and practice. Additional topics may include research, employment preparation, teamwork, and intercultural communication. Falls and Springs. *Prerequisite(s)*: EN 1200. (WRCO)

**BUDI2300 Personal Financial Planning 3 credits**

Acquaints students with the world of finance from their personal perspective. Shows students how to assess their current financial situation; provides tools and develops skills for planning aspects of their personal finance. Students discover how to budget, use services offered from financial institutions and other financial providers, handle large purchases, manage credit (including credit cards, student loans, and personal loans), determine insurance requirements, view retirement options, and are introduced to investment fundamentals and estate planning. Relevant to students of all majors in providing information and skills valuable throughout life. Falls and Springs. (SSDI)

**BU2440 Business, Ethics, and Society 3 credits**

An analysis of the role of social responsibility and ethical standards in the corporate decision-making process. Students develop the ability to identify ethical issues and apply a decision-making orientation that balances concern for corporate performance and social responsibility. Emphasis on government regulation, pollution, consumerism, globalization, and human resource management issues. Includes a community service learning component providing students with an opportunity to demonstrate social responsibility. Falls and Springs.

**BU2450 Principles of Marketing 3 credits**

Organizations succeed when they create value for their customers. Students are introduced to marketing activities that support value creation. Concepts including product innovation, promotional activities, pricing strategies, and distribution channel selection are brought to life through activities and analysis of well-known businesses and products. Falls and Springs.

**BU2480 Business Law 3 credits**

Law is an external boundary that acts as a check on the individual or the institution. By surveying the scope of administrative, criminal, civil and Constitutional law through common law and statutes, as they relate to institutions and people in the workplace, a working knowledge of relationships and legal conduct is mastered. Covered are topics in torts, contracts, property, employment, business organizations and the Constitution. Falls and Springs.

**BUDI 2650 Career Exploration 3 credits**

Designed to acquaint students with the characteristics and expectations of the work world in the 21st century, including coverage of job insecurity, the importance of developing and maintaining marketable skills through lifelong learning and the critical importance of ethical and professional behavior in gaining employment and avoiding layoff. Includes self-assessments of personal interests and abilities using the Choices 2005 computer program available to all PSU students, and exploration of appropriate college majors and possible occupations based upon the student's interests and abilities. Emphasis is on teaching students to use commonly available Internet sources to gather relevant information to help them to make career decisions over the course of their working lives.

Relevant to students of all majors with all varieties of career interests. Falls and Springs. (SSDI)

**BU3050 Special Topics in Marketing 3 credits**

Contemporary marketing topics are defined and explored. The topics to be discussed will be announced prior to offering and will focus on issues not normally covered in cataloged courses. Students may repeat this course when offered under a different topic title. *Prerequisite(s)*: BU 2450.

**BU3100 Financial Modeling 3 credits**

An applications-oriented course focusing on the use of spreadsheet modeling as applied to financial problems. Emphasizes describing and solving a problem, rather than the mathematical derivation of the specific financial model. Topics include ratio analysis and pro-forma models, stock and bond valuation models, capital budgeting models, portfolio optimization models, and Monte-Carlo risk simulation models. Requires effective use of computers. Falls and Springs. *Prerequisite(s)*: BU 1100, (BU 2260 or BU 2262), and (BU 2240 or MA 2300).

**BU3112 Intermediate Accounting I 4 credits**

Financial accounting must adhere to Generally Accepted Accounting Principles by FASB and the International Financial Reporting Standards. Begins with the income statement and the asset side of the balance sheet to build a deeper understanding of these fundamental accounting reports and related compliance. Not open to students who have earned credit for BU 3110. Falls. *Prerequisite(s)*: BU 2260 or BU 2262.

**BU3122 Intermediate Accounting II 4 credits**

Building on content presented in Intermediate Accounting I, students expand their knowledge of accounting theory and adherence to Generally Accepted Accounting Principles by FASB and the International Financial Reporting Standards. Emphasizes advancing understanding of essential account principles for balance sheet liabilities and shareholder's equity, cash flow statements, and financial statement disclosures. Not open to students who have earned credit for BU 3120. Springs. *Prerequisite(s)*: BU 3110 or BU 3112.

**BU3142 Cost Accounting 4 credits**

Building on accounting knowledge learned in Management Accounting, focuses on critical cost data needed by organizations for product costing, decision-making, and performance evaluation. Topics include process costing, variable costing, cost allocations, multiple product decisions, inventory management, standard costing, transfer pricing, and making decisions under uncertainty. Not open to students who have earned credit for BU 3140. Springs. *Prerequisite(s)*: (BU 2260 or BU 2262) and (MA 2200 or MA 2490 or MA 2550).

**BU3170 Income Taxes 3 credits**

An introductory course in Federal income tax law relating to individuals and businesses, including proprietorship, partnership and corporation. Topics include: gross income, deductions, losses, tax credits, property transactions, deferred compensation, tax planning, preparation of tax returns. Falls. *Prerequisite(s)*: (BU 1150 or BU 1152) and (BU 2260 or BU 2262).

**BU3180 Human Resource Management 3 credits**

An analysis of the basic personnel functions of recruitment, selection, placement, job design, performance appraisal, compensation and employee training and development. These functions are considered within the context of government regulation and varied administrative concerns, such as equal opportunity employment, safety, pensions and other benefit plans. Falls and Springs.

*Prerequisite(s)*: BU 3420.

**BU3210 Financial Management 3 credits**

Financial analysis, planning and control techniques for large and small businesses. Includes present value concept, ratio analyses, short-term, intermediate and long-term financing approaches. Falls and Springs. *Prerequisite(s)*: (BU 1150 or BU 1152), (BU 2260 or BU 2262), and (BU 2240 or MA 2300).

**BU3220 Business and the Environment 3 credits**

Business has caused many serious environmental problems. Alternatively, one could suggest that without business support for environmental improvement, we would be faced with continuing adversarial situations with the possibility of future backlash. The course is meant to be cross-disciplinary including the perspectives of business, the social sciences and science. Falls.

**BU3240 Information Technology 3 credits**

Companies create competitive advantages via information technologies. Students are exposed to contemporary issues related to the management and use of emerging information technologies. Topics include hardware, software, mobile, enterprise systems, databases, and network security. Falls and Springs.

**BU3260 Tax Assistance Institute 1 credit**

In the Tax Assistance Institute, students are trained to provide a community service of free tax assistance to lower income, handicapped and non-English speaking taxpayers. Students will establish and operate a VITA program in the university community. This involves securing community sites, scheduling volunteers, arranging publicity, securing necessary tax forms and supplies, coordinating the effort with the local IRS VITA coordinator and providing tax assistance. These responsibilities are delegated among those participating in the course. All students are required to volunteer 4 hours per week for 12 weeks and complete a paper summarizing their experience. May be repeated for credit once. Springs. *Prerequisite(s)*: BU 3170.

**BU3280 Professional Selling Skills I 3 credits**

Students learn the art of persuasion using proven negotiation techniques. Strong emphasis on the core components of the sales process: rapport needs assessment, presentation, objectives, and close. Topics include the development of prospecting skills and tools, as well as the pre-approach to landing the sales appointment, and preparation for the actual meeting with the client. While emphasis is geared towards the B-2-C selling environment, students also gain exposure to the B-2-B sales processes and opportunities. Learning tools include student interaction and role plays to ensure the core basics and skills of the sales process are effectively transferred. Falls and Springs. *Prerequisite(s)*: BU 2450.

**BU3290 Professional Selling Skills II 3 credits**

Professional selling is strategic when the customer is another business or organization. Students go deeper into the 8 components of the sales process using modules to develop skills of facilitation that are essential in the business to business environment. Practical business projects outside of the classroom provide rich learning experiences that help students prepare for careers. Falls and Springs. *Prerequisite(s)*: BU 3280.

**BU3300 Operations Management 3 credits**

Two-thirds of the workforce is employed in processes of supplying goods and services for organizations. These processes are called "operations," so operations management is the management of supply. Operations managers apply the values of effectiveness, efficiency, and quality as they strive to supply customers with what they want, without wasting money, so that customers want to come back. Falls and Springs. *Prerequisite(s)*: (BU 2260 or BU 2262), (MA 2200 or MA 2490 or MA 2550), and (BU 2240 or MA 2300).

**BU3310 Business and the Media 3 credits**

An analysis of the business of mass media as an interconnected system of industries. In a media-saturated society as the United States, an understanding of the business operations of these media industries is imperative. In addition to investigation of recent ownership concentration and conglomeration trends, examination of the media products produced and distributed that consumers read, listen, and view are studied. The understanding of the business side of the media industries' production processes and products is needed by those who wish to work in these organizations, as well as the fields of broadcasting and film, professional writing, marketing, advertising, and public relations. Falls. *Prerequisite(s)*: BU 2290.

**BU3320 E-Commerce 3 credits**

Marketing in the 21st century provides many new and unique challenges. Explores the opportunities of marketing and distributing of products and services via e-commerce. Classes focus on defining electronic markets and new business in the fast-moving industry. Explores on-line catalogs, e-mails and web development. Unscheduled. *Prerequisite(s)*: BU 2450.

**BU3340 Consumer Behavior 3 credits**

Consumer behavior is the study of how people buy, what they buy, and why they buy. Marketers study decision-making processes—at both the individual and group level—to discover how to add value to attract and retain customers. Psychology, sociology, and marketing blend together to help businesses understand the minds of shoppers. Falls and Springs. *Prerequisite(s)*: BU 2450.

**BU3350 Event Marketing 3 credits**

Creating and promoting events requires knowledge of branding, target market analysis, project management, promotion, and more. Provides students with the opportunity to learn and apply these concepts through the implementation of a large-scale event on campus. Past events have included rail janes, chili-cook-offs, and career fairs. Falls and Springs. *Prerequisite(s)*: BU 2450.

**BU3360 Marketing Research 3 credits**

Marketing research begins with a problem for which data is collected, analyzed, and reported in order to make marketing decisions. Every click on a web page, every sales call made, and every

survey completed generates data that can offer insights for creative solutions to business changes. Students learn how to conduct and use market research to develop winning strategies. Falls and Springs. *Prerequisite(s)*: BU 2450 and (BU 2240 or MA 2300).

**BU3370 Branding and Marketing Communication 3 credits**

How can a business stand out when its prospective customers are bombarded with hundreds of marketing messages every day? Students learn how to compete for, and win, the attention of customers. Students study how brands are built, how consumers are influenced, and how business goals are achieved using integrated advertising and promotional communication strategies. Falls and Springs. *Prerequisite(s)*: BU 2450.

**BU3410 Labor and Employment Law for Managers 3 credits**

A study of employment and labor law and its impact on the human resource management practices of companies. Specific labor law areas to be covered include the development of unions and labor law in the United States, the unionization process, unfair labor practices, collective bargaining, the enforcement and administration of the labor contract, the rights of union members and public sector labor relations. Employment law areas to be covered include equal employment opportunity and current discrimination laws, occupational safety and health, retirement income security, fair labor standards, employee welfare programs and common law employment issues. Falls and Springs.

**BU3420 Organizational Behavior 3 credits**

Focuses on managing performance in the workplace and developing competencies for career success in rapidly changing, globally competitive organizations. Topics include perception, motivation, communication, diversity, group dynamics, leadership, decision-making, ethics, organizational structure, conflict management, organizational culture and change. Emphasizes experiential learning, teamwork, and hands-on applications such as cases, projects, presentations, and other activities. Falls and Springs. (DICO)

**BU3430 Sports Law 3 credits**

Whether students intend to work as an Athletic Director or become a sports agent, they benefit from this introduction to the fundamental subjects of law relevant to the world of sports. Students learn how to identify legal risks associated with sports and analyze pertinent sports laws like torts, products liability, contracts, criminal law, constitutional law, and employment law. Falls and Springs. *Prerequisite(s)*: BU 2480.

**BU3450 Sports Marketing 3 credits**

A survey of concepts and processes used in the successful marketing of sport programs and events. Special emphasis is placed on the unique or unusual aspects of sport products, markets, and consumers. Falls and Springs. *Prerequisite(s)*: BU 2450.

**BU3460 Small Business/Entrepreneurship Marketing and Operations 3 credits**

Owners and managers must develop cost effective marketing programs to create awareness of and generate revenues for the small business. Similarly owners and managers must have an intimate understanding of and involvement in small business operations. Students develop an integrated marketing communications plan for a business in the selected industry. Students learn the critical aspects

of operating a business in the selected industry. Students prepare a physical layout of the business; an operational analysis is required and includes critical parameters of the selected business and a comprehensive breakeven analysis. A small business simulation is used to allow students to apply course concepts to a simulated small business. Springs. *Prerequisite(s)*: BU 2450.

**BU3470 Small Business Law and Human Resources 3 credits**

Provides the small business manager or owner with a basic knowledge of the law and legal issues relating to small businesses and the best practices in human resources. Focuses on numerous practical issues including: choosing and organizing a form of business; entering into contracts; protecting intellectual property; obtaining insurance and reducing liability; hiring, managing, and terminating workers; complying with the various federal and state statutes and regulations, with an emphasis on those relating to human resources. Falls. *Prerequisite(s)*: BU 2480.

**BU3525 Introduction to Globalization and Business 3 credits**

An introduction to global business and the environment within which business transactions take place. Students develop a better understanding of the economic, socio-cultural, and legal forces influencing international business practices. Introduces theories of international trade, foreign direct investment, economic integration, basic skills of international operations, management, and control including human resources management. Encourages students to adopt new perspectives on the drivers and results of globalization in the 21st century. Falls and Springs.

**BU3530 Real Estate Investment and Finance 3 credits**

Learn and appreciate the value of owning real estate, whether as a homeowner or investor. Explore real estate principles, issues of legal protection, mortgage techniques, appraisal, brokerage, risk analysis, investment analysis for commercial properties and apartments, construction and real estate development financing, as well as documents used in this field. Falls and Springs. *Prerequisite(s)*: (BU 2260 or BU 2262) and EC 2560.

**BU3550 Investment Principles 3 credits**

Investment fundamentals. Objective is to provide background for intelligent and rational investment decisions using the risk-return tradeoff. Topics include: sources of financial information; operation of financial markets (including options and futures); and analysis of common and preferred stocks, government and corporate bonds, money market securities, mutual funds and other financial instruments. Falls and Springs. *Prerequisite(s)*: BU 3210.

**BU3560 Land Use Law and Development 3 credits**

An exploration of the process by which the uses of real property are changed and the manner in which the Constitution, legal controls and economic environment impact upon the potential for exploitation. An in-depth examination of the citizenry in their various roles and constituencies interacting with the diverse group of professionals involved in the planning and development process. The decision criteria and process used in the developer's production systems are compared and contrasted with the aesthetic, ecological, social, ethical and utility concerns of the community, region and state. When possible New Hampshire Statutes and case studies are used. A written feasibility analysis is required. Falls and Springs. *Prerequisite(s)*: Junior status.

**BU3600 Corporate Public Relations 3 credits**

Deals with public relations practices in the corporation through a combination of theoretical knowledge and practical applications. Specific objectives include: emphasizing the importance of effective writing skills in public relations; stressing the function of public relations in the marketing mix; teaching the background and theory fundamental to sound public relations practices; providing students with an opportunity to develop public relations strategies and produce supporting promotional materials. Visiting public relations practitioners and field trips complement the classroom experience. Falls and Springs. *Prerequisite(s)*: BU 2290 and BU 2450.

**BU3720 Career Development 3 credits**

An examination of the nature of work in contemporary society from the standpoint of the individual's experience in balancing life and career pursuits. Includes an overview of occupational opportunities in the context of personal as well as organizational needs and expectations; self assessment and development of a personal career plan; an examination of the latest approaches to the job search, including the Internet, for success in today's competitive, information-based economy. Falls and Springs; also Winterims and/or Summers. *Prerequisite(s)*: Junior status. (INCO)(WECO)

**BU4040 Commercial Law 3 credits**

Applies the basic knowledge obtained in Business Law to compare the common law to the Uniform Commercial Code. Sections 1, 2, 3, 4 and 9 of the Uniform Commercial Code are covered using case studies and moot court exercises. It also involves an analytical study of the concepts embraced in the law of partnerships, corporations and other business organizations. Springs. *Prerequisite(s)*: BU 2480.

**BU4090 Current Topics in Business 3 credits**

To allow students to cover special topics not normally covered in depth in other business courses. Students may repeat this course when offered under a different topic title.

**BU4100 Accounting Information Systems 3 credits**

Effective control and audit of business information processing systems using computers. It may be considered as a basic introduction to computer control and audit techniques for students versed in principles of business, computer technology and accounting. Falls. *Prerequisite(s)*: (BU 1150 or BU 1152), (BU 2260 or BU 2262), and (BU 3120 or BU 3122).

**BU4122 Advanced Accounting 4 credits**

Students expand their knowledge of accounting beyond Intermediate Accounting to build understanding of partnership transactions, consolidations, governmental accounting, not-for-profit, international accounting, and other topics potentially tested on the Certified Public Accountant (CPA) exam. A review of the regulatory environment and IRFS may also be included. Not open to students who have earned credits for BU 4120. Springs. *Prerequisite(s)*: BU 3120 or BU 3122.

**BU4150 Auditing 3 credits**

Auditing focuses on the principles and procedures of investigating financial statements and underlying records of clients. Topics include types of audits, responsibilities and duties of auditors, auditing standards, audit programs, internal control, auditor's reports,

the Sarbanes-Oxley Act of 2002, and ethics. Case studies of fraud are examined. Falls. *Prerequisite(s)*: BU 3120 or BU 3122.

**BU4200 Training and Development 3 credits**

Focuses on the training and development component of the human resource management function. Students develop competencies in planning, designing and delivering training programs. Topics include needs assessment, training objectives, adult learning theory, training plans and methods, presentational skills and training evaluation. Springs. *Prerequisite(s)*: BU 3420.

**BU4210 Auditing Practice 1 credit**

This experiential course requires students to conduct a comprehensive audit by applying content learned in the Auditing course to an authentic scenario. Through this challenging project, students gain the knowledge and confidence necessary to conduct a compliant audit. Falls. *Prerequisite(s)*: (BU 3120 or BU 3122) and BU 4150 (may be concurrent).

**BU4220 Strategic Management 3 credits**

Executives are responsible for the design and execution of an organization's strategy. This capstone experience involves research and practice of the executive responsibilities of planning, organizing, activating and controlling. A review of past coursework, discussion of current business developments, and analyses of case studies prepare students to become ethical and effective decision-makers. Additional fee required. Falls and Springs. *Prerequisite(s)*: BU 2450, BU 3210, BU 3300, and Junior status. (INCO)

**BU4240 Organizational Development 3 credits**

Techniques of implementing planned change in organizations, based upon behavioral science research. Consideration of the nature of organizational change, problem diagnosis, intervention strategies, dealing with resistance to change and program evaluation. Techniques to be discussed include survey research, management by objectives, sensitivity training, team building and others. Unscheduled. *Prerequisite(s)*: BU 3420.

**BU4250 Marketing Management 3 credits**

Marketing strategies must create value for customers and for the firm, so marketing managers need a mindset for innovation and metrics for measuring marketing performance. Customer satisfaction, retention, and loyalty lead to competitive advantage and profitability. Students prepare to be career bound professionals as they study the best practices of marketing management in firms that have demonstrated market leadership. Falls and Springs. *Prerequisite(s)*: BU 2450 and Senior status.

**BU4260 Interpersonal Relations 3 credits**

A cognitively and experientially based course designed to develop crucial managerial skills required for success in the diverse and dynamic globally integrated contemporary workplace. Includes a review of conceptual material designed to facilitate the understanding of effective interpersonal behavior under conditions of uncertainty as well as competing and/or changing goal orientations in modern organizations; self assessment, solicitation and evaluation of feedback regarding the effectiveness of student's current managerial behavioral skills; development of a comprehensive assessment of personal strengths as well as goals for improvement in the areas of professional and managerial communication and influence. Topics include such areas as communication, listening

and feedback, team building and employee development, problem solving and decision making, conflict management, motivation and performance management, interpersonal influence and negotiation. Varied pedagogical techniques include assigned readings, videos, cases, individual and team exercises, role plays, self assessment and feedback instruments and integrative writing assignments. Falls and Springs. *Prerequisite(s)*: BU 3420.

**BU4270 Computer Applications in Decision Making 3 credits**

Introduces students to computer-based decision support systems. It differs from Management Information Systems (MIS) as MIS does not make decisions; it only provides support. Expands on MIS by studying DSS in marketing, manufacturing and finance. Not open to students who have earned credit for CS 3120. Springs.

**BU4330 Sales Management 3 credits**

Sales managers must select and develop the best sales team possible. Students discover the fundamentals of sales management including selection, training, compensation, supervision, and motivation of sales personnel. Practical business projects provide experience in sales planning, determining market potential, preparing budgets, establishing territories and quotas, analyzing sales operations, and evaluating the productivity of sales personnel. Falls and Springs. *Prerequisite(s)*: BU 3290 and BU 4260.

**BU4340 Competitive Sales 3 credits**

Designed for students to learn and demonstrate how to apply the skills from Professional Selling Skills I and II to prepare and compete in local, regional, and national sales competitions. The skills developed help students qualify for higher level professional sales careers (Strategic Account Managers) that have longer sales cycles and higher revenues. Falls. *Prerequisite(s)*: BU 3280, BU 3290, and permission of the instructor.

**BU4380 Sales Internship 1–3 credits**

Application of the skills learned in professional sales courses. Students learn how to assist professionals in a chosen field in a real world application of sales and marketing. Allows students to view networking as a strategic process to guide them toward a desired career. Requires a brief internship presentation to selected sales class. One credit per each 40 hours. Repeatable for up to 3 credits. Falls and Springs. *Prerequisite(s)*: BU 2450, BU 3280, BU 3290, BU 3420, BU 4260; minimum 2.50 cumulative GPA; Junior or Senior status; Professional Sales minors and certificate students only; permission of instructor.

**BU4390 Seminar in Finance 3 credits**

Expands on topics covered in Financial Management at a more advanced level and adds topics not covered with the prerequisite course. Concepts covered may include corporate financial management, investment portfolio management, fundamental analysis and technical analysis, at the discretion of the professor. Falls and Springs. *Prerequisite(s)*: BU 3210.

**BU4440 Global Marketing 3 credits**

Analysis of economic, social and political environments influencing international markets. Investigation of marketing techniques and programs as developed and implemented on a global scale. Evaluation of international marketing strategies, special goals, global buying behavior and decision-making processes that are part of marketing on a global scale. Emphasis on extent of standardization

of marketing programs across several countries and the selection of appropriate entry strategies for foreign markets. Falls and Springs.

*Prerequisite(s)*: BU 2450.

**BU4460 International Management 3 credits**

Provides students with the skills for working and managing in a global business environment. Focuses on management challenges associated with developing strategies and managing operations across national boundaries. Topics include managing risk in the international business environment, international investment analysis, and the global management of the functional areas of business. Instructional techniques include case studies, simulations, and group exercises. Falls and Springs. *Prerequisite(s)*: BU 3525.

**BU4530 Small Business/Entrepreneurship Finance and Accounting Methods 3 credits**

Provides students with a thorough understanding of the unique and “scaled down” requirements of the financial management aspects of operating a small business. Focuses on origination of financing, management of cash flows, the ongoing financial management of a small business. Includes the creation of basic financial statements via manual and automated approaches using Quick Books Pro (or other financial software) and other financial issues specific to the small business environment. Falls. *Prerequisite(s)*: (BU 1150 or BU 1152), (BU 2260 or BU 2262), and BU 3210.

**BU4550 Small Business SBI Projects 3 credits**

Senior-level service-learning course in small business consulting. Consists of a Consulting Skills Workshop designed to equip students with the necessary skills to effectively consult with a small business client and to prepare a comprehensive analysis report with recommendations consistent with the scope of work established with the client. Springs. *Prerequisite(s)*: Senior status; minimum cumulative 3.50 GPA.

**BU4600 Business Internship 3–12 credits**

The Business Internship is an opportunity for students to gain meaningful work experience by applying the knowledge and skills learned in course work to on-the-job assignments in host organizations. As a student initiated and directed credit class, it includes self-assessment, the design of a learning contract, reflection, synthesis and assessment. The internship is a supervised assignment for a prescribed number of working hours. Internships are established and monitored by the internship advisor. Completion of BU 3720 is highly recommended. Repeatable for up to 12 credits. Enrollment for internships must be completed during the first 2 weeks of the semester. With permission. *Prerequisite(s)*: Junior status; taken before the semester immediately prior to graduation; minimum 2.50 cumulative GPA.

**BU4650 Professional Employment 3 credits**

Designed to help students obtain and succeed in their first professional position after college. Relevant to students of all majors with all varieties of career interests. Emphasizes the importance of professional behavior in the workplace, including expectations regarding dress, communication and etiquette. Covers the role of personal financial management in professional success, professional networking and occupational focus, varied approaches to the job search, job search documents (such as resumes and cover letters), interviewing skills, characteristics of professional work environments and tips for succeeding in the first job. Falls and Springs. (WECO)



**BU4700 Small Business/Entrepreneurship Capstone 3 credits**

Students select a potential small business to acquire or launch, prepare a funding plan, a marketing plan, and a business plan suitable for obtaining financing from a bank or other funding source. Students learn about (and if appropriate, obtain) the required registration documents for company organization and name. Students learn all the required licensing and insurance requirements appropriate for their chosen small business. Students leave the course with all the knowledge and a plan to start or acquire a business of their choosing. Springs. *Prerequisite(s)*: BU 3460, BU 3470, BU 4530.

**BU4910 Independent Study 1–3 credits**

An Independent Study allows a student to create a customized course. Working one-on-one with a knowledgeable faculty member, the student may explore a business subject of personal interest in support of his or her academic and professional goals. Together, the student and professor develop a reading list, projects, and writing assignments to support the desired learning outcomes. Consent required of the instructor who will supervise the independent study and the Director of Instruction.

**CC – Coaching****CC2200 Introduction to Sports Management 3 credits**

Provides an overview of all facets of sports management and sports administration including career opportunities, job responsibilities, organizational structure, marketing and promotion, public relations, and event and facilities management. Discusses the meaning of sports management in terms of its scope, principles, issues, and future trends. Investigates sports management in both the private and public sectors. Falls and Springs.

**CC2540 Coaching Effectiveness 3 credits**

An overview of basic theories and coaching applications in sport philosophy, sport psychology, sport pedagogy, sport medicine, and sport management. With each major area, the physical, cognitive, social and/or psychological characteristics of youth are examined for the purpose of understanding their behavior in sport and physical activity settings. Prepares students for the American Sport Education Program (ASEP) Coaching Effectiveness examination. Students who successfully complete the ASEP examination will obtain the ASEP Bronze Level Coaching Principles qualification. Falls.

**CC2660 Basic Athletic Training 2 credits**

An introduction to athletic training skills. Emphasizes the mechanism, treatment, prevention and taping techniques of common athletic injuries. Spring of odd years.

**CC3300 Sports Facilities Management 3 credits**

Introduces students to the scope and complexity of the design, operation, and maintenance of sport and recreational facilities and equipment. Students learn the elements of planning, design, management, and maintenance of sport and recreational venues, as well as related issues including budgeting and finance, security, risk management, liability, operations, evaluation, and local, state, and federal requirements. Falls. *Prerequisite(s)*: CC 2200; Sports Management majors only.

**CC3610 Coaching Seminar 1 credit**

Preparation for the fundamentals of coaching techniques and strategies; knowledge of rules, regulations, and officiating; philosophy of selected program and sport; team management. Students are supervised by designated coach for 45 hours and attend a 1-hour class each week. May be repeated for a maximum of 6 credits. Seminar arrangements must be completed with the Coaching Minor Coordinator at least 1 semester prior to the beginning of this course. Springs. *Prerequisite(s)*: Junior status and (CC 3880 or CC 4880).

**CC3670 Organization and Administration of Physical Education and Athletics 3 credits**

An intensive review of those procedures necessary to the organization and administration of physical education and athletic programs. Includes a discussion of philosophy, budgets, eligibility, scheduling, equipment inventories and purchasing, contract development, service organizations, public relations, facility development, office management, curriculum development and other topics related to physical education and athletic administration. Falls.

**CC3780 Sport in Society 3 credits**

Examines the role of sport in society by studying sociological theories and using critical thinking skills to analyze social issues in sport. Analyzes social institutions including politics, economics, education, family, media, religion, moral development, and especially race, class, and gender. Falls and Springs.

**CC3860 Psychological Aspects of Sports 3 credits**

Examination of the psychological impact sports and competition has upon individuals and groups. Examines problems of motivation, discipline, stress and anxiety associated with competition. Spring of odd years.

**CC3880 Coaching Practicum 1–3 credits**

Designed to give students a practical experience in the same sport selected for CC 3600 that is supervised and controlled by the HHP Department. May be repeated for a maximum of 12 credits. Practicum arrangements must be completed with the Coaching Minor Coordinator at least 1 semester prior to the beginning of the Practice. Pass/No Pass. Falls and Springs. *Prerequisite(s)*: CC 2540, CC 3600, HE 2500 or equivalent valid certifications; minimum 2.00 cumulative GPA; approval of the HHP Coaching Minor Coordinator, the mentoring coach, and the Department Chair.

**CC3881 Sports Management Practicum 1–3 credits**

Designed to give students a practical experience in Sports Management that is supervised and controlled by the Health and Human Performance Department. May be repeated for a maximum of 12 credits. Practicum arrangements must be completed with the Sports Management Coordinator at least 1 semester prior to the beginning of the Practicum. Pass/No Pass. Falls and Springs. *Prerequisite(s)*: CC 3300; minimum 2.00 cumulative GPA; approval of the Sports Management Coordinator and the Department Chair.

**CC4880 Coaching Internship 4–12 credits**

For students desiring a culminating coaching experience in the same sport selected for CC 3600. The Internship must be approved, supervised, and evaluated by the HHP Department. May be repeated for a maximum of 12 credits. Internship arrangements must be completed with the Coaching Minor Coordinator at least 1

semester prior to the beginning of the Internship. Falls and Springs. *Prerequisite(s)*: CC 2540, CC 3600, HE 2500 or equivalent valid certifications; minimum 2.70 cumulative GPA; approval of the HHP Coaching Minor Coordinator, the mentoring coach, and the Department Chair.

**CC4881 Sports Management Internship 4–12 credits**

For students desiring a culminating sports management experience. The Internship must be approved, supervised, and evaluated by the Health and Human Performance Department. May be repeated for a maximum of 12 credits. Internship arrangements must be completed with the Sports Management Coordinator at least 1 semester prior to the beginning of the Internship. Falls and Springs. *Prerequisite(s)*: CC 3300; minimum 2.70 cumulative GPA; approval of the Sports Management Coordinator and the Department Chair.

## CD – Childhood Studies

**CD1000 Introduction to Childhood Studies 3 credits**

Provides an overview of the skills, knowledge and dispositions necessary for working with school-age children in various community settings. Students begin to develop the concept of the “whole child” in the context of today’s society, including the impact of technology on children and learning environments. Explores the various ways professionals can positively contribute to the lives of children. Introduces students to the Childhood Studies and Elementary Education majors and the Conceptual Framework for Teacher Education. Introduces students to the institution’s electronic portfolio tool and course management system. Students are exposed to educational technologies that relate to managing learning activities, delivering materials to learners and assessing learning through the development of an electronic portfolio as an example of authentic assessment. Falls and Springs. (TECO)

**CD2200 Children and Families in Society 3 credits**

Explores the major socializing forces in children’s lives while identifying and applying processes that can serve to promote the development of socially responsible and cultural competent children as well as socially just environments. Special attention is paid to families, schools, community resources, media influences and literacy, and advocacy. Not open to students who have earned credit for CD 3210. Falls and Springs.

**CD2300 Human Development I: Child Development 3 credits**

Explores physical, cognitive, emotional, and social development from birth through adolescence and the methods used to study that development. Students learn about and practice observational methods used to study the physical, cognitive, social, and emotional development of children. Emphasizes the practical application of developmental science to classrooms and other educational settings with children. Not open to students who have earned credit for CD 2001. Falls and Springs.

**CD2310 Human Development II: Learning and Development 3 credits**

Explores human learning and various factors (environmental and biological) that influence learning. Students learn about the kinds of science that contribute to our understanding of learning and explore the ways in which scientific findings are applied and misapplied today. Collaborative team research emphasizing critical thinking and

professional application of developmental science is a key component. Falls and Springs. *Prerequisite(s)*: CD 2300. (WRCO)

**CD2360 Foundations of Diversity 3 credits**

The United States is a nation rich in cultural diversity, experiencing variations in race, ethnicity, sexual orientation, gender, ability, age, socioeconomic class, religion and more. For this diverse nation, and for the children of this diverse nation to prosper, it is imperative that individuals recognize and understand the nature of this diversity, and how perceived differences may affect social behavior and interpersonal relationships. Students consider information, issues, theories and beliefs essential to understanding and relating to individuals in diverse cultures. Emphasizes the role of the school as a socializing agent and the responsibility of professionals who are influential in the lives of children to effect social adaptation and change. Not open to students who have earned credit for IS 4360. Falls and Springs. *Prerequisite(s)*: Childhood Studies, Early Childhood Studies, and Elementary Education majors only or Afterschool Professional certificate students. (DICO)

**CD3000 Philosophical and Historical Perspectives on the Child in Society 3 credits**

Traces through the history of Western philosophy the origins of the various components of the contemporary American world view as these influence child-rearing and education today. Students learn how a culture’s beliefs and ideologies are reflected in the education and treatment of children and explore the complex philosophical and historical origins of contemporary issues affecting children. Falls and Springs. *Prerequisite(s)*: Junior or Senior status. (INCO) (WRCO)

**CD3300 Creating Positive Learning Environments for Children 5 credits**

Students gain the knowledge, skills, and dispositions necessary to create positive learning environments in a variety of settings for school-aged children. Emphasizes creation of a sense of connections and belonging, provocation of wonder, curiosity, and intellectual engagement, as well as development of a sense of well-being, acceptance, and safety. Site specific student work in the field complements classroom learning experiences. Springs. *Prerequisite(s)*: (CD 2001 and CD 2002) or CD 2300.

**CD3400 Integrated Arts 3 credits**

Exploration into the value and practice of integrating the arts into the lives of children. Students gain an understanding of the important role the arts play in the growth and development of children by investigating the various means of expressing ideas, emotions, and images through the use of music, drama, movement, puppetry, visual arts, and theatre. Emphasis on inspiration, meaning-making, arts relevancy, and the creative process in the context of lifelong learning and the development of critical skills. Ten hours of in-class arts practicum experience is incorporated into the course curriculum to provide students with opportunities to practice integrating the arts into a variety of childhood settings. Not open to students who have earned credit for CD 2540. Falls and Springs.

**CD4000 Leadership and Advocacy for Children 5 credits**

Examines the knowledge, skills, and dispositions necessary for working effectively with school-aged children in a variety of educational environments. Explores the creation and facilitation of high quality programming for school-aged children and the roles of lead-

ers/advocates in these settings. Site specific student work in the field complements classroom learning experiences. Falls. *Prerequisite(s)*: CD 3300.

**CD4100 Contemporary Issues in Childhood Studies 3 credits**

Examines selected issues of childhood in contemporary America from an interdisciplinary perspective. Children's voice and agency are examined in psychological, sociological, political and philosophical contexts. Special attention is given to issues of parenting, child care, education and child welfare currently regarded as controversial. Intended as a capstone experience for Childhood Studies majors and available as an elective for others. Springs. *Prerequisite(s)*: CD 3000.

**CD4230 Childhood Studies Internship 3–12 credits**

The Childhood Studies Internship is a supervised experience in an approved setting that provides services for school-aged children outside of a school classroom. Such settings could include recreational, therapeutic, educational and human service programs that align with students' career goals and interests. In the Internship, students apply knowledge and skills learned in coursework and engage in self-assessment, the design of a learning contract, reflection and assessment by their supervisor. Planning for the Internship should begin early in the student's program; enrollment for internships must be completed during the first 2 weeks of the semester. With permission.

**CD4235 Childhood Studies Seminar 1 credit**

Taken concurrently with CD 4230 as a capstone experience in the Childhood Studies major. Students participate in on-campus seminars and web-based discussions. Preparation and presentation of a professional (electronic) portfolio is the culminating experience. Springs. *Corequisite(s)*: CD 4230.

## CH – Chemistry

**CH1050 Laboratory Safety 1 credit**

Principles of safety in chemistry, biology and physics lab field settings. Procedures of accident prevention, chemical storage and treatment of fires and spills. Designed for science majors and particularly science teachers. Open only to science and education majors. Falls and Springs.

**CHDI1760 Chemistry in Society 3 credits**

An introductory chemistry course for non-science majors. Explores chemical principles in the context of real-world issues with an emphasis on environmental topics. Falls. *Corequisite(s)*: CHDI 1770. (SIDI)

**CHDI1770 Chemistry in Society Laboratory 1 credit**

Supplements CH 1760 by reinforcing concepts and using problem-solving skills in a laboratory setting. Includes use of modern instrumentation for environmental analysis. Falls. *Corequisite(s)*: CHDI 1760. (SIDI)

**CH2000 Introduction to General Chemistry 2 credits**

Presents the fundamental principles and theories of chemistry, focusing on the basic skills needed to be successful in CH 2335. A companion course to be taken concurrently with CH 2335 and intended for students with limited or no experience in chemistry.

Presents basic chemical and general scientific concepts, including the metric system, the periodic table, balanced chemical equations, stoichiometry, and the mole. Falls. *Corequisite(s)*: CH 2335.

**CH2250 Techniques in Laboratory Chemistry 2 credits**

Develops the technical skills which insure the ability to carry out accurate and precise laboratory experiments, particularly those involving analysis. Some of the skills included are mass and volume measurements, solution preparation, titration, potentiometry, buffer preparation colorimetry and statistical data treatment. Additional course fee required. Springs. *Prerequisite(s)*: CH 1050 (may be concurrent) and (CH 2330 or CH 2335).

**CH2335 General Chemistry I 4 credits**

Fundamental principles and theories of chemistry including intermolecular forces, atomic and molecular structure, chemical reactions and thermochemistry. The laboratory component includes basic laboratory techniques and complements and reinforces classroom concepts. Not open to students who have earned credit for (CH 2130 and CH 2230) or CH 2330. Additional course fee required. Falls. *Prerequisite(s)*: Level 2 or 3 on the Mathematics Placement Assessment, or a minimum grade of C in MA 1800. *Corequisite(s)*: CH 2000 if student does not meet the prerequisite. (QRCO)

**CH2340 General Chemistry II 4 credits**

Fundamental principles and theories of chemistry including equilibrium, thermodynamics, electrochemistry, and kinetics. The laboratory component introduces basic laboratory techniques and complements and reinforces classroom concepts. Not open to students who have earned credit for CH 2140 and CH 2240. Additional course fee required. Springs. *Prerequisite(s)*: CH 2330 or CH 2335.

**CH3020 Biochemistry I 4 credits**

The major chemical compounds present in living things and the chemical reactions they undergo. Considers dynamic aspects of biochemistry as well as material features. May be taken as BI 3020. Additional course fee required. Falls. *Prerequisite(s)*: CH 3310 or CH 3370.

**CH3340 Quantitative Analysis 4 credits**

Study of the design, methods and theories of exact quantitative analyses. Particular emphasis on equilibria in solutions. Laboratories in volumetric, gravimetric and colorimetric techniques. *Prerequisite(s)*: (CH 2130 and CH 2140) or (CH 2330 and CH 2340) or (CH 2335 and CH 2340).

**CH3370 Organic Chemistry I 4 credits**

Bonding principles, structure and nomenclature, synthesis and reactions of alkanes, alkenes, alkynes, alcohols, ethers and alkyl halides along with appropriate mechanism and stereochemistry, and spectroscopic methods. The laboratory component includes the preparation, purification, and identification of organic compounds, in most cases using microscale techniques. Both standard and instrumental methods are used. Not open to students who have earned credit for CH 3310 and CH 3330. Additional course fee required. Falls. *Prerequisite(s)*: (CH 2130 and CH 2140) or (CH 2330 and CH 2340) or (CH 2335 and CH 2340).

**CH3380 Organic Chemistry II 4 credits**

Continuation of CH 3370. Nomenclature, reactions and synthesis of conjugated dienes, aromatics, organometallics, phenols,

aldehydes and ketones, carboxylic acids and derivatives, and amines. Mechanisms include electrophilic aromatic substitution and nucleophilic addition. The laboratory component involves synthesis, reactions and spectroscopic identification of compounds studied in the course. Not open to students who have earned credit for CH 3320 and CH 3350. Additional course fee required. Springs. *Prerequisite(s)*: CH 3310 or CH 3370.

**CH3400 Instrumental Analysis 4 credits**

Modern chemical analysis in large part involves the use of instruments. Students gain insight into the theory and operation of such instruments. An understanding of the operating parameters which must be controlled in order to make results meaningful and the types of analyses to which each instrument can be applied, including environmental and biochemical systems is emphasized. Additional course fee required. Fall of odd years. *Prerequisite(s)*: CH 2250 and (CH 3310 or CH 3370). (TECO)

**CH3450 Physical Chemistry: Thermodynamics and Kinetics 4 credits**

The field of physical chemistry and the behavior of matter interpreted by an understanding of physicochemical principles. Topics include properties of gases and solutions, thermodynamics, equilibria, and kinetics. Additional course fee required. Fall of even years. *Prerequisite(s)*: [(CH 2130 and CH 2140) or (CH 2330 and CH 2340) or (CH 2335 and CH 2340)] and [(MA 2490 and MA 2500) or (MA 2550 and MA 2560) may be concurrent].

**CH3460 Physical Chemistry: Quantum Mechanics and Spectroscopy 4 credits**

Theory and applications of quantum mechanics to atomic and molecular structure, bonding, and spectroscopy. Introduction to statistical mechanics. Additional course fee required. Spring of odd years. *Prerequisite(s)*: [(CH 2130 and CH 2140) or (CH 2330 and CH 2340) or (CH 2335 and CH 2340)] and [(MA 2490 and MA 2500) or (MA 2550 and MA 2560)]. (WRCO)

**CH3500 Inorganic Chemistry 4 credits**

Descriptive chemistry of the inorganic elements supported by the theories needed to understand it. Particular attention is given to bonding, acid-base theories, oxidation-reduction and coordination chemistry. Laboratory presents classical methods in inorganic synthesis and characterization. Additional course fee required. Spring of even years. *Prerequisite(s)*: CH 2140 or CH 2340.

**CH3600 Environmental Chemistry 4 credits**

Studies the chemistry of air and water. Particular emphasis placed on the pollution problem and its solution. Topics include the ozone depletion problem, the greenhouse effect, acid rain, sewage and waste disposal, chlorinated chemicals and metals in the environment. Additional course fee required. Springs. *Prerequisite(s)*: (CH 2130 and CH 2140) or (CH 2330 and CH 2340) or (CH 2335 and CH 2340); Junior status. (INCO)

**CH4025 Biochemistry II 4 credits**

A continuation of the study of the molecular basis of biological processes. Topics include photosynthesis, glycogen and fatty acid metabolism and protein turnover, and biosynthesis including nucleic acid and protein synthesis. Additional course fee required. Spring of even years. *Prerequisite(s)*: BI 3020 or CH 3020 or equivalent.

**CH4150 Air Quality 3 credits**

See MT 4150 for course description. Spring of odd years. *Prerequisite(s)*: (CH 2140 or CH 2340), MT 2110, and (MA 2490 or MA 2550); Junior status. (INCO)

**CH4190 Introduction to Research 2 credits**

Develops plans for the research project to be conducted in the Senior Research course. Students are guided through the process of literature search using library and Internet resources. Critical evaluation of project ideas is addressed in a seminar format. A detailed research plan is required as a final assignment. May be taken as BI 4190. Springs.

**CH4330 Science in Secondary School 3 credits**

See BI 4330 for course description. Does not satisfy a 3000/4000 level Chemistry elective. Falls.

**CH4530 Senior Research 4 credits**

An introduction to the literature and laboratory research techniques of chemistry. The second semester involves carrying out the laboratory work and a formal report begun in CH 4190. Additional course fee required. Falls.

**CH4600 Internship 1–4 credits**

Students engage in a work program to apply, in a practical manner, knowledge gained in major or minor coursework, under the supervision of a faculty sponsor, the Department Chair and a supervising agency. Students must obtain a faculty sponsor and submit a detailed written proposal prior to undertaking the internship. Students must also submit a written report to their faculty sponsor when the internship is completed. Final approval of the internship comes from the Department Chair. With permission.

**CH4910 Independent Study 1–4 credits**

Ordinarily for Chemistry majors. Studies undertaken are defined by the students concerned, subject to approval of appropriate staff members. Work may involve reading, conferences, historical, experimental or theoretical projects, field investigations, statistical surveys or combinations of the foregoing. Consent required of the instructor who will supervise the independent study and the Department Chair.

## CJ – Criminal Justice

**CJ1010 The Criminal Justice System 3 credits**

A survey of the structure and roles of the institutions that influence society's approach to dealing with social deviance. Beginning with a historical perspective, the development of institutions and processes emerge into what we recognize as today's law, courts and correctional institutions for both adults and juveniles. Falls and Springs.

**CJDI1020 The Individual and the Law 3 credits**

Examines questions central to the modern legal system: Does the law exist to protect the individual from the group or to protect the group from the individual? To what extent does the legal system serve to protect the rights of individuals or to limit them in order to promote the common good of society? Students are provided with an introduction to the structure and organization of the formal legal system in the United States with an emphasis on the various social, political and economic forces that have shaped it. Special attention is

paid to the relationship between law and the legal process and race, class and ideology. Topics may include privacy/surveillance, quality of life policing, incarceration and the social construction of constitutional rights. Falls and Springs. (SSDI)

**CJ2020 Criminal Investigation 3 credits**

Introduction to criminal investigation in the field from the time of the initial response to preparing reports and preparation for testimony; management of the crime scene, methods of interview and interrogation of witnesses and suspects, the use of informant and the techniques of surveillance are explored as they may vary depending upon the crime being investigated; emphasis on the special techniques of investigation for specific crimes. Springs. *Prerequisite(s)*: CJ 1010.

**CJ2040 Criminal Adjudication 3 credits**

An understanding of criminal law and the processes through which it is applied. A critical understanding of the interface between law enforcement and the courts, both adult and juvenile. Students research, then draft documents, reports and memoranda, then utilize their research in mock interactions from pre-arrest through prosecution, sentencing and parole consideration. Falls and Springs. *Prerequisite(s)*: CJ 1010.

**CJ2070 Corrections 3 credits**

A comprehensive overview of the field of corrections, with special emphasis on community-based corrections as alternatives to institutionalization. Beginning with the history and evolving philosophy of corrections, seeks to develop an understanding of the role of the various institutions that are in place, an examination of how these institutions are changing to meet public expectations, the needs of offenders and legal and political pressures. Falls and Springs. *Prerequisite(s)*: CJ 1010.

**CJ2350 Statistics for Criminal Justice 3 credits**

See MA 2350 for course description. Not open to students who have earned credit for MA 2300. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth. (QRCO)

**CJ2400 White Collar Crime 3 credits**

See SO 2400 for course description. Springs.

**CJ3010 Forensic Science 3 credits**

A presentation of the techniques, skills and limitations of the modern crime laboratory. Discussion of the recognition, collection, preservation and analysis of physical evidence. Emphasis on the nature of physical evidence and the limitations that technology and present knowledge impose on characterization. Attention is paid to the meaning and role of probability in interpreting the significance of scientific evidence. Extensive use of cases enlightens the discussions. Springs.

**CJ3030 Forensic Science Laboratory 1 credit**

Laboratory experiments designed to give students an appreciation of the details necessary for obtaining, maintaining and analyzing criminal evidence. Additional course fee required. Springs. *Corequisite(s)*: CJ 3010.

**CJ3040 Race, Class, Crime, and Justice 3 credits**

A critical examination of the intersection of race, class, crime and the administration of justice in the United States. Critically examines the influence of race and class on criminal participation and criminal justice processing. Surveys historical and contemporary issues associated with the intersection of race, class, crime, and justice from a socio-legal perspective. Specifically studies how ideas, laws, patterns, and practices related to race, class, crime, and criminal justice are associated with—and change along with—prevailing societal conditions. Falls. *Prerequisite(s)*: CJ 1010 or PS 2010 or SO 2220 or SO 2380 or SW 2200.

**CJ3050 The Law Enforcement Environment 3 credits**

A view of the management of the law enforcement effort. An examination of the structure and management of policing organizations and the resulting behavior of the people who work within those organizations. Included are ethics, human resource management, labor relations, performance evaluation and the impact of external institutions on organizational stability. Falls and Springs. *Prerequisite(s)*: CJ 1010.

**CJ3080 Juvenile Delinquency 3 credits**

An examination of theories explaining juvenile delinquency, of the history of the juvenile justice system and of contemporary societal responses to delinquency. May be taken as SO 3080. Fall of even years. *Prerequisite(s)*: CJ 1010 or SO 2220.

**CJ3090 Criminology 3 credits**

A scientific study of crime and its control, including indexes, rates and theories of crime and delinquency, courts, prison and parole. May be taken as SO 3090. Falls and Springs. *Prerequisite(s)*: AN 2210 or SO 2220.

**CJ3150 Society, Ethics, and the Law 3 credits**

Examines the concepts of morality and law and their relationship, especially the ethical underpinnings of justice and the law. Seeks to understand the nature of ethics as it bears on social problems and the law, including problems of gender and diversity. Students gain familiarity with philosophical analysis and theories of ethics, and are encouraged to view society and the law philosophically. May be taken as PY 3150. Not open to students who earned credit for CJ/PY 2100. Falls and Springs. *Prerequisite(s)*: Junior status. (DICO)(INCO)

**CJ3250 Management and Planning in Criminal Justice 3 credits**

An examination of the principles of organizations and management which may be applied to criminal justice agencies. Topics include leadership, motivation, performance evaluation, administrative planning, resource allocation, program budgeting, and planned organizational change. Examines agency interaction with the external environment. Spring of odd years. *Prerequisite(s)*: CJ 1010.

**CJ3300 Criminal Law in Literature 3 credits**

Literature provides a realistic context for the examination of the criminal and the law. With a focus on real lives, people and situations, critical thinking skills are utilized to discuss, dissect and analyze the impact of law on individuals and society. A multi-dimensional approach of intellectual, social and ethical concepts is used to explore underlying concepts, analyze assumptions and biases and be challenged to think from multiple perspectives. Fall of even years.



**CJ3400 Homeland Security 3 credits**

An examination of counter terrorism and homeland security efforts critical to the mission of criminal justice agencies in the post 9-11 world. Attention is paid to vulnerability assessments and prevention efforts as well as the response, mitigation, and management of critical incidents, including terrorism and natural disasters. Special attention is paid to civil rights issues. Falls.

**CJ3500 Women and Crime 3 credits**

Examines the nature and extent of women's and girl's crimes, including: theories of female criminality, processing of female offenders through the criminal justice system and the response of police and court officials to women as victims of crime. Emphasizes organizational, operational and personal issues which confront women as professionals employed in criminal justice agencies. Spring of even years. *Prerequisite(s)*: CJ 1010.

**CJ3710 Topics in Criminal Justice 3 credits**

Examines specialized topic areas in criminal justice which are not covered in significant depth in regularly scheduled course offerings. May be repeated with a different topic for no more than 9 credits. *Prerequisite(s)*: CJ 1010.

**CJ4400 Research Methods in Criminal Justice 3 credits**

An examination of problem formulation, measurement, research ethics, methodological approaches and data analysis strategies demonstrated through critical analysis of classic and contemporary criminal justice studies. As future practitioners, Criminal Justice majors are seen as both informed consumers of criminal justice research and potential producers of criminal justice data. Contributes to a foundation of problem solving techniques, critical thinking and scholarly writing within the disciplines of criminal justice. Falls and Springs. *Prerequisite(s)*: CJ 1010, (CJ 2350 or MA 2300 or MA 2350) and (CJ 3090 or SO 3090).

**CJ4580 Internship in Criminal Justice 1–15 credits**

An opportunity to learn while gaining relevant work experience in a host organization. The primary objective is to expand the student's depth of understanding by integrating acquired principles within the context of an operating organization. Students observe and participate in activities to gain experience and an understanding of the role of the institution and its contribution to the overall criminal justice effort. The experience contributes to personal and professional development and an enhancement of self-confidence and maturity. The internship is a supervised assignment with planned objectives and a prescribed number of working hours for which academic credit is earned. Internships are arranged to meet the specific goals of the student and are reserved for the student who has demonstrated self-discipline, motivation and academic success. Open to Juniors and Seniors who have completed the appropriate courses to justify the position. May be repeated up to a maximum of 15 credits. Arranged. *Prerequisite(s)*: (Junior or Senior status) and permission of the faculty supervisor.

**CJ4800 Criminal Justice Seminar 3 credits**

A capstone experience in seminar format that focuses on the major contemporary issues that currently impact the criminal justice field locally, nationally and internationally. The instructor provides an array of institutional operational issues and policies for analysis and response. The development of policy and the implementation

of change are the primary focus within the criminal justice system. Falls and Springs. *Prerequisite(s)*: CJ 1010, CJ 2040, CJ 3050, CJ 4400, (CJ 2070 or CJ 4050) and (CJ 3090 or SO 3090). (WRCO)

**CJ4910 Independent Study 1–3 credits**

An opportunity to work with a professor in a focused research project related to an issue of criminal justice. The work may be a field study, a study of the literature or both. Generally students explore an area of interest offered in a course to a greater depth or expand their knowledge to an area not covered in a catalog course. The goal of the work is usually a publishable contribution to the literature that will be submitted to a regional or national criminal justice academic or professional group. Open to Juniors and Seniors who have completed the appropriate courses to justify the position. May be repeated for a total of no more than 6 credits. Consent required of the instructor who will supervise the independent study and the Department Chair.

**CM – Communication and Media Studies****CMD1100 Creating Games 3 credits**

Much has been written about the possibility that games could become the defining objects of popular culture in the new century. Course participants use games as a medium through which they can express their creativity. They study the principles of game design so they can use them to critique existing games as well as to guide the design of new games. Topics include the structure of compelling games, the role of games in society, meaningful play in games, games as simulations, games as narratives, and the culture of gaming. Creating, play testing, critiquing, and revising games of all kinds are primary activities. Springs. (CTDI)

**CMD1200 Web Expressions 3 credits**

See CSDI 1200 for course description. Not open to students who have earned credit for CSDI 1200. Falls and Springs. (CTDI)

**CM2000 Studies in Communication and Media 4 credits**

Required of all Communication Studies majors, ideally in their first semester as a major. Acquaints students with fundamental concepts in communication and media studies such as various communication and media theories, types of communication and media research, and how to apply these theories and research methods as a communication and media studies scholar. Falls and Springs. *Prerequisite(s)*: Communication Studies majors only. (TECO)

**CMD12010 Outlaws, Delinquents, and Other "Deviants" in Film and Society 3 credits**

Social expectations generally inform and regulate our behaviors and beliefs. All too often, and for varying reasons, numerous individuals in our society fail to conform to these expectations and they are accordingly labeled as being "deviant." Analyzes various social constructions of "deviants" – outlaws and delinquents among them – as they exist both in cinematic offerings and society. Falls and Springs. (SSDI)

**CMD12020 Sex and Cinema in the 20th Century (and Beyond) 3 credits**

Explores the evolution and social construction of sex, gender and sexual orientation in narrative cinema during the 20th century (and beyond). Falls and Springs. (PPDI)

**CM12100 The Digital Imagination 3 credits**

The way we communicate is changing in response to our use of rapidly changing digital technology. Students explore how images can be used to express ideas by introducing fundamental concepts of image composition and design. Students learn how images embody meaning and how to use powerful image and animation creation/editing tools to effectively express their ideas. Students explore the use of color, line, shape, texture, light, and principles for two-dimensional design. They use techniques that enhance creativity as they develop images and animations that effectively communicate a variety of messages. Includes a significant hands-on element in which students use state-of-the-art image editing and animation-creation software to develop their assignments and projects. Falls and Springs. (CTDI)

**CM12200 The Science of Animation Programming 4 credits**

Introduces participants to animation programming using state-of-the-art animation tools. Students learn animation programming by experimenting with programs, formulating hypotheses about how to create animation effects and testing their hypotheses. Includes a significant hands-on component in which the instructor is available to assist students with laboratory assignments. Students learn about the math and physics of motion, friction, momentum, and the interaction of objects in motion. Falls and Springs. (SIDI)

**CM2400 Public Speaking 3 credits**

The fundamentals of public speaking. Practical course that increases skills in both formal and everyday speech situations. Springs.

**CM2500 Basic Argumentation and Debate 3 credits**

An introduction to the principles of debate and the forms of argumentation it employs. Includes the procedures of formal debate, the researching of debate topics, the types and tests of evidence, the questions of presumption and the burden of proof, analysis of issues, refutation and rebuttal. Falls.

**CM2510 Debate Team 1.5 credits**

A directed activity involving participation with the University Debate Team. Actual debate experience on and off campus. Usually taken in the same semester with CM 2500, but may be a separate activity. May be repeated for up to 6 credits. Offered for credit at student's request. *Prerequisite(s)*: permission of the instructor.

**CM2770 Introduction to Media and Cultural Studies 3 credits**

Explores the nature, development and effects of various media in relation to cultural-studies scholarship. Provides an overview of mass communication history and theory, with emphasis on the role of influential media forms in 20th century American culture and beyond. Falls and Springs. (TECO)

**CM2910 Human Communication and Conflict 3 credits**

Examines conflict and leadership in personal and professional settings with a focus on the role communication plays in creating, negotiating, and transforming conflict situations. Students explore the role of communication competence and professional civility in interpersonal and small group environments to develop skills in mediating conflict into constructive opportunities in personal, professional, and social settings. Falls and Springs.

**CM3000 Rhetoric and Semiotics 3 credits**

How do we learn to make sense of the signs and symbols that we encounter daily? Rhetoric, the study of how human beings make meaning and semiotics, the study of symbols and sign systems, help us understand how we make meaning. Examines rhetoric and semiotics from an historical, cross-disciplinary perspective through major theorists and applications to lived experience. Springs.

*Prerequisite(s)*: CM 2000 and Junior status. (INCO)

**CM3090 Technical Communication 3 credits**

Advanced Study in Writing. Focuses on technical communication for business, science, social science, government and the professions. Topics include designing communication for specific audiences; writing proposals, reports and instructions; exploring the ways technology is used as both a medium and a subject of technical communication; exploring various forms and media of professional writing. Important for people interested in professional writing. Falls and Springs. *Prerequisite(s)*: EN 1200. (TECO)(WRCO)

**CM3100 Communicating Through Animation 3 credits**

Explores a variety of digital animation techniques including stop-motion animation and basic 2D computer-generated animation. Students learn basic visual communication concepts and are challenged to create animations that effectively employ visual communication principles. Includes a significant hands-on element in which students use state-of-the-art image editing and animation-creation software to develop their assignments and projects. Falls.

**CM3480 Global Perspectives in the Media 3 credits**

US media offerings are among the most controversial and most criticized in the world. Students examine some of the causes of these criticisms and alternate media approaches that exist. Because traditional US media offerings are so readily accessible and prevalent, audience members frequently accept their messages with little critical insight. Their perspectives of global and local cultural issues, therefore, remain relatively static. Course participants compare and contrast conventional US media presentations and practices with alternate approaches, both American and global, that challenge traditional thinking. They learn that among the responsibilities of living in a global community are seeking various sources of information and appreciating the similarities and differences that exist within the global community. Falls and Springs. *Prerequisite(s)*: CM 2770 or CM 2910. (GACO)

**CM3500 Media Effects 3 credits**

Explores the effects of mass media exposure on individuals, groups and societies, as investigated through classic and contemporary research endeavors in the social-scientific tradition. Falls and Springs. *Prerequisite(s)*: CM 2770.

**CM3510 Communication, Media, and Wellness 3 credits**

Contemporary scholars suggest we have entered a second media age that has transformed how human beings live their lives and use their minds. With the sophistication of mass media and technological advancements infiltrating our everyday existence, human beings are experiencing a technological super-saturation of their interiority. Examines leisure from historical, philosophical, phenomenological, and cultural perspectives. A distinction between leisure and recreation is central to understanding the value of leisure in our everyday lives. Illuminates the connection between the mind and

body, the theory and practice of leisure, and the contribution that leisure makes to our human lives. Leisure cultivates life experiences that promote individual potential, inner transformation, and one's ability to participate in community. Emphasizes leisure as a communicative mode of wellness for a lifetime. Falls. *Prerequisite(s)*: CM 2000. (WECO)

**CM3640 Communication Theory 3 credits**

Reading, discussion and application of current theories of communication in this writing-intensive course. Falls and Springs. *Prerequisite(s)*: CM 2770 or CM 2910. (WRCO)

**CM3650 Communication Research Methods 3 credits**

Introduces course participants to qualitative research methods, quantitative research methods and statistical procedures that are used regularly by communication studies scholars. Designed to enable students to design, implement and analyze their own methodologically sound research studies and to effectively critique the completed research studies of others. No prior research-design or statistical expertise is required. Falls and Springs. *Prerequisite(s)*: CM 2000. (QRCO)

**CM3670 Journalism 3 credits**

Focuses on the skills, principles, and challenges associated with print and online journalism. Introduces students to journalistic ethics, basic newspaper style for news and feature writing, interviewing and research techniques and copy editing conventions. Important for people interested in professional writing. Falls. *Prerequisite(s)*: EN 1200. (TECO)(WRCO)

**CM3700 Media as Popular Culture 3 credits**

Examines the phenomenon of film as a powerful form of popular culture in a variety of substantive domains. Falls. *Prerequisite(s)*: CM 2000.

**CM3710 Film and Identity Politics 3 credits**

Explores the representation and social construction of non-dominant, co-cultural identities of various groups as communicated in narrative cinematic offerings. Through theoretical readings and weekly film screenings, course participants investigate the complex relationships between narrative film form/style and identity politics (past and present), as well as the ideological and social ramifications of those relationships. Springs. *Prerequisite(s)*: CM 2000. (DICO)

**CM3750 Film and Video Production Techniques 4 credits**

Provides a hands-on introduction to the various pre-production, production and post-production processes and techniques used in the creation of intriguing film and video projects. In a supportive workshop environment, participants receive training in concept generation, storyboarding and basic script form, and they gain practical experience in producing, directing, lighting, shooting and editing actual video field productions of narrative, documentary and/or experimental forms. Fall of even years. *Prerequisite(s)*: CM 2000 or CM 2770.

**CM3760 Advanced Digital Video Production 4 credits**

Provides advanced training in digital video production with an emphasis on effective screenwriting approaches and narrative storytelling techniques. Spring of odd years. *Prerequisite(s)*: CM 3750 or permission of the instructor.

**CM3770 Advanced Video Art Production 4 credits**

Provides advanced training in digital video production with an emphasis on avant-garde and experimental approaches and representational strategies pertaining to independent videography, including innovative uses of lighting, sound and images and communicating complex messages through shape, structure, repetition, rhythm and tempo. Spring of even years. *Prerequisite(s)*: CM 3750 or permission of the instructor.

**CM3800 Analyzing Television 3 credits**

Explores various approaches to analyzing television programs from the 1950s to the present, incorporating insights from several academic disciplines and perspectives (including history, literature, political science, sociology, cultural studies, film and media studies and gender studies). Springs. *Prerequisite(s)*: CM 2770 and (Junior or Senior status). (INCO)

**CM3810 Analyzing Film 3 credits**

Explores the historical development and effects of film. Examines the development of narrative genre and film reception across cultures. Assesses theories that attempt to explain film's impact on diverse individuals, groups, and cultures. Falls. *Prerequisite(s)*: CM 2770. (DICO)

**CM3870 Introduction to Game Design and Development 3 credits**

Provides students with the theory and skills needed to begin to design and develop digital games. The focus is on using game-development tools to engage in the design-and-development process. Includes a significant hands-on component. Fall of odd years.

**CM3910 Topics in Media Studies 3 credits**

Explores specialized topics pertaining to film studies, television studies, print media and emerging technologies that are not covered regularly in other Communication and Media Studies courses. These topics are investigated primarily from the critical, cultural and/or social-scientific perspectives. Topics vary by semester and instructor. May be repeated for credit with a different topic. *Prerequisite(s)*: CM 2770 or CM 2910.

**CM3925 Topics in Screenwriting and Video Production 3 credits**

Explores specialized topics pertaining to screenwriting and video production that are not covered regularly in other course offerings of the Department of Communication and Media Studies. Topics vary by semester and instructor. May be repeated for credit with a different topic. *Prerequisite(s)*: CM 3750 or permission of the instructor.

**CM3950 Internship 3 credits**

Students engage in a work program to apply, in a practical manner, knowledge gained from their academic coursework at a site related to their major and option. To participate in an internship, students must apply to the Communication and Media Studies Department Chair. Once placed at a site, students will have both an on-campus supervisor and an immediate work supervisor. Students must register for CM 3950 prior to beginning their internship. No retroactive credit will be granted for internships that have already been completed. May be repeated for a maximum of 6 credits. With permission. *Prerequisite(s)*: CM 2770 and CM 2910.

**CM4090 Advanced Technical Communication 3 credits**

Advanced Study in Writing. Students apply the theories and techniques learned in Technical Communication to complete a collaborative project for a real-world client. Themes vary from year to year but may focus on online Help, multimedia instructional design, in-depth analyses or grant proposals. Recommended for those interested in professional writing careers. *Prerequisite(s)*: CM 3090 and permission of the instructor.

**CM4870 Advanced Game Design and Development 3 credits**

Focuses on the fundamental issues pertaining to game design, with regard to both board games and video games. Explores what a game is, how games work and the kinds of designs one must make in order to create an interesting game. Examines the different genres of games and the special design considerations that are specific to each genre. A major portion is devoted to the design and development of a multi-player digital game. *Prerequisite(s)*: CM 3870.

**CM4900 Senior Seminar 3 credits**

Provides students with the opportunity to reflect upon their major coursework in order to connect theory and application in preparation for their entry into the workforce. Focuses on applying ethical frameworks, including deontology and utilitarianism, to a variety of case studies related to interpersonal, group and organizational communication, and to personal and professional consumption and production of media. Falls and Springs. *Prerequisite*: CM 3650 (may be corequisite); Communication Studies majors only; taken in the last semester.

**CM4910 Independent Study 1–3 credits**

Offers students the opportunity to gain an in-depth understanding of a topic in communication and/or media studies that is not covered extensively in other courses. Working with guidance from a faculty member with relevant expertise, students select a specialized topic for exploration and prepare an in-depth research paper or project pertaining to that topic. Periodic conferences with the supervising instructor are expected. Consent required of the instructor who will supervise the independent study and the Department Chair.

**CN – Chinese****CN1010 Fundamentals of Chinese I 4 credits**

Open to students with no more than 1 year of high school Chinese, or with no previous study of Chinese. Closed to students with any college-level study of Chinese. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Falls. *Corequisite(s)*: CN 1900. (GACO)

**CN1020 Fundamentals of Chinese II 4 credits**

Continuation of CN 1010. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Springs. *Prerequisite(s)*: CN 1010. *Corequisite(s)*: CN 1905.

**CN1030 Fundamentals of Chinese III 3 credits**

Continuation of CN 1010 and 1020. Focuses on the development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Falls. *Prerequisite(s)*: CN 1020.

**CN1040 Fundamentals of Chinese IV 3 credits**

Continuation of CN 1010, 1020, and 1030. Focuses on the development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Springs. *Prerequisite(s)*: CN 1030.

**CN1900 Fundamentals of Chinese I Lab 0 credit**

This self-directed language lab (Hyde 221) accompanies CN 1010. Students have the opportunity to review course material and complete assignments. Falls. *Corequisite(s)*: CN 1010.

**CN1905 Fundamentals of Chinese II Lab 0 credit**

This self-directed language lab (Hyde 221) accompanies CN 1020. Students have the opportunity to review course material and complete assignments. Springs. *Corequisite(s)*: CN 1020.

**CO – Counselor Education****COD12050 Helping Skills in Society 3 credits**

Familiarizes students with the constructs of a helping relationship within a diverse society. Provides opportunities to practice various helping techniques and processes that form the foundation of altruism and service across cultures. Students identify necessary attributes of an effective helper and engage in exercises designed to increase self-awareness and further expand upon basic helping skills. Discusses and encourages strategies for self-care. Falls and Springs. (SSDI)

**COD12060 Interpersonal Conflict Resolution 3 credits**

Familiarizes students with the nature of interpersonal conflict as it exists in dyads and among groups. Students learn to identify conflict styles in themselves and others and how culture, beliefs, attitudes, and behaviors impact conflict and conflict resolution. Students practice communication skills that aid in resolving conflict. Springs. (SSDI)

**CS – Computer Science****CS1100 Introduction to Computers 3 credits**

Covers the basic concepts comprising the current definition of computer literacy. In addition to addressing problem solving using spreadsheets, word processing and presentation software, students learn to create web pages, and discuss a variety of social and ethical issues, such as privacy and intellectual property rights. Students also learn about how computers and the Internet work by exploring various hardware, software and networking topics. Falls and Springs. (TECO)

**CS1170 Computing Technology in Criminal Justice 3 credits**

Explores problem-solving with computers from a criminal justice perspective. Students learn fundamentals of how computers store and process information, as well as basic concepts behind communication networks. Emphasizes the ethical use of computers. Students develop awareness of how their privacy may be compromised through computer use. Students explore how computers are used to perpetrate crime, and used by criminal justice organizations to prevent crime. Students are introduced to computer forensics and other techniques to investigate potential criminal acts. A variety of criminal justice databases are discussed and students learn how to

create databases and find and analyze criminal justice data. Falls and Springs. (TECO)

**CSD11200 Web Expressions 3 credits**

The World Wide Web has allowed everyday people to have a global voice. Students learn to harness the power of the web to express themselves to the world. Covers the creation of images, sounds, animation, text, hypertext, video and weblogs, as well as how to be a savvy web user. Not open to students who have earned credit for CMDI 1200. Falls and Springs. (CTDI)

**CSD11300 Digital Media Creation 3 credits**

Draws upon students' creative ability in creating and manipulating digital media through the use of programming. After discussing some of the basic elements in representing various media forms such as text, image, sound and movie, within computer, covers various simple but general programming skills and explains how to apply them to manipulate these digital media forms. Three hours of lectures and/or labs each week. Falls and Springs. (CTDI)

**CSD11400 Computers: Past, Present, and Future 3 credits**

Reviews the history of the modern computer system, its origin, development, current status, and future. Focuses on the computer's transformation from an adding machine in its infancy to an engine of the current information age. Discusses some of the core ingredients and historical aspects such as the people and places that precipitated change, social and political pressures, problems and solutions, hardware and software, etc. Falls. (PPDI)

**CSD11500 Computers: Fact, Fiction, Fantasy, and Film 3 credits**

Offers a broad non-technical introduction to the presumably mysterious and strange world of computing from different perspectives. Students view computers and computing through social, antisocial, historic, prehistoric, scientific, linguistic, biographical, biological, musical, philosophical, and fictional lenses. Presents selected clips from movie, TV, and music libraries. No programming is involved. Three hours of lectures each week. Falls and Springs. (SSDI)

**CS2010 Computing Fundamentals 3 credits**

To explore some topical applications and technologies such as robotics, artificial intelligence and networking, first examines some of the fundamental aspects of computing including: how a computing machine stores, manipulates and transforms numbers, words, images and sounds, changing them from mere data into useful information; strategies for solving computational problems (algorithmic thinking); expressing computational solutions in various computer languages from assembly through icon-driven graphical languages (4GLs); historical, social and theoretical issues. Includes a weekly hands-on lab through which students experience a variety of computing environments. Two hours of lecture and 2 hours of lab each week. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth State University. (TECO)

**CS2080 Visual Basic 3 credits**

A presentation of the Visual Basic Application Development Environment. Visual Basic allows students to concentrate upon the overall screen and function design, leaving procedural details to the computer. Two lecture hours and 2 hours of computer lab. Falls. *Prerequisite(s)*: CS 2370.

**CS2220 Computer Hardware 3 credits**

Focuses on the organization and structure of the major hardware components of computing systems. Expands upon the digital logic and notions of internal data representation begun in CS 2010, and then develops more depth in topics such as CPU structures and control, memory systems, I/O systems and the mechanics of information transfer. The nature of computing and the role of operating systems are examined from the hardware context. Two hours of lecture and 2 hours of lab each week. Springs. *Prerequisite(s)*: CS 2370.

**CS2370 Programming in Java 4 credits**

Introduces students to computer programming with the object-oriented approach. As a first course in computer programming, it covers the classic programming constructs of variables, loops, conditions, arithmetic calculations, functions, parameters and arrays. Object-oriented programming constructs and concepts are introduced such as object-oriented problem conceptualization, class definition, object instantiation, method definition and invocation, class inter-relationships and inheritance. A brief introduction to graphical user interfaces and event-driven programming is made. Three lecture hours and 2 hours of computer lab. Springs. *Prerequisite(s)*: CS 2010.

**CS2381 Data Structures and Intermediate Programming 4 credits**

A second programming course which reinforces the programming constructs learned in CS 2370 and covers more advanced programming techniques. Students learn about the client/server paradigm, how to create graphical user interfaces and event-driven program structure, and how to use basic data structures such as stacks, queues, lists, and trees. Students write applications using basic networking and multithreading techniques. Three lecture hours and 2 hours of computer lab. Falls. *Prerequisite(s)*: CS 2370.

**CS2400 Scientific Programming 3 credits**

Analysis of scientific and mathematical problems using a high level programming language. Intended for students of science or mathematics. Springs. *Prerequisite(s)*: MA 2140 or MA 2550 or MA 2560.

**CS2470 Systems Programming in C/C++ 2 credits**

Gives students who are already proficient programmers experience in systems-level programming in C/C++. In particular, students learn how to create C/C++ programs that interact with the hardware and other software on a machine. Springs. *Prerequisite(s)*: CS 2370.

**CS2990 Algorithm Development Under Time Constraints 1 credit**

Prepares students to develop and code algorithms under severe time constraints to prepare for the ACM Programming Contest. Falls. *Prerequisite(s)*: permission of the instructor.

**CS3020 Web Programming 3 credits**

Focuses on issues concerning the design, implementation and impact of user-friendly, interactive web pages and easy-to-navigate secure web sites. Covers a variety of web page and web site development technologies. Two lectures and 1 lab per week. Falls. *Prerequisite(s)*: CS 2370.

**CS3030 Advanced Web Programming 3 credits**

Builds off technologies introduced in CS 3020, goes into greater detail, and focuses on how to build large-scale web applications. Students leverage frameworks to build sites that work across brows-



ers and platforms. Students learn fundamental JavaScript concepts and use PHP test-driven development, regular expressions, and security techniques as best practices for engineering high performance web solutions. Springs. *Prerequisite(s)*: CS 3020.

**CS3221 Algorithm Analysis 4 credits**

Formal study of algorithms, including those for searching, sorting, and graph structure based ones. Addresses several algorithm design issues such as divide-and-conquer, greedy and dynamic programming. Defines, evaluates and analyzes the correctness, time, and space complexity of algorithms. Covers probabilistic, concurrent programming, and other topics such as P, NP, NP-Completeness and approximation algorithms. Springs. *Prerequisite(s)*: CS 2381 and MA 3200.

**CS3240 Data Communication and Computer Networks 3 credits**

Provides an introduction to the study of communications. Current methods and practices covered. Topics include data transmission, communication techniques, packet switching, routing, long-haul vs. local-area networks and performance considerations. Falls. *Prerequisite(s)*: CS 2370.

**CS3440 Multimedia 3 credits**

Use and development of multimedia-combining text, graphics, sound, still and video images and animation into a unified, seamless document. Examines the nature of the various media, the capture or creation, digitization and modification of each media type, the architecture and technology of multimedia systems, the principles behind effective multimedia presentations, analysis and design of GUI systems and multimedia development through the use of common software packages. Treats both fundamental concepts and current and emerging technologies. Attention is given to both CDROM and network based media delivery. Lecture and lab are combined as needed. Spring of even years. *Prerequisite(s)*: CS 2381.

**CS3500 Introduction to Artificial Intelligence 3 credits**

An introduction to the basic theory and major applications of artificial intelligence. Covers general issues of AI such as its development, social impact and philosophical implication. Emphasizes the fundamental issues of AI such as problems and state spaces, search strategies, logic reasoning and various knowledge representation techniques. Discusses AI application domains, such as learning, expert systems, planning and game playing. An AI programming language (Lisp or Prolog) is used throughout the course. Students are expected to use the language to solve AI related problems. Fall of odd years. *Prerequisite(s)*: CS 3221.

**CS3600 Database Management Systems 4 credits**

Covers the principles and practice of relational database design and analysis, including topics of entity-relationship modeling, functional dependencies, normalization, relational algebra and relational calculus, as well as their SQL correspondents. Other related issues are discussed such as other data base models, object-oriented database scheme, concurrent data access, recovery and security. One or more projects form a significant part of this course. Falls. *Prerequisite(s)*: CS 2370 and (MA 2200 or MA 3200).

**CS3700 Computer Graphics 3 credits**

Fundamental concepts of event-driven, interactive graphics using a modern API (such as OpenGL). Topics include: graphics systems, hardware and models, 2-D and 3-D rendering, events and interac-

tions, geometric objects and their transformations, viewing and projections, basic concepts of color and shading, hierarchical and object-oriented modeling, discrete/raster operations; and an introduction to visualization. Significant programming projects connect theory to practice. Taught in C/C++. Spring of even years. *Prerequisite(s)*: CS 3221 and (MA 2200 or MA 3120).

**CS3720 Systems Analysis and Design 3 credits**

The study of computerized information as a resource. The study of the systems development life cycle. Integrating computer technology, networks, systems analysis and design and organizational behavior in the building of large-scale applications or decision support systems. The use of CASE tools. The importance of service and testing of information systems. Springs. *Prerequisite(s)*: CS 3600, (CS 2381 or CS 3240), and Junior status.

**CS3780 Introduction to Computational Theory 3 credits**

Intended to provide a solid theoretical foundation for computer science students. A series of artificial machines such as finite state automata, push-down automata and Turing machines are defined and studied as formal models of computers. Studies their corresponding formal languages such as regular, context-free and unrestricted languages. Discusses related issues such as Church's Thesis, Halting problem and general incompatibility. Falls. *Prerequisite(s)*: CS 3221.

**CS3820 Human-Computer Interaction 3 credits**

Concerned with the design, evaluation and implementation of interactive computing systems for human use. It briefly surveys the most important conceptual models of human psychology applied to computer interactions, and stresses the importance of good interfaces and interface design to human-computer interaction. It treats topics such as interface quality and methods of evaluation, user-centered design and task analysis, dialogue tools and techniques, windowing, prototyping and user interface implementation, I/O devices and the use of color and sound. It trains the Computer Science student to apply the theories of HCI to the task of design by surveying the techniques available in the discipline and demonstrating where and when they are applicable via a combination of scientific-theory understanding, engineering modeling and the solution of design problems facing the user interface designer. Spring of odd years. *Prerequisite(s)*: CS 2381.

**CS4140 Software Engineering 3 credits**

Presents fundamental principles of software engineering. Emphasizes software design, implementation and maintenance. Techniques used in the major phases of the software life cycle such as rapid prototyping, object-oriented design and module testing, are discussed. Software teams complete a term project that includes system documentation, design and implementation. Falls. *Prerequisite(s)*: CS 2381 and CS 3720.

**CS4220 System Administration 3 credits**

Introduces students to Unix system administration. Each student participates in installing and configuring a Unix-like operating system. Topics include the Unix file system, user management, task management, Unix daemons, network management, performance analysis, security, policy and ethics. Students also learn to use a scripting language, various Unix commands and tools. Falls. *Prerequisite(s)*: CS 3720.

**CS4250 Computer Architecture 3 credits**

Fundamental concepts of computer design using a quantitative, performance-oriented approach. Topics include: measurement of performance instruction sets design; hardwired and micro-coded processor design; pipelining; memory hierarchy; I/O. Assembly language programming is studied through a series of short projects. Falls. *Prerequisite(s)*: CS 2220 and CS 2381.

**CS4310 Operating Systems 3 credits**

Covers the major concept areas of operating systems for both large and small computers and the interrelationship between the operating system and computer architecture. Topics include: history, tasking, process synchronization, scheduling, memory organization, device management, file systems, security issues, distributed and real-time systems. One or more projects form a significant part of this course. Springs. *Prerequisite(s)*: CS 2381 and CS 4250.

**CS4400 Computer Networks and Protocols 4 credits**

Focus is on providing a data stream for higher-level services to operate over. It is primarily concerned with the transport layer and below. TCP/IP is the predominant protocol studied. Others, such as Novell NetWare, are covered to provide comparative examples. Monitoring, diagnosis and administration of the infrastructure are studied. Lecture and laboratory. Springs. *Prerequisite(s)*: CS 2381 and CS 3240.

**CS4420 Computer Security 3 credits**

Provides an introduction to the theory and practice of computer security and information warfare. In particular, examines issues in physical security, network security, database security, intrusion detection, detection of Trojan horses, viruses, worms and coordinated network attacks, access control, cryptography, legal and ethical issues including privacy and copyright, as well as various computer security policy issues. Springs. *Prerequisite(s)*: CS 2381, CS 3240, and CS 3600.

**CS4500 Topics in Computer Science and Technology 3 credits**

Explores specialized topics pertaining to computer science and information technology that are not covered in other Computer Science and Technology courses. Topics vary by semester and instructor. May be repeated with a different topic for no more than 6 credits. Springs. *Prerequisite(s)*: variable, depending on topic selection; consult course instructor.

**CS4520 CyberEthics 3 credits**

Surveys the ethical issues involved in the use of information technology. Provides an introduction to a variety of ethical theories that can be used as guides for thinking about these issues. Emphasizes the use of case studies to practice the application of ethical frameworks to real problems facing today's society. Serves as part of the senior capstone experience. Falls. *Prerequisite(s)*: Junior status. (DICO) (INCO)(WRCO)

**CS4750 Senior Project 3 credits**

Available only to senior Computer Science and Information Technology majors. Working under faculty direction, students select a problem or task, analyze it and develop a solution. The problem/task selected must involve some aspect of computing. At the end of the semester, each student makes a formal, public presentation

in an appropriate format determined by the faculty. In addition, students meet weekly, as a group, to discuss a variety of topics related to investigation, research and development, the process of public presentation of results, and to present the other students with an overview and regular progress reports on their own project. By individual enrollment with the Chair's signature. With permission. Falls and Springs. *Prerequisite(s)*: all required 2000 and 3000 level courses.

**CS4910 Independent Study 1–3 credits**

Intensive individual work in a particular area of Computer Science not otherwise available through the curriculum. Topics to be chosen by the student in consultation with the instructor. Consent required of the instructor who will supervise the independent study and the Department Chair.

**CS4920 Computer Science Internship 1–6 credits**

Students leave the campus to work in a professional situation in the computing field with or without financial compensation. The employing agency provides a carefully-planned sequence of tasks intended to provide the student with a learning experience in the field of computing. Students have supervisors both in the Computer Science and Technology Department and in the employing agency who will jointly coordinate the student's work. Students must submit to the Department a written proposal prior to undertaking the internship and a final report upon its completion. May be repeated for up to 6 credits. *Prerequisite(s)*: final approval of the internship will come from the Department Chair; Computer Science or Information Technology major and completion of major courses appropriate to the position (to be determined by the supervising faculty member).

**DN – Dance****DN1230 Ballet I 1–2 credits**

Beginning ballet technique taught through barre and center floor exercises. Emphasis on proper positioning, alignment and basic ballet steps and combinations. May be repeated for no more than 2 enrollments or no more than 3 credits. Falls.

**DN1260 Modern Dance I 1–2 credits**

To develop an appreciation for creative movement, movement exploration and modern dance. To develop skills in modern dance. May be repeated for no more than 2 enrollments or no more than 3 credits. Falls.

**DN1280 Jazz Dance I 1–2 credits**

Beginning jazz technique taught through rhythmic isolation exercises, center floor stretches and jazz combinations. Emphasis on style, flexibility and learning a jazz routine. May be repeated for no more than 2 enrollments or no more than 3 credits. Falls.

**DN1650 Topics in Dance 1 credit**

Introduction to the study of various areas of dance. May be repeated with a different topic for no more than 2 credits.

**DN1740 Tap I 1–2 credits**

Introduction to the study of dance technique. May be repeated for no more than 2 enrollments or no more than 3 credits. Falls.

**DN12250 Hip-Hop Culture and Performance 3 credits**

Exploration of hip-hop through the “broad spectrum approach” of performance studies. Use of anthropology, ethnography, writing, data, and theatre and ritual studies support student inquiry. Students create and perform hip-hop through lyric writing, visual art, and breakdance. Falls and Springs. (CTDI)

**DN2260 Modern Dance II 1–2 credits**

The study of modern dance technique at the intermediate level. Emphasis is on alignment, strength, and body-mind connection. May be repeated for credit. Springs.

**DN2390 Topics in Dance 1 credit**

Introduction to the study of various areas of dance. May be repeated with a different topic for no more than 6 credits. *Prerequisite(s)*: permission of the instructor.

**DN2520 Tap II 1–2 credits**

The study of tap dance technique at the intermediate level. Emphasis is on rhythm, agility, and improvisation. May be repeated for credit. Springs. *Prerequisite(s)*: DN 1740.

**DN2670 Jazz Dance II 1–2 credits**

The study of jazz dance technique at the intermediate level. Emphasis is on body conditioning, jumps, turns, and artistry. May be repeated for credit. Falls and Springs.

**DN2710 Ballet II 1–2 credits**

The study of ballet dance technique at the intermediate level. Emphasis is on strength, alignment, ballet vocabulary, and artistry. May be repeated for credit. Springs. *Prerequisite(s)*: DN 1230.

**DN2720 Pointe I 1 credit**

Ballet Pointe technique for students with 1–2 years of training. Unscheduled. *Prerequisite(s)*: permission of the instructor.

**DN3010 Contemporary Dance Ensemble 1 credit**

Open to all students. The audition is for class placement only. The study of contemporary movement/dance techniques resulting in presentations of dance works by various choreographers, when available, in workshop and concert performances. May be repeated for credit. Falls and Springs.

**DN3020 History of Modern Dance and Technique 3 credits**

The study of modern dance history and dance technique. Modern dance history encompasses the 20th century, beginning with Isadora Duncan, continues with emphasis on Martha Graham and ends with contemporary artist Twyla Thorp. The modern dance technique demonstrates various contemporary styles with emphasis on the movement phrase. Fall of odd years. *Prerequisite(s)*: DN 1260 and DN 2260.

**DN3050 World Dance 3 credits**

Explores the movement styles of several dances from around the world from categories including Asian dance, African dance, Islamic dance and Western dance. In addition to studying the dances themselves, explores how each of these dances evolved within the cultures and societies they originated from, as well as how they exist within our present day cultures and societies. Through videos, critical/descriptive literature and photographs, explores the political,

social, religious and other influential elements that have dictated the outcome of these dances. All theoretical frameworks developed throughout this course are combined with dance. Fall of even years. (GACO)

**DN3100 Movement Concepts for Dance Education 3 credits**

Investigates and integrates both Rudolf Laban’s Movement Concepts (Body, Effort, Shape) and the Bartenieff Principles within the framework of dance education. Spring of even years.

**DN3200 Dance Styles for Musical Theatre 1 credit**

Studies the dance styles of musical theatre dance choreographers. Methods of inquiry include observation of movement and re-creation of choreography. Springs.

**DN3260 Topics in Dance 1–3 credits**

The study of various areas of dance on the intermediate to advanced level. May be repeated with a different topic for no more than 12 credits. *Prerequisite(s)*: permission of the instructor.

**DN3270 Advanced Modern Dance 1–3 credits**

The study of intermediate/advanced contemporary Modern Dance techniques and Movement Theories. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

**DN3320 Dance Composition 3 credits**

Intermediate to advanced composition, resulting in a final performance. Springs.

**DN3360 Advanced Ballet 1–3 credits**

Designed for the intermediate ballet student. Students entering this course should have a minimum of 3-4 years of training in Ballet. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

**DN3500 Dance Pedagogy I 3 credits**

An introduction to dance pedagogy. Exploration and understanding of the historical trends, theoretical concepts, principles and methods of pedagogy are addressed through lectures, readings, videos, discussion and interactive class application. Specific attention is given to the “problem-solving approach to learning” methodology established by the New Hampshire Curriculum Framework for the Arts for Dance K–12. Fall of odd years.

**DN4010 Dance Practicum 1–3 credits**

Practical application and an extension of methods and materials covered in previous teaching and performance courses. Experiences may include teaching, performing, choreographing and assisting technically in performance situations. May be repeated for no more than 6 credits. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

**DN4410 Dance Internship 3–12 credits**

The Dance Internship is an opportunity for students to gain meaningful work experience by applying the knowledge and skills learned in course work to on-the-job assignments in host organizations. Includes self-assessment, the design of a learning contract, reflection, synthesis and assessment. The internship is a supervised assignment for a prescribed number of working hours. Internships are established and supervised by the internship advisor. Repeatable for up to 12 credits. Enrollment for internships must be completed

during the first 2 weeks of the registration period. *Prerequisite(s)*: Junior status; must be taken before the semester immediately prior to graduation; departmental approval; minimum 2.50 cumulative GPA.

**DN4500 Dance Pedagogy II** **3 credits**

Further explores the material introduced in Pedagogy I by “hands-on” application of the knowledge and competencies learned. Increased attention is given to the process of developing lesson plans and their implementation in the classroom presentation. Supervised practicum experience working with dance students in a studio environment is a substantial portion of Pedagogy II as well as lectures, readings, videos, discussion and interactive class exercises. Requirements include an intermediate level of dance technique in at least 2 of the following: ballet, jazz, tap and modern, as well as a strong understanding of dance concepts and the completion of Pedagogy I. Spring of even years. *Prerequisite(s)*: DN 3500.

**DN4910 Independent Study** **1–3 credits**

Advanced work in specialized area of interest, selected and pursued in consultation with a dance faculty advisor. Consent required of the instructor who will supervise the independent study and the Department Chair.

## EC – Economics

**EC2000 Survey of Modern Economics** **3 credits**

Designed to survey the essential features of both modern macroeconomics and microeconomics. This course does not substitute for EC 2550 or EC 2560. Not open to Business majors. Not open to students who have earned credit for EC 2550 or EC 2560. Falls and Springs.

**EC2550 Macroeconomics** **3 credits**

Economics influences lives. As unemployment increases, one finds it hard to find a job. As the interest rate falls, one's monthly credit card payment may go down. What policies can governments implement to shape the economy for the better? Students learn how to track changes in the economy, and how the decisions of consumers, firms, and governments are affected. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth State University. (GACO)

**EC2560 Microeconomics** **3 credits**

An economic way of thinking helps decision makers. Consumers want the best deal for their money. Managers find prices and the quantities of products to produce. Problems, such as pollution, affect the economy; and governments aim to find remedies. Students learn to approach these and other decisions using an economic way of thinking. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth State University.

**EC3400 Economics for Educators** **3 credits**

Provides a foundation in economic theory and practice to prepare pre-service teachers for teaching economics (5-12). Students analyze organization of fundamental concepts and develop lesson plans for middle or high school classes. Organized around six Economics standards established by the NH Department of Education and related thematic national social studies standards (NCSS). Limited to Teacher Certification majors only. Fall of even years. *Prerequisite(s)*: permission of instructor.

**EC3480 Development of Economic Thought** **3 credits**

Traces the history of economic thought from the Scholastic Doctors through the Keynesian Revolution, highlighting such schools of thought as Mercantilism, Physiocracy, Classical Economics, Marxism, Marginalism, and Institutionalism. Spring of even years, according to demand. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC3510 Intermediate Macroeconomics** **3 credits**

Classical and Keynesian models of national income determination are presented as background to a study of contemporary theories of inflation, unemployment and economic growth. Also offers analyses of ongoing controversies concerning the effectiveness of governmental efforts to stabilize the economy: the Monetarists vs. the Fiscalists and the debate over rational expectations. Falls and Springs. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC3520 Intermediate Microeconomics** **3 credits**

Designed to provide students with a working knowledge of the determination of prices and outputs in a market economy. The fundamentals of marginal analysis as it applies to consumption, input, output and pricing decisions are analyzed under conditions of perfect competition, monopoly and monopolistic competition. Students also become acquainted with the concepts of general equilibrium, welfare economics and market failure. Falls and Springs. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC3580 Managerial Statistics** **3 credits**

Application of statistics and economic theory to aid in managerial planning and marketing. The fundamentals of probability, regression analysis and microeconomic theory are applied to the problems of demand estimation, costs, pricing strategies and forecasting. Emphasizes case studies and use of the business statistical software. Falls and Springs. *Prerequisite(s)*: (BU 2240 or MA 2300), EC 2550 and EC 2560.

**EC3600 Public Finance** **3 credits**

Designed to provide undergraduate students in economics, finance and political science with an understanding of the economic basis for government. Covers the rationale for government expenditures and taxation, including the criteria for government intervention, pricing analysis for government-provided goods, the theory of government expenditure and taxation, the administration of taxation programs and responses to taxation. Springs. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC4020 Labor Economics** **3 credits**

Designed to provide students with a working knowledge of the application of economic tools and concepts to the labor market. Topics include the fundamentals of labor market operations; the economic analysis of labor legislation; the impact of American unions on the firm's decision making as well as the national economy. Falls, according to demand. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC4090 Current Topics in Economics** **3 credits**

To allow students to cover special topics not normally covered in depth in other economics courses. Student may repeat this course when offered under a different topic title.

**EC4440 International Economics 3 credits**

Introduction to modes of business operation and the economic factors (comparative advantage, tariffs, balance of payments accounts, trade deficit, etc.) which affect international trade. Study of principles, practices and theory of how and why nations trade. Falls, according to demand. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC4460 Money and Banking 3 credits**

Money plays a vital role in the economy. Financial innovations by banks can affect the money supply and thus economic growth. Students learn the central bank's role in ensuring a stable money supply in the economy, how and why the money supply may change, how banks operate, and how consumers, firms, and foreign exchanges are affected. Falls and Springs. *Prerequisite(s)*: EC 2550 and EC 2560.

**EC4600 Economics Internship 3–12 credits**

The Economics Internship offers students an opportunity to utilize the theories and key themes covered in their courses in a real life setting. Internship students work with their intern advisor and employer to craft a set of learning objectives that incorporate reflection, on-site visitation and assessment measures. The internship is a supervised assignment for a prescribed number of working hours. Internships are established and monitored by the internship advisor. Completion of BU 3720 is highly recommended. Repeatable for up to 12 credits. Enrollment for internships must be completed during the first two weeks of the semester. With permission. *Prerequisite(s)*: Junior status; taken before the semester immediately prior to graduation; minimum 2.50 cumulative GPA.

**EC4610 International Finance and Economic Policy 3 credits**

The study of international finance (international monetary relations) covers financial policies, international loans, balance of payments accounting, exchange rates, reserve and payments currencies and international liquidity. Considers the impact on the US. Springs. *Prerequisite(s)*: BU 3210, EC 2550, and EC 2560.

**EC4910 Independent Study 1–3 credits**

Individual study and research affording opportunity for advanced work in a field of economics selected by the student. Consent required of the instructor who will supervise the independent study and the Department Chair.

**ED – Education****EDDI2100 Transformation Through the Arts 3 credits**

The arts are an essential component of daily life, impacting all cultures and societies with their transformational qualities. Students explore their creative process and enhance their imaginations and tolerance for ambiguity. Through a variety of art forms, students develop their confidence and ability to express themselves creatively and critically, as they investigate the power of visual art, music, theatre, and dance to transform their thinking and their lives. Falls and Springs. (CTDI)

**ED2200 Using Technology to Support Teaching and Learning 3 credits**

Addresses specific learning needs of children in grades K–12. Provides an introduction to the role of instructional and educational technology in the teaching and learning process. Students learn how

to integrate technology into instruction in an authentic, successful way. Students explore various web-based tools, digital storytelling, and web-based educational resources. Springs. (TECO)

**ED2550 Mentoring Adolescents 2 credits**

This seminar is designed to help University students develop the tutoring skills, communication skills and knowledge about adolescence necessary to mentor middle school students. The seminar meets twice a month for two hours each session. Each seminar session is a time for discussion, reflection and practicing new skills. Mentoring a middle school student involves, minimally, meeting with the student once a week at her/his school. May be repeated for a maximum of 8 credits. Falls and Springs.

**ED3050 Foundations of Teaching and Learning 3 credits**

An introduction to the teaching profession. Explores a variety of strategies and approaches for effective teaching. Topics include: diverse environments and student populations, lesson planning and reflection, state standards, learning styles, small group and whole class instruction, and assessment tools and strategies. Candidates become familiar with the roles and responsibilities of public school teachers as well as the environment of public schools. Candidates participate in a practicum in an assigned public school. Falls and Springs. *Prerequisite(s)*: CD 1000; Elementary Education major or full acceptance to the Teacher Certification Option. *Corequisite(s)*: ED 3051, ED 3052, ED 3055, and RL 3050.

**ED3051 Designing Positive Learning Communities 3 credits**

Designed to assist prospective educators in promoting prosocial behaviors in the school. Emphasis is placed upon strategies to promote cooperation and address conflict. Strategies for dealing with more severe behavior conflicts are also presented. Candidates participate in a practicum in an assigned public school. Falls and Springs. *Prerequisite(s)*: CD 1000; Elementary Education major or full acceptance to the Teacher Certification Option. *Corequisite(s)*: ED 3050, ED 3052, ED 3055, and RL 3050.

**ED3052 Assessing Children in Schools 3 credits**

Studies the methods and techniques of educational measurement as well as evaluation, construction and consideration of teacher-made assessments. Selective uses and interpretation of standardized tests. Modification of teaching plans and instructional approaches. Review of teaching strategies in relation to student assessment results. Falls and Springs. *Prerequisite(s)*: CD 2002 or CD 2310. *Corequisite(s)*: ED 3050, ED 3051, ED 3055, and RL 3050.

**ED3055 Foundations of Teaching Practicum 1 credit**

Concurrent with Cluster I, students complete approximately 12 weekly visits to a K–8 placement. Students are supervised by on-site mentors as well as Cluster I faculty. Students gain meaningful experience and relate course content to best practices in educational settings. Students are required to attend 3 professional development sessions and submit full lesson plans, reflections, and evaluations in order to pass. Pass/No Pass. Falls and Springs. *Prerequisite(s)*: admission to Cluster I. *Corequisite(s)*: ED 3050, ED 3051, ED 3052, and RL 3050.

**ED3060 Social Studies Curriculum and Instruction 3 credits**

Focuses on social studies curriculum and instruction with the goal of promoting critical thinking skills and a constructivist approach to teaching and learning. Social studies education incorporates 5



standard-based strands including knowledge of civics, geography, NH/US history, economics, and world history and contemporary issues. Candidates research instructional strategies and processes that incorporate a variety of resources, materials, and technologies. Not open to students who have earned credit for ED 3070. Falls and Springs. *Prerequisite(s)*: completion of Cluster I; Elementary Education major or full acceptance to the Teacher Certification Option. *Corequisite(s)*: ED 3080, ED 3090, MA 3070, RL 3070, and SE 3070.

**ED3080 Teaching in the Content Areas Practicum 1 credit**

Concurrent with Cluster II courses, students complete approximately 12 weekly visits in a K–8 placement. On-site mentors and Cluster II faculty supervise students. Students gain experience and relate course content to best practices in educational settings. Students are required to attend 3 on-campus professional development sessions and submit full lesson plans, reflections, and evaluations in order to pass. Pass/No Pass. Falls and Springs. *Prerequisite(s)*: completion of all program requirements for certification by the start of the Cluster II semester. *Corequisite(s)*: ED 3060, ED 3090, MA 3070, RL 3070, and SE 3070.

**ED3090 Science Curriculum and Instruction 3 credits**

Focuses on science curriculum and instruction with the goal of promoting critical thinking skills and a constructivist approach to teaching and learning. Emphasizes inquiry based science methods and science experiences. Science education incorporates 4 standards-based strands including knowledge and proficiency in earth/space science, physical science, life science, and science process skills. Candidates research instructional strategies and processes that incorporate a variety of resources, materials, and technologies. Not open to students who have earned credit for ED 3070. Falls and Springs. *Prerequisite(s)*: completion of Cluster I; Elementary Education major or full acceptance to the Teacher Certification Option. *Corequisite(s)*: ED 3060, ED 3080, MA 3070, RL 3070, and SE 3070.

**ED3350 Classroom Planning, Management, and Organization for Middle School and Secondary Educators 3 credits**

Focuses on ways to plan proactively in the secondary classroom setting. Topics include implementing appropriate classroom procedures, managing professional responsibilities and student academic work, using effective communication skills, organizing cooperative groups, and intervening to address problem behaviors. Candidates have the opportunity to demonstrate their ability to construct a unit plan related to their area of study, to assess student learning effectively, and to demonstrate their understanding of the role that technology plays in their classroom. To be taken by secondary education majors in the semester before they student teach. Falls and Springs. *Prerequisite(s)*: middle school and secondary education majors. (TECO)

**ED4230 Education Practicum: (Topic) 1–12 credits**

A supervised practicum experience in 1 of several cooperating institutions or agencies in New Hampshire. The purpose is to gain meaningful work experience through applying knowledge learned in previous course work to the on-the-job situation. Commitment includes a negotiated number of hours per week and participation in seminars. Supervision is done by the institution or agency concerned and by the University faculty. Students anticipating more

than 3 hours of credit should confer early in the program with the Department Chair to free up sufficient blocks of time in their program. Offered on demand. *Prerequisite(s)*: permission of the advisor and the Department Chair.

**ED4300 Elementary Internship in Teaching 12 credits**

Designed for Childhood Studies/Teacher Certification and Elementary Education majors seeking teacher certification. It is a continuous, full-time (5 days per week) experience of 12 credits during which candidates gradually assume responsibility for a full range of teaching activities encountered in a school situation. This provides an opportunity for demonstrating the appropriate professional skills, attitudes, and dispositions essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Several required seminars complement the experience. Pass/No Pass for Childhood Studies/Teacher Certification students following the 2008–09, 2009–10, 2010–11, 2011–12, and 2012–13 Catalogs and for Elementary Education majors following the 2012–2013 Catalog. Falls and Springs. *Prerequisite(s)*: minimum GPA of 3.00. *Corequisite(s)*: ED 4500.

**ED4400 Elementary Internship in Teaching 12 credits**

Designed as the culminating field-based experience for Elementary Education majors leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 12 credits during which candidates gradually assume responsibility for a full range of teaching activities encountered in a school situation. This provides an opportunity for demonstrating the appropriate professional skills, attitudes, and dispositions essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Several required seminars complement the experience. Letter graded for students following the 2013–14 and subsequent Catalogs. Falls and Springs. *Prerequisite(s)*: minimum GPA of 3.00. *Corequisite(s)*: ED 4500.

**ED4420 Secondary Internship in Teaching 8–15 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 8–15 credits during which, after a period of structured observation, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum 2.50 cumulative GPA; minimum 2.70 cumulative GPA for English/Teacher Certification students; completion of all other program requirements for certification by the beginning of the Internships semester; permission of the Coordinator of Internships.

**ED4500 Elementary Education Teaching Seminar 1 credit**

Taken concurrently with either Elementary Internship in Teaching (ED 4300 or ED 4400) or Childhood Studies Internship (CD 4230) as a capstone experience in the Elementary Education major. Students participate in both on campus seminars and web-based discussions. Preparation and presentation of a professional (electronic) portfolio is the culminating experience. Falls and Springs. *Corequisite(s)*: CD 4230 or ED 4300 or ED 4400.

**ED4800 Practicum in Integrated Arts 3 credits**

A supervised practicum experience in 1 of several cooperating schools and organizations committed to offering the highest quality arts experiences for children. Students have the opportunity to apply their knowledge of arts integration to a pre-approved arts project involving children in grades K–8. Commitment includes bi-monthly conferencing with the instructor, as well as a total of 120 hours spent working directly on the project. Supervision is done by the pre-approved schools or organizations involved and the University faculty. With permission. *Prerequisite(s)*: CD 2540 or CD 3400.

**ED4910 Independent Study 1–4 credits**

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. Chance for an in-depth study of a problem in the field of education. Consent required of instructor who will supervise the independent study and the Department Chair.

**EN – English****EN1200 Composition 3 credits**

Composition is an introduction to the occasions and standards of college writing. Students develop writing abilities through the study and practice of writing processes. Students explore flexible strategies for inventing, generating, drafting, reading, editing, sharing, and presenting their work. The study of ideas, evidence, organization, style, and convention is essential. Coursework stresses the importance of reading and writing for inquiry, learning, thinking, and communication. Students write for varied situations, in a variety of genres, and in response to personal experience, reading, research, argument, and demand. Students examine both the rhetorical and visual impact of the texts they produce. By the end of this course, students are better prepared for the writing they will do in college and beyond. Falls and Springs.

**END1300 Murder, Mayhem, and Madness: Reflections of the Self and Society in Literature 3 credits**

Introduces students to fiction, poetry, and drama that offer opportunities to examine the relationship of self to society. What does it mean to be sane or insane, normal or abnormal? What behaviors affect others in destructive ways and how does society deal with those who seem to be different from the norm? Springs. (SSDI)

**END1330 Arthurian Legends: Representations of Leadership, Romance, National Identity, and Spiritual Quest 3 credits**

A study of the numerous stories generated about King Arthur, Queen Guinevere and their legendary court, examining why retellings of these works are still relevant today. Examines how and why various versions of these stories originated in different cultures at different times. Earlier cultural contexts of Europe and the Middle East, in terms of religion, national identity and construction of gender are addressed as are modern contexts that provide multiple interpretations of these materials. Springs. (PPDI)

**END1350 Twice-Told Tales 3 credits**

Close reading and analysis of the way stories or themes are repeated and changed as societies evolve. Students explore chronologies of selected themes – such as views of death, love and hate, and rebellion – examining early and modern versions and placing them in

a variety of cultural, historical and technological contexts. Course content may vary depending on instructor. Falls and Springs. (PPDI)

**END1401 Writing and the Creative Process 3 credits**

What does it mean to be creative? Where does inspiration come from? How do writers and artists think? Students seek out sources of inspiration, write creatively and often, share their work and develop habits and practices which can make imaginative writing and other creative enterprises a lasting and meaningful part of their lives. Falls and Springs. (CTDI)

**END1450 The Outsider 3 credits**

Humans are both social and individual. For centuries, literature has highlighted, debated and critiqued the relationship between the individual and society, the impact the individual has on society and that which society has on the development of individual identity, behavior and the formation of beliefs. Cultures differ in the relative value they give to the individual and to the group; literature allows us to look at that value in terms of our roles as individuals and as (non) conformers to social expectations. Through examples taken from writing and film, analyzes the self and society through a selection of topics which include gender, sexuality, race, class, wealth, behavior and socialization. Falls. (SSDI)

**END1550 Wilderness Literature 3 credits**

Students work to redefine the concepts of “wilderness” and to explore the relationship of the individual to the “wild.” Is “wilderness” always a geographic space, or can it also be psychological, social, or political? Is it always totally removed from society, or does it need society in order to exist? Texts may focus on classic nature writing, but other topics may include the wilds of human perception, pop culture chaos, adolescent angst, cultural identity and other vexed internal and external landscapes. Challenges preconceptions of what constitutes the “wilderness.” As students investigate the individual’s relationship to both society and seclusion, they consider how the “self” is produced and revised by its encounters with the wild. Springs. (SSDI)

**END1600 Let’s Hear It For Sports – or Not! 3 credits**

Are sports good for us? This course allows students the opportunity to examine, through various literary genres, the role of sports in their lives as well as the lives of others and to debate the merits and drawbacks of organized as well as individual sports in our lives and our society. Falls. (SSDI)

**EN2010 Exploring Grammar 3 credits**

Students explore grammar as science. Students discover grammar not only as a set of identifiable structures (syntax), but also as usage, through process and in theory. Students become conscious of the choices they make as speakers, as writers, as listeners, and as readers. Students approach language as scientists might with objective methods and precision. Springs. *Prerequisite(s)*: EN 1200.

**END1200 The Art of Film 3 credits**

Studies film as a creative art—parallel to poetry or painting or music, analyzing the means by which good filmmakers move audiences to feel, to think, to experience certain aspects of life. Become familiar with film art; stress the humanistic qualities of the film experience and how it can connect to our own “real life” personal experiences. Falls. (CTDI)

**EN2250 Identity and Difference in American Literature 3 credits**

Introductory Course. Close reading and analysis of significant American texts, authors' genres and/or periods with a critical emphasis on relevant concepts such as ideology, canonicity, identity politics, difference, assimilation and cultural appropriation. Students explore how such categories as race, gender, ethnicity, social class, region, religion, nationality, sexual orientation and/or ability have been constructed and performed through literature. Course content varies depending on instructor. Springs. (DICO)

**END12320 Settling the American West: Women and Men on the Overland Trail 3 credits**

An examination, through readings in fiction, nonfiction and poetry and through film, of the diverse roles and experiences of women and men who traveled the overland trails and settled in the frontier lands of the American West. Students study the impact of this migration on the indigenous peoples of the west and learn to connect this time period and experience with their own family histories and origins. Springs. (PPDI)

**EN2350 Decades in Literature 3 credits**

Introductory course. History and social contexts often have important impacts on literature and art in a particular period, but it is often only after the fact that we see how literature can be defined by an age. Provides an in-depth study of 1 decade in literature. Depending on the instructor and the section, students may study the murder, jazz and mayhem of the Roaring '20s in America or the money-obsessed post-imperial culture of the Big '80s in England. Through an analysis of history, politics, art and music along with the literature of the period, students gain a better understanding of the ways culture does (or does not) influence art. May be taken a second time with a different decade. Fall of odd years.

**EN2410 Shakespeare's (St)age 3 credits**

Introductory course. How did Shakespeare and his contemporaries craft, advertise, and perform their plays? How did Queen Elizabeth, Puritans, and finances affect drama? Studies select plays and sonnets by William Shakespeare and his contemporaries as well as modern adaptations of these works. Falls.

**EN2450 Prize Winners 3 credits**

Introductory course. What is a classic? Some great thinkers think the answer depends on longevity. For instance, 18th century British poet Alexander Pope wrote: "who lasts a century can have no flaw/I hold that Wit a Classic, good in law." But how do we decide what makes a 'classic' within the last century? What criteria are used to define 'greatness'? And who makes these decisions? Explores the advent of artistic prizes and their role in canon making in the 20th and 21st centuries. Focuses on prizes such as the Nobel Prize, the Pulitzer Prize, the National Book Award, the O'Henry Prize, the Pushcart Prize, the Tony Awards, the Academy Awards, the Booker Prize, etc., or the works of 1 prize winner to explore questions of canonicity, aesthetics, authority and the politics and culture of 'prize-worthiness.' Fall of even years.

**EN2500 Studies in English 3 credits**

Required of all English majors. Acquaints students with fundamental concepts such as text, genre, author, period, nation/place and reader/critic as they apply to underlying philosophy and material practice in the discipline of English. Falls and Springs. (WRCO)

**EN2560 Introduction to English Teaching 3 credits**

Provides broad exposure to the realities of English teaching in the secondary/middle school, theoretical orientations to English teaching, the school, the adolescent, the teacher and their relationship. Observation/participation in schools required. Springs.

**EN2610 Introduction to Film 3 credits**

Introductory Course. Focuses on significant films, some short, some full-length. Designed to develop greater understanding and appreciation of film as an art form. Spring of even years.

**EN2700 Creative Writing 3 credits**

Students study and practice introductory-level craft and technique associated with the major genres of imaginative writing: poetry and prose fiction. Other genres, such as nonfiction prose and drama, may also be covered. Students read in the genres and practice various specific elements of writerly craft through drafting, revision, reflection, and discussion. Falls and Springs. *Prerequisite(s)*: EN 1200 (may be concurrent).

**EN3030 Practicum in Publication 3 credits**

Advanced Study in Writing. Practical application of the theories and techniques studied in Journalism and/or Creative Writing. Students work on campus-based publications such as *The Clock* and *Centripetal* at tasks ranging from writing and reporting to copy-editing and layout. May be repeated for up to 6 credits when students work in a different role or at a different publication. Pass/No Pass. Springs. *Prerequisite(s)*: EN 2700 or CM 3090 or CM 3670 or EN 3670.

**EN3100 Fiction Workshop 3 credits**

Advanced Study in Writing. Focuses on the process of imaginative writing. Instruction is guided by the students' individual interests, strengths and needs. While the principal, traditional forms of fictional narrative writing are explored, including the sketch, the short story, novella and novel, students are encouraged to discover and reflect their voice in the form most suitable. Experimentation is encouraged in both conventional and divergent narrative modes. Springs. *Prerequisite(s)*: EN 2700.

**EN3120 Advanced Composition 3 credits**

Advanced Study in Writing. Focuses on the development of clarity, force and fluency, especially in the writing of expository, critical and argumentative prose. Falls and Springs. *Prerequisite(s)*: EN 1200.

**EN3130 Non-Fiction Workshop 3 credits**

Advanced Study in Writing. Focuses on the analysis and writing of nonfiction. Topics may vary from semester to semester. Falls. *Prerequisite(s)*: EN 1200.

**EN3140 Poetry Workshop 3 credits**

Advanced Study in Writing. Focuses on the analysis and writing of poetry. Falls. *Prerequisite(s)*: EN 2700.

**EN3270 Gothic Fiction 3 credits**

Advanced Study in Literature and Film. Focuses on Gothic Fiction from the 18th C. to the present. Emphasis on the techniques and themes used to evoke the realm of the irrational and the nightmarish terrors that lie beneath the orderly surface of the civilized mind. Fall of even years.

**EN3295 Postcolonial Literature 3 credits**

Advanced Study in Literature and Film. Focuses on representative works by some of the major writers from modern postcolonial countries, including those located in Africa, India, South and Central America and the South Pacific. Fall of even years. (GACO)

**EN3300 The Craft of Screenwriting: Reading and Writing Screenplays 3 credits**

Advanced Study in Literature and Film. Advanced Study in Writing. Students read and analyze a number of critically acclaimed screenplays, watch the filmed versions of those screenplays and then begin writing their own, focusing primarily on a few specific types of scenes. The second half of the class will essentially be run as a workshop, with student scenes being read and critiqued by class members. Fall of even years.

**EN3320 Literature into Film 3 credits**

Advanced Study in Literature and Film. Students read novels, short stories, plays, and other literary genres and view filmed adaptations based on those texts. Students focus their analysis on varying styles and degrees of "adaptation" or "translation," aesthetics, and the interplay of film technique and literary genre technique. Course assignments and activities take into account film and literary theory as well as other theories of print and media culture. Spring of odd years.

**EN3352 Lost Generation[s]: Voices of American Counterculture Movements 3 credits**

Advanced Study in Literature and Film. Explores the voices of 4 major waves of lost generation writers: those of the original Lost Generation of the 1920s; those of the Beat Generation of the 1950s; those of the Hippie/Woodstock generation of the 1960s; and those of the (Punk Rock) "Blank Generation" of the late 1970s-early 1980s. Attempts to uncover thematic similarities among the works. Explores the styles and tones of the writers and artists involved. Ends by seeking out our newest potential voices of further "lost generations."

**EN3450 Women Writers 3 credits**

Advanced Study in Literature and Film. Focuses on writing by women. Authors vary for each offering. Spring of odd years.

**EN3510 Currents in Global Literature 3 credits**

Focuses on global literature. Centers on a particular theme of the instructor's choosing and investigates how this theme interacts with the historical events and literary trends. Falls and Springs. (GACO)

**EN3590 The Filmmaker's Vision: An Introduction to Film Analysis 3 credits**

Advanced Study in Literature and Film. Studies film as an art - parallel to poetry or painting or music. Analyzes the means by which good filmmakers move audiences to feel, to think, to experience certain aspects of life and becomes familiar with film art (particularly the roles played in that art by the director, the editor and the cinematographer). Stresses the humanistic qualities of the film experience and how it can connect to our own "real life" personal experiences. Fall of odd years.

**EN3611 Currents in British Literature I 3 credits**

Focuses on early British literature to 1789. Centers on a particular theme of the instructor's choosing and investigates how this theme

interacts with the historical events and literary trends of the period. Falls. Prerequisite(s): Junior status. (INCO)

**EN3620 Currents in British Literature II 3 credits**

Focuses on British literature from 1789 through the mid-20th century. Centers on a particular theme of the instructor's choosing and investigates how this theme interacts with the historical events and literary trends of the period. Springs.

**EN3680 Scriptwriting 3 credits**

Advanced Study in Writing. Focuses on analysis and writing of dramatic scripts; primarily of theatrical plays, but also with brief coverage of radio plays and screen plays. Springs. Prerequisite(s): EN 1200.

**EN3690 Critical Theory 3 credits**

In Studies in English students explored basic questions about texts, genre, authorship and the role of the reader in literary analysis. Critical Theory seeks to build on that general introduction and to acquaint students with specific modern and contemporary schools of literary theory including: Formalism, Reader Response, Psychoanalysis, Structuralism, Semiotics, Marxism, Poststructuralism, Feminism, Queer Theory, Postcolonial Theory and New Historicism. More importantly, students begin to develop their own theoretical approach, informed by what they learn from reading important literary theorists. Falls and Springs. Prerequisite(s): EN 2500.

**EN3710 Currents in American Literature I 3 credits**

Focuses on North American literature from the period of early exploration and colonization through the Civil War, roughly 1600 through 1865. Centers on a particular theme of the instructor's choosing and investigates how this theme interacts with the historical events and literary trends of the period. Falls. (DICO)

**EN3720 Currents in American Literature II 3 credits**

Focuses on North American literature from the period of the ending of the Civil War through the present day, roughly 1865 through the present. Centers on a particular theme of the instructor's choosing and investigates how this theme interacts with the historical events and literary trends of the period. Springs. (DICO)

**EN3750 Topics in Literature and Film 3 credits**

Advanced Study in Literature and Film. Considers topics not covered in other literature courses. May be repeated with different topic.

**EN3760 Topics in Writing 3 credits**

Advanced Study in Writing. Topics not covered in detail in other writing courses, such as flash fiction, writing about the outdoors and science writing. May be repeated for credit with a different topic. Spring of odd years.

**EN4015 The Medieval Cult of the Saints 3 credits**

Advanced Study in Literature and Film. In medieval Europe, saints embodied the threshold between heaven and earth, life and death, and spiritual and physical realms. Examines medieval Christian concepts of death, martyrdom, and sanctity to understand the social, cultural, and political significance of devotional practices. Studies the genre of saints' lives (hagiography) as well as iconography, relic devotion, pilgrimage, church architecture, shrines, stained glass, liturgy, and miracle stories. Explores the development of the cult of the

saints, the relationship between the believer and the saint, aesthetic and didactic elements of saints' lives, the differentiation of miracles from witchcraft, and the impact of saints' lives on later genres. May be taken as HI 4015. *Prerequisite(s)*: Junior status. (INCO)(WRCO)

**EN4030 Advanced Poetry Workshop 3 credits**

Advanced Study in Writing. A final in-depth course in a Writing Option student's program, designed to improve students' creative and critical faculties through the writing and intensive critiquing of original poetry. Spring of even years. *Prerequisite(s)*: EN 3140.

**EN4050 The "Real" World 3 credits**

Advanced Study in Literature and Film. Explores the nature of "reality" as it is represented in various forms of recent American texts, such as novels, memoirs, films, planned residential communities, visual art, video games and online worlds, and television shows. Read theory from a variety of disciplines to help construct an integrated approach to the idea of "the real." Topics include: American Literary Realism, modern and postmodern landscapes, geometry and dimensionality, the simulacrum, authenticity and nostalgia, dissociative identity disorders, reality TV, virtual reality, and metafiction. Spring of even years. *Prerequisite(s)*: Junior status. (INCO)

**EN4130 Advanced Prose Workshop 3 credits**

Advanced Study in Writing. A final, in-depth course in a Writing Option student's program, designed to improve students' creative and critical faculties through the writing and intensive critiquing of original prose fiction and/or nonfiction. Fall of even years. *Prerequisite(s)*: EN 3100 or EN 3130.

**EN4310 Teaching Writing in the Secondary School 3 credits**

Instructional methods and materials used in process and workshop based writing, communication and language at the secondary level. Observation and participation in public secondary schools required. Springs. *Prerequisite(s)*: EN 2560, Junior status, and acceptance into Teacher Certification Candidacy.

**EN4320 English Internship in Teaching Seminar 1 credit**

Accompanies English Internship in Teaching in grades 5-12 and focuses on theory in practice. Establishes a professional learning community for reflection, dialogue, and inquiry. Assists pre-service teachers in their transition into the profession. Falls and Springs. *Corequisite(s)*: EN 4420 or EN 4430.

**EN4430 English Internship in Teaching K-12 11-12 credits**

Capstone experience for English Teacher Certification majors, leading to teacher certification. It is a continuous full-time (5 days per week) experience during which students gradually assume full responsibility for teaching a full schedule of classes at the middle and/or high school levels in English/Language Arts. The Internship in Teaching is conducted in local schools under the supervision of a Mentor Teacher and a University Supervisor. Pass/No Pass for students following the 2008-09 and subsequent Catalogs. Falls and Springs. *Prerequisite(s)*: minimum grade of C in (EN 3500 or EN 3510), EN 4310, and EN 4550; minimum grade of C in 3 of (EN 3610 or EN 3611), EN 3620, EN 3710, or EN 3720; minimum 2.70 cumulative GPA; completion of all other program requirements for certification; permission of the Coordinator of Internships. *Corequisite(s)*: EN 4320.

**EN4550 Teaching Literature in the Secondary School 3 credits**

Instructional methods and materials used in teaching literature and reading at the secondary level. Introduction to adolescent literature and classroom-based research. Observation and participation in public secondary schools required. Falls. *Prerequisite(s)*: EN 2560, Junior status, and acceptance into Teacher Certification Candidacy.

**EN4600 Travels 3 credits**

Advanced Study in Literature and Film. Intensive study of travelers' tales which blend descriptive journalism, history, cultural criticism, autobiography/memoir, social observation and meditative or philosophical reflection into narratives driven by the need to understand and recapture the remembered experience and meaning of the journey. Students examine questions of individual and cultural identity, self and society, issues of powers and symbolic action, the interrelationships of art and place, of the past and the present and of the present upon the past; the problems of reliable observers, the reliability of narrative, the role of transforming movement through place and of social estrangement in the struggle for social order and human creativity. Not open to students who earned credit for Travel Literature. Fall of odd years. *Prerequisite(s)*: Junior status. (INCO)

**EN4800 Single Author 3 credits**

Advanced Study in Literature and Film. Focuses on a single author and his/her works with emphasis on the author's development, style and reputation. Repeatable with different author.

**EN4910 Independent Study 1-3 credits**

A unique opportunity for highly motivated students to propose and pursue a reading, research, and/or writing project in depth. Topics should not replicate existing courses. Students are responsible for determining an appropriate course of study and finding the faculty member best suited to assist and evaluate their work. Consent required of the supervising instructor. *Prerequisite(s)*: EN 2500, Junior or Senior status, permission of the Department Chair.

**EN4950 English Internship 1-12 credits**

Advanced Study in Writing or Advanced Study in Literature and Film. Offers a culminating experience for English majors and minors in their junior or senior year. Students work in professional settings related to the field under the supervision of the Director of Practica/Internships. Individual enrollment. Repeatable for up to 12 credits. Pass/No Pass. *Prerequisite(s)*: permission of the Director of Practica/Internships and the English Department Chair.

## EPL – Environmental Planning

**EPL2100 Community Planning 3 credits**

A survey of the philosophy, principles and processes of regional and community planning. Emphasis is on analysis of planning problems related to the natural and human-made environments at the national, state and local levels. Not open to students who have earned credit for GE 3110. Falls. *Prerequisite(s)*: sophomore status.

**EPL3100 Environmental Planning 3 credits**

Designed to promote the understanding and appropriate use of the natural environment. Students learn to utilize the tools and methodologies that can be used in a community to plan for the future while respecting the living landscape. Not open to students who have earned credit for GE 4401. Springs. *Prerequisite(s)*: EPL 2100.



**EPL3960 Internship 3–6 credits**

Students engage in an individualized work program at an agency that emphasizes some aspect of environmental planning. Minimum time required is 10 hours/week for 1 semester. Course may be repeated for a total of 6 credits. With permission. Falls and Springs. *Prerequisite(s)*: approval of the discipline's Internship Program Coordinator.

**EPL4150 Topics in Environmental Planning 3 credits**

Specialized topics in environmental planning that are not normally covered in depth in other environmental planning courses. May be repeated with a different topic.

**EPL4910 Independent Study 1–3 credits**

Students gain a background in issues in environmental planning through reading and research, supplementing previous coursework in the field. A research paper, periodic conferences and an oral examination may be required. May be repeated for a total of 6 credits. Consent required of the instructor who will supervise the independent study and the Department Chair.

**EPL4990 Advanced Planning 3 credits**

Students are actively involved in projects designed by professional planners and community officials, applying concepts and techniques from several other course requirements from the Environmental Planning program. Not open to students who have earned credit for GE 4990. Spring of even years. *Prerequisite(s)*: permission of the instructor.

**ER – Early Childhood Studies****ER2000 Introduction to the Early Childhood Profession 3 credits**

Acquaints students with the early childhood field and the roles and responsibilities of early childhood professionals in optimizing the development of diverse young children birth through 8 years of age. Explores career options in a broad range of settings. Examines ethical guidelines and core beliefs associated with early childhood education and care. Emphasis placed upon students identifying with and conducting themselves as members of the early childhood profession. Falls. (WRCO)

**ER2200 The Constructivist Approach in Early Care and Education 3 credits**

Introduces the constructivist approach to teaching and learning in early care and education programs from infancy through the primary grades. Reviews the theoretical bases of constructivism and explores its applications in curriculum, instruction, and guidance and discipline. Emphasis on supporting all children as they construct knowledge from experiences with materials and interactions with others, and how this knowledge is influenced by the classroom and cultural context. Requires 8 to 10 hours of observation/participation in an approved early childhood setting. Falls. *Prerequisite(s)*: ER 2300.

**ER2300 Young Children's Learning and Development in Context 3 credits**

Examines the characteristics and needs of young children from birth to 8 and the multiple interacting influences on their development and learning. Explores the interrelated domains of children's development - physical, cognitive, social, emotional, linguistic and

aesthetic - and how children learn. Reviews the child development knowledge base, research and theoretical perspectives. Focuses on the development of observational skills and strategies that inform teaching. Emphasizes the many influences on children's development and learning and how developmental knowledge is used to create learning environments that are healthy, respectful, supportive and challenging for all children. Requires 10 observation/participation hours in an approved early childhood setting. Falls and Springs.

**ER2800 Preschool and Kindergarten Curriculum and Instruction 6 credits**

Examines teaching strategies and curricular approaches for preschool and kindergarten children. Focuses on designing, implementing and evaluating constructivist learning experiences and on creating learning environments that are supportive and respectful of all children. Emphasis on incorporating appropriate and meaningful content from various disciplines. Requires practicum of 8 to 10 hours per week at the PSU Center for Young Children and Families. Falls and Springs. *Prerequisite(s)*: ER 2200 and RL 2500.

**ER3200 Assessment in Early Childhood 3 credits**

Examines a variety of assessment strategies and their uses in supporting learning and informing practice and decision-making. Emphasis on assessments that are responsible, ethical and appropriate for diverse children. Examines how quantitative data are used to inform early childhood practice. Promotes the importance of establishing assessment partnerships with families and other professionals. Requires 3 to 6 hours of field experience in early childhood settings. Springs. *Prerequisite(s)*: ER 2200. (QRCO)

**ER3300 Culturally Responsive Early Care and Education 3 credits**

Examines the influence of culture on child-rearing, teaching and learning and explores the dynamics of privilege and power. Prepares early childhood professionals to be culturally responsive caregivers and educators who set high expectations for all children and work effectively with families and within the community. Focuses in particular on supporting racially, ethnically and/or linguistically diverse children. Emphasizes the responsibilities of early childhood professionals to recognize, confront and change racism and other biases in themselves, early childhood settings and other social institutions. Springs. *Prerequisite(s)*: ER 2200. (DICO)(WRCO)

**ER3400 The Project Approach 6 credits**

Examines the underlying principles of the Project Approach to early childhood curriculum development. Engages students in designing, implementing, documenting and evaluating projects with preschool and kindergarten children and families. Requires practicum of 8 hours per week at the PSU Center for Young Children and Families. Falls and Springs. *Prerequisite(s)*: ER 2800.

**ER3700 Learning and Teaching in the Primary Grades 3 credits**

Examines the roles and responsibilities of K-3 teachers in promoting all children's learning and development. Focuses on how to create respectful, supportive, and challenging learning environments; establish partnerships with diverse families, school faculty, and communities; and utilize a wide repertoire of teaching strategies to support and assess children's learning. Emphasizes culturally relevant, critical, reflective and collaborative approaches. Requires approximately 20 hours in a primary grade classroom. Falls. *Prerequisite(s)*: ER 3300.

**ER4200 Senior Seminar: Perspectives on Early Childhood 3 credits**

Focuses on the ideas, individuals and events that have shaped the field of early childhood. Examines the philosophical, historical, cultural and political influences on the development of early care and education programs and the early childhood profession in the United States. Investigates the origins of contemporary issues impacting young children, families and early childhood professionals, including poverty, government support for early care and education, children's health and safety, trends in curriculum and teaching and the status of the early childhood profession. Falls and Springs. *Prerequisite(s)*: permission of the instructor and (Junior or Senior status). (INCO)

**ER4250 Inquiry, Integration, and Problem Solving in the Primary Grades 4 credits**

Emphasizes the design and implementation of integrated curriculum aligned to Common Core and district specific standards. Focuses on developmentally and culturally relevant science, technology, and social studies learning progressions. Explores how each discipline can serve as a basis for in-depth investigation and integrated study, emphasizing inquiry and formative assessment as means for constructing knowledge and promoting active investigation. Explores critical perspectives on the use of communication and problem solving technologies in education communities. Falls. *Prerequisite(s)*: ER 3700 and RL 3500. *Corequisite(s)*: ER 4290. (TECO)

**ER4290 Primary Grade (K–3) Practicum 6 credits**

Emphasizes gaining experience and expertise in co-planning and co-teaching culturally relevant curriculum aligned to Common Core and district specific standards, providing opportunities for family engagement, using appropriate assessments to inform instruction and curriculum, and engaging in self-reflective practice. Reinforces how research and theory support children's academic and social success in public schools. Requires 2.5 days per week practicum experience in one classroom in one of the Early Childhood Studies Professional Development District or Partnerships Schools. This is the first half of an intensive year-long apprenticeship. Students are required to arrange their own transportation to the practicum placement. Falls. *Prerequisite(s)*: ER 3700 and RL 3500. *Corequisite(s)*: ER 4250.

**ER4300 Leadership, Advocacy, and Policy in Early Childhood 3 credits**

Focuses on the development of the skills and qualities needed to be an effective leader in the early childhood profession. Emphasizes collaboration, communication, critical perspective-taking and the importance of informed advocacy and how technology serves as a tool for leaders and advocates. Examines the ways in which leaders and advocates can influence the development of public and private-sector policies affecting children, families and the early childhood profession. Falls. *Prerequisite(s)*: permission of the instructor. (TECO)

**ER4410 K–3 Internship in Teaching in an Inclusive Classroom 12 credits**

The culminating field experience leading to NH early childhood teacher certification Birth-Grade 3, this full-time (5 days per week) internship requires candidates to teach in an inclusive kindergarten, first, second, or third grade classroom in a public school

setting. With mentoring and supervision from a mentor educator and university supervisor, candidates are expected to function in a professional capacity by gradually assuming a full range of teacher responsibilities. They are to demonstrate competencies (i.e., knowledge, skills, and dispositions) learned and developed throughout their program of study. Candidates are placed in a school setting with diverse learners. They should be prepared to live near or drive to those settings during their internship semester. Pass/No Pass. Springs. *Prerequisite(s)*: minimum grade of C in ER 4250, ER 4290, and RL 3500; minimum 3.0 cumulative GPA; completion of program requirements for certification at the beginning of the internship semester; permission of the Coordinator of Elementary/Early Childhood Internships in the Office of Educator Preparation. *Corequisite(s)*: ER 4500.

**ER4500 K–3 Internship in Teaching Seminar 3 credits**

Focuses on methods of inquiry that provide a variety of self-assessment and problem solving strategies for reflecting on practice. Promotes collaborative learning to support teaching and learning in the primary grades. Establishes a professional learning community for engaging in reflection, dialogue, and inquiry. Assists early childhood interns in preparing for their transition into the profession. Springs. *Corequisite(s)*: ER 4410.

**ER4600 Special Topics in Early Childhood 3 credits**

Provides opportunities for upper-level Early Childhood majors to explore topics not covered in depth in other early childhood classes. Topics vary by semester and instructor. May be repeated for credit once with a different topic. Springs. *Prerequisite(s)*: Early Childhood Studies majors.

**ER4700 Early Childhood Practicum 3 credits**

Provides an opportunity for an intensive, field-based experience in an approved setting, with mentoring from an early childhood professional. Emphasis on applying acquired knowledge and skills, fulfilling professional responsibilities, and demonstrating ethical and professional behavior. Practicum of 6-8 hours per week in an approved setting, with semi-monthly on-campus seminars with college faculty. May be repeated for credit once in a different approved setting. Pass/No Pass. Falls. *Prerequisite*: permission of the instructor.

**ER4910 Independent Study 1–4 credits**

Enrichment of the background of students in early childhood studies through the pursuit of a special topic pertinent to their interests and abilities. Chance for an in-depth study of a problem or issue in the field of early childhood studies. Consent required of the instructor who will supervise the independent study and the Department Chair.

**ERSE – Early Childhood Special Education****ERSE2500 Supporting Young Children with Exceptional Learning Needs 3 credits**

Introduces the models, theories and philosophies that form the basis for special education practice and the special education laws and policies that affect young children, families and programs for children from birth through age 8. Emphasizes the rights and responsibilities of caregivers, teachers, young children, their parents and other professionals related to exceptional learning needs. Explores trends and issues in definition and identification

of children with exceptional learning needs, including those from culturally and linguistically diverse backgrounds, as well as issues related to assessment, eligibility and placement within a continuum of services. Springs. *Prerequisite(s)*: ER 2000 and ER 2300.

**ERSE3100 Early Intervention 3 credits**

Introduction to the philosophy, theories, and models that form the basis for early intervention systems and practice and the laws and policies that affect young children (birth to 3) with disabilities and their families. Emphasizes the family-centered approach, natural learning opportunities, community inclusion, and transdisciplinary team practice. Focuses on identification of very young children with disabilities and those at risk for disabilities, eligibility evaluation, developmental assessments, family involvement, and options for supports and services. Falls. *Prerequisite(s)*: ERSE 3600.

**ERSE3300 Assessment and Evaluation in Early Intervention 3 credits**

Introduction to the role of assessment and evaluation in early intervention. Emphasizes a family-centered, transdisciplinary approach incorporating a variety of developmental assessment and evaluation tools for infants and toddlers. Focuses on observation and documentation skills, implementation of assessments with fidelity, analyzing data, and making recommendations and reporting. Springs. *Prerequisite(s)*: ERSE 3100.

**ERSE3500 Special Education in the Primary Grades 3 credits**

Explores the relationship of special education services to the organization and function of the primary grades in elementary schools and how this relationship is constructed. Examines the knowledge and skills early childhood educators need to establish collaborative, reflective relationships with children, families, specialists, and paraprofessionals as well as the roles and responsibilities of each person supporting children's learning needs. Emphasizes way to create learning environments that are respectful and supportive of all children, ages 5 through 8. Prepares students to select, adapt, and use instructional strategies and materials that support children with disabilities in the primary grades. Springs. *Prerequisite(s)*: ERSE 2500 and Acceptance into Teacher Certification candidacy.

**ERSE3600 Infant and Toddler Care and Education 4 credits**

Focuses on providing individually and developmentally appropriate, responsive care for children from birth to age 3 in group care settings. Emphasis on creating and advocating for healthy, supportive, respectful and challenging learning environments for all infants and toddlers. Examines the cultural contexts of child-rearing practices and prepares students to work closely with families in promoting the development of all infants and toddlers. Requires practicum of 2 to 3 hours per week in an approved infant/toddler setting. Springs.

**ERSE3900 Early Intervention Practicum 3 credits**

Provides an opportunity for an intensive, field-based experience in an approved early intervention setting for early childhood majors, with mentoring and supervision from an early intervention professional. Emphasis on applying acquired knowledge and skills, fulfilling professional responsibilities, and demonstrating ethical and professional behavior. Requires a practicum of 75–80 hours in an approved early intervention setting. Springs. *Prerequisite(s)*: ERSE 3100 and permission of the instructor.

## ES – Earth Science

**ES1000 Introduction to Planetary Science 3 credits**

Intended for non-science majors. Emphasizes comparative planetary: the study of the Earth as a planet and of the other planets as worlds and how studying other planets helps us understand the Earth. Imbeds the nature of science, the impact of science on society and technology, and the study of historic and general astronomy topics that relate to planetary science. Springs.

**ESD1100 Resource Management – an Earth Systems Science (ESS) Approach 4 credits**

Focuses on the foundations of Earth systems science and Earth processes by examining the planet's resources and society's use of them. Springs. (SIDI)

**ESD1240 Introduction to Oceanography 3 credits**

A survey of geological, physical and chemical processes concerning the world's oceans. These disciplines are related to biological activities in order to develop an environmental awareness for the oceans. The integrated nature of ocean studies through these sciences is a major theme and is applied to current global issues and human impacts on the oceans. Springs. *Corequisite(s)*: ESDI 2150. (SIDI)

**ESD1250 Oceanography Laboratory 1 credit**

Supplements ESDI 2140 by concentrating on what oceanographers do and measure through experimentation and demonstrations. The geological, physical and chemical aspects are studied to provide a way of thinking about the dynamic processes of the oceans. Field trips and a boat trip are included. Springs. *Corequisite(s)*: ESDI 2140. (SIDI)

**ESD12500 Environmental Science 4 credits**

Deals with environmental science as an interdisciplinary study, combining content from the natural sciences and social sciences to present an understanding of environmental and resource issues and possible solutions. Gives students the skills necessary to ask intelligent questions about environmental issues, how to collect and analyze data, and use this information to make informed decisions. Field work and Internet web sites are used to collect quantitative and qualitative data. Falls and Springs. (SIDI)

**ES2600 Earth Systems Science: Managing the Earth's Resources 4 credits**

Helps students use knowledge of the Earth and its systems to improve their personal life and the quality of life of humans everywhere. Focuses on the foundations of Earth systems science and Earth processes by examining the planet's resources and pollution of earth systems. Additional course fee required. Springs.

**ESD12610 Earth Systems Science: The Hazardous Earth 4 credits**

Helps students use knowledge of the Earth and its systems to improve their personal life and the quality of life of humans everywhere. Focuses on the foundations of Earth systems science and Earth processes by studying natural hazards, i.e., earthquakes, volcanoes, rivers and flooding, etc. Additional course fee required. Falls. (SIDI)

## ESP – Environmental Science and Policy

### ESP2100 Introduction to Environmental Science and Policy I

4 credits

Engages in a scientific approach to the physical, ecological, social, and political principles of environmental science; uses a scientific method to analyze and understand the relation between humans and the natural environment. Focuses on how ecological realities and human desires to increase their material standard of living often clash, leading to environmental degradation. Provides an analytical framework and a set of concepts that can be used to analyze environmental issues, to guide one's life, and to clarify our responsibility to future generations; accomplished through lectures and exams, discussions, and laboratory experiences that include field trips and original data collection. Teaching environmental activism is not the purpose of the course. Laboratory/field studies. Not open to students who have earned credit for ESP 2000. Additional course fee required. Falls. *Prerequisite(s)*: Environmental Science and Policy majors or permission of Department Chair.

### ESP2110 Introduction to Environmental Science and Policy II

4 credits

Complements Introduction to Environmental Science and Policy I themes to provide background information and skills about global environmental topics. Additional course fee required. Springs. *Prerequisite(s)*: Environmental Science and Policy majors.

### ESP2150 Introduction to Geological Sciences

4 credits

Prepares participants in accepted theories, hypotheses, and methods regarding geological processes affecting our past and present environments. Lectures, labs, and field excursions train students to investigate, observe, and measure earth's geosystems, including use of microscopes for identification of minerals, sample collections for keying out different rock types and fossils, and basic geological instruments for measuring. Additional course fee required. Falls.

### ESP3000 Environmental Field Studies

3 credits

An off-campus field-oriented course that studies a specific ecosystem in detail. The study area varies from year-to-year with the focus shifting between marine coastal (Maine or NH) environments, freshwater lakes or rivers (Lakes Region of NH), forests (White Mountain National Forest), and alpine environments (Mt. Washington region). Uses field research techniques appropriate for the study location. Requires a short-term field-based research project; includes a paper and presentation on-campus following the study. Additional costs for living accommodations and travel; the exact amount depends on the study site. May be repeated once with a different field site. *Prerequisite(s)*: Environmental Science and Policy majors; permission of the Department Chair.

### ESP3200 Energy and Society

3 credits

Investigates the different forms of energy and the natural laws that govern their use, transformation, and conservation. Examines different sources of energy available to modern societies. Discusses the development of each as a resource, extraction methods, and associated environmental and societal consequence. Additional course fee required. Falls. *Prerequisite(s)*: Environmental Science and Policy majors or permission of the instructor.

### ESP3270 Sustainable Structures

4 credits

Introduces students to the built environment through the lens of sustainability. Sustainable building is the use of locally available, minimally processed materials for human use. Investigates many methods and materials associated with natural building. Students have opportunities to explore design processes through both an individual project and a collective group design/build project. Additional course fee required. Springs. *Prerequisite(s)*: Environmental Science and Policy or Environmental Planning major, or permission of instructor.

### ESP3300 Soils and Environmental Change

4 credits

Introduces soil science to environmental science, geology, geography, and biology majors and minors. Its multidisciplinary coverage teaches the relevance of soil studies across a broad spectrum of modern issues. Students learn the geologic, geographic, and climatologic aspects of soil formation, the structural components of soil that impact diverse aspects of soil fertility, drought, and tendency to landslide or erode, the dynamical aspects of soil hydrology and geochemistry, and the biological aspects of soil nutrient available, nitrification, carbon cycling, and biodiversity. Laboratory and field exercises. Additional course fee required. Falls. *Prerequisite(s)*: (CH 2330 or CH 2335) and CH 2340.

### ESP3400 Life in the Universe

3 credits

Are we alone in the universe? Astrobiologists use their understanding of diverse concepts in biology, earth science, physics, chemistry, engineering, and technology to search for answers to this question. The science of astrobiology is an integrated study centered on the search for life in the universe. Builds on our understanding of earth and life systems to investigate the habitability of other worlds. Students participate in inquiry based activities and discussions to investigate the limitations of life, the habitability of other planets, and model robotic explorations in other worlds. Culminates with student designed space missions. Springs. *Prerequisite(s)*: Junior status. (INCO)

### ESP3502 Geo-cultural Education on the Colorado Plateau

3 credits

Students join a PSU science education faculty member and Four Corners Outdoor School staff during spring break in March to learn about bio, geo-regional outdoor education on the Colorado Plateau, originally funded by the National Science Foundation. Spend 3 days rafting on the San Juan River in southeastern Utah, learning the concepts behind, skills needed and techniques to train teachers and students in bio, geo-regional outdoor education. Explore the middle section of the San Juan River, from Bluff to Mexican Hat, which has unique geologic formations and a rich cultural history with Ancestral Puebloan ruins and rock art. The next 3 days students are assigned to intern with 1 of the Regional Coordinators for the Bioregional Outdoor Education Program (BOEP) in Utah, Colorado, New Mexico or Arizona. Students visit diverse, cross-cultural elementary schools (with Hopi, Navajo, Ute, Mormon and/or Spanish students) to observe and assist with implementing the BOEP project. The final day and a half is spent visiting regional southwest National Parks focusing on unique geological and management issues. PSU students peer teach and assist in classrooms on implementing bio-regional outdoor education curricular initiatives. PSU students also publish reflections, following a structured rubric, about their experiences on a travel blog site created for the

course at [fourcorners.blogs.plymouth.edu](http://fourcorners.blogs.plymouth.edu). Additional costs for travel, lodging, meals, fees, and supplies. Spring of odd years.

**ESP3600 Special Topics in Environmental Policy 3 credits**

An in-depth study of a particular environmental science oriented topic or contemporary issue. Since topics vary, the course may be repeated with permission of the instructor. *Prerequisite(s)*: Environmental Science and Policy majors.

**ESP3610 Special Topics in Environmental Science 3 credits**

An in-depth study of a particular environmental science oriented topic or contemporary issue. Since topics vary, the course may be repeated with permission of the instructor. *Prerequisite(s)*: Environmental Science and Policy majors.

**ESP4100 Applied Hydrogeology 3 credits**

Provides comprehensive coverage of groundwater hydrology and the role of water in geologic processes from theory (i.e., principles of governing the flow of groundwater) to practice with application to issues of groundwater supply, contamination, and resource management. Practical experience is gained through the use of real data sets and by the investigation of real-world problems. Additional course fee required. Springs. *Prerequisite(s)*: Environmental Science and Policy majors.

**ESP4200 Natural Hazards: Science and Policy 4 credits**

Upper-level lecture with lab course dealing with regional to global scale environmental geology, including hazards and risk assessment. Students learn inter-relationships between population growth, development, and environmental risk which occur from urbanization in coastal areas, in earthquake and landslide zones, along the flanks of active and dormant volcanoes, and flood and wildfire prone regions. Additional course fee required. Fall of odd years. *Prerequisite(s)*: upper-level Environmental Science and Policy majors.

**ESP4550 Environmental Science and Policy Seminar 4 credits**

A central theme in the Environmental Science and Policy program is the need to use interdisciplinary approaches to effectively address environmental issues. The Seminar is the culmination of the course work in the program, and engages students in experiential learning about the challenges of working in interdisciplinary teams and perspectives. Provides students with opportunities to research significant issues of local or regional scale using multiple perspectives in a collaborative. Each spring one or more research teams are formed to conduct a project often developed in cooperation with an NGO or government agency to meet the needs of that organization and/or a community in the region. The projects are not theoretical or broad in scope, but rather focused on the kinds of problems that graduates might expect to face. Springs. *Prerequisite(s)*: Senior level Environmental Science and Policy majors or permission of Department Chair. (WRCO)

**ESP4600 Environmental Science and Policy Internship 4–12 credits**

Under the supervision of a faculty sponsor, Department Chair and supervising agency representative, students engage in a work program to apply, in a practical manner, knowledge gained in major and minor coursework. The internship addresses a department

goal of being involved in a community-based or service learning project through a state, federal or local environmental organization. Students must obtain a faculty sponsor and submit a detailed written proposal prior to undertaking the internship. Students must also submit a written report to their faculty sponsor when the internship is complete. Final approval of the internship comes from the Department Chair. *Prerequisite(s)*: Environmental Science and Policy majors and permission of the Department Chair.

**ESP4710 Science Colloquium Series 1 credit**

The Boyd Science Colloquium Series is the department seminar intended to focus on the analysis of contemporary issues in environmental science and policy. Specific topics vary from year to year and are tailored to the interests of the students enrolled and the faculty. Creates a foundation of knowledge and methods for studying environmental issues. Helps students identify research interests as well as be exposed to new ideas through interaction with others. May be repeated with a different topic for a maximum of 4 credits. Falls and Springs. *Prerequisite(s)*: Environmental Science and Policy majors or permission of the Department Chair.

**ESP4910 Independent Study 1–4 credits**

Offers students the opportunity to gain an in-depth understanding of an environmental science or policy topic that is not covered extensively in other courses. Working with guidance from a faculty member with relevant expertise, students select a specialized topic in environmental science and/or policy for exploration and prepare an in-depth research paper or project pertaining to that topic. Scheduled conferences with the faculty members are required and a possible presentation to a class or seminar group is suggested. Permission of the student's advisor, the supervising faculty member and the Department Chair is required.

## FR – French

**FR1010 Fundamentals of French I 4 credits**

Open to students with no more than 1 year of high school French, or with no previous study of French. Closed to students with any college-level study of French. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Conducted in French. Conducted in French. Falls. *Corequisite(s)*: FR 1900. (DICO)(GACO)

**FR1020 Fundamentals of French II 4 credits**

Continuation of FR 1010. Conducted in French. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Springs. *Prerequisite(s)*: FR 1010 or equivalent. *Corequisite(s)*: FR 1905. (DICO)(GACO)

**FR1110 Continuing French I 4 credits**

Open only to students with no more than 2 years of high school French. Closed to students with any college level study of French. An introductory course with 3 regular class meetings per week with the instructor and a lab session with a supplementary instructor on intervening days. Emphasis on oral and written communication skills and language in a cultural setting. Conducted in French. Unscheduled. *Corequisite(s)*: FR 1910. (DICO) (GACO)



**FR1120 Continuing French II 4 credits**

Continuation of FR 1110. Conducted in French. Unscheduled.  
*Prerequisite(s)*: FR 1110 or equivalent. *Corequisite(s)*: FR 1915. (DICO)(GACO)

**FR1900 Fundamentals of French I - Lab 0 credit**

Lab sessions in the Language Learning Resource Center (Hyde 221) with a supplementary instructor for review, practice, and completion of course assignments. Falls. *Corequisite(s)*: FR 1010.

**FR1905 Fundamentals of French II - Lab 0 credit**

Lab sessions in the Language Learning Resources Center (Hyde 221) with a supplementary instructor for review practice and completion of course assignments. Springs. *Corequisite(s)*: FR 1020.

**FR1910 Continuing French I - Lab 0 credit**

Lab sessions in the Language Learning Resource Center (Hyde 221) with a supplementary instructor for review, practice, and completion of course assignments. Unscheduled. *Corequisite(s)*: FR 1110.

**FR1915 Continuing French II - Lab 0 credit**

Lab sessions in the Language Learning Resources Center (Hyde 221) with a supplementary instructor for review practice and completion of course assignments. Unscheduled. *Corequisite(s)*: FR 1120.

**FR2030 Intermediate French I 3 credits**

Enhancement of French skills. Bridges the gap between the beginner and the student who is capable of functioning at the advanced level. Aims at improving all the skills of the language learner: listening, speaking, reading and writing. Conducted in French. Falls. *Prerequisite(s)*: no more than 3 years of high school French, or 1 year of university first year French. (DICO)(GACO)

**FR2040 Intermediate French II 3 credits**

Continuation of FR 2030. Conducted in French. Springs.  
*Prerequisite(s)*: FR 2030 or equivalent. (DICO)(GACO)

**FR2910 Intermediate French Language Lab 1 credit**

A self-directed lab, designed to accompany Intermediate French I or Intermediate French II. For students who need supplementary material to further develop their language skills at the intermediate level. Provides online language assignments and practice in conjunction with the classroom course. To be taken upon recommendation of the French course instructor and the Department of Languages and Linguistics Chair. Pass/No Pass. Repeatable for a maximum of 2 credits. Falls and Springs. *Corequisite(s)*: FR 2030 or FR 2040.

**FR3010 French History and Civilization 3 credits**

France and French institutions through the ages. Daily life and the progress of arts and sciences as background and parallel to literary studies. Conducted in French. Unscheduled.

**FR3020 French Culture and Conversation 3 credits**

Attention to organization and presentation of oral expression. Accuracy and fluency in discussion in the context of contemporary French institutions and society. Conducted in French. Spring of odd years.

**FR3030 Advanced French 3 credits**

One-semester sequel to Intermediate French or for Advanced Placement of incoming students. Review and consolidation of all skills with attention to vocabulary expansion and the introduction of more sophisticated grammatical constructions. Development of composition and communication skills and preparation for reading authentic texts of diverse types. Helps students compare and contrast the role of technology within their own culture and in various French-speaking cultures. Hands-on experience using current technologies to present and archive student work. Conducted in French. Falls. (GACO)(TECO)

**FR3100 Theme et Version (Translation Workshop) 3 credits**

For students wishing to develop skills in foreign language-to-English translation, assuming basic reading and grammar knowledge. Problems of translation, practice with native script; attention to individual interests and major fields. Conducted in French. Unscheduled.

**FR3130 Advanced French Composition 3 credits**

Attention to developing clarity, accuracy, and proficiency in written composition. From guided writing by models to free expression. Conducted in French. Spring of even years. (WRCO)

**FR3150 French for Business 3 credits**

Concentrates on spoken and written language typical of business functions. Practice in listening, reading and writing with basic cultural orientation. Appropriate reading and vocabulary for individual business interests are covered. Conducted in French. Unscheduled.

**FR3210 Readings in French I 3 credits**

Extensive reading for comprehension of content and intensive reading for comprehension of structure. Variety of documents and fiction from various periods with emphasis on the contemporary. FR 3210, FR 3220 may be taken in either sequence. Conducted in French. Unscheduled.

**FR3220 Readings in French II 3 credits**

Extensive reading for comprehension of content and intensive reading for comprehension of structure. Variety of documents and fiction from various periods with emphasis on the contemporary. FR 3210, FR 3220 may be taken in either sequence. Conducted in French. Unscheduled.

**FR3410 Quebec Culture and Literature 3 credits**

An introduction to Quebec literature and culture. Designed to increase student awareness and appreciation of Quebec's culture, history and literature. Original works of Quebec's leading novelists and dramatists are studied in correlation with the French Canadians' culture evolution. Conducted in French. Unscheduled.

**FR4100 Survey of French Literary Masterpieces I 3 credits**

Offers a systematic survey of the main literary genres and individual writers in their social milieu from the Middle Ages through the 17th century. Conducted in French. FR 3030 and FR 3130 are especially urged as a thorough foundation to handle this specialized level. Unscheduled.

**FR4110 Survey of French Literary Masterpieces II 3 credits**

A continuation of FR 4100. Offers a systematic survey of the main literary genres and individual writers in their social milieu from the 18th century to the present. Conducted in French. *Unscheduled.*  
*Prerequisite(s):* FR 4100.

**FR4200 Seminar in French 3 credits**

Open to especially able and interested students with initiative for advanced study and seminar discussion. Promotes further studies to increase knowledge in the realms of culture, film, art, and literature. Seminar discussions along with technological presentations enhance and deepen student awareness and appreciation of the artistic, social, and academic francophone world. Conducted in French. *Unscheduled.*

**FR4800 French Capstone Seminar 3 credits**

To be taken the final semester of the major program. Designed to be a culmination of the language and cultural program of study. Foregrounds practical application of language knowledge and skills. Culminates in a final public presentation. Options include: an individualized self-directed service learning project; an advanced research study; creation and implementation of a community linguistic/cultural event; other options based on student interests and in consultation with course faculty. Restricted to senior majors only. Falls beginning 2015 and Springs. *Prerequisite(s):* Praxis II French Exam to be completed upon Capstone Seminar registration; Oral Proficiency Exam in French; completion of a minimum of 30 French credits; instructor signature required.

**FR4910 Independent Study 1–3 credits**

May be pursued after at least 2 French courses at the 3000 level. Emphasis may be on either literature or language. Consent required of the instructor who will supervise the independent study and the Department Chair.

**GE – Geography****GED1200 Environmental Geography 3 credits**

Examines the Earth as the home of humans. Develops a foundation by investigating Earth Systems and Cycles, such as the atmosphere, the lithosphere and the oceans. Looks at human interaction with and impact upon these systems. Students develop skills with the tools of geography in our analyses, such as map interpretation, geographic information systems and aerial image analysis. Falls and Springs. (SIDI)

**GED1300 Spatial Organization of Everyday Life 3 credits**

Explores the world as observed from the perspective of a geographer. Geographers are concerned with both the human and natural characteristics of the earth's surface. Uses key geographic concepts and themes to examine how humans position themselves on the earth in response to the activities of other humans and in relation to the distribution of physical phenomena. Falls and Springs. (SSDI)

**GED1400 Globalization and Diversity 3 credits**

Provides students an opportunity to investigate the changing world around them as it is molded by the conflicting trends of globalization and local diversity, identifying how these issues impact their own lives. Is the world today becoming "smaller" as regional boundaries become less important and communication across the world

becomes easier? Or are the differences between cultures becoming more distinct separating people as members of historically isolated regions grasp to maintain cultural identity in the face of threatening uniformity? Applies the viewpoint of historical geography, utilizing related concepts of pattern and process to better identify historical trends which have molded each major world region. Emphasis is put on ways of thinking geographically and the analysis of regional patterns as a context for the characterization of the current major world regions and challenging their definition by considering the historical influences which have created them. Falls. (PPDI)

**GE2001 Physical Geography 3 credits**

Develops a foundation for the understanding of the Earth's physical systems, including the atmosphere, lithosphere, hydrosphere and biosphere and the nature of processes that operate within and between these systems. Falls.

**GE2002 Human Geography 3 credits**

Provides Geography and Environmental Planning majors an introduction to the field of human geography, with a particular focus on the various subfields and their relationship to the social sciences. A general introduction to the field, open to any student. Reviews key concepts, viewpoints and methods of cultural geographers in examining how human activity is organized. Springs.

**GE2090 Computer Mapping 3 credits**

The basic elements of Geographic Information Systems are discussed and illustrated with practical experience in a simple yet complete GIS. Students learn the principles of effective mapping and become familiar with the types of problems which GIS can solve. Falls and Springs. (TECO)

**GE3020 Geography for Educators 3 credits**

Provides students opportunities to master the fundamental concepts and varied geographic traditions (physical geography, human geography, and area analysis) in preparation for teaching at elementary, middle and high school levels. Utilizes the NH Department of Education curriculum frameworks and NCSS standards to identify content and instruction methods within geography courses and in geographic connections within other content areas. Limited to Teacher Certification majors only. Springs. *Prerequisite(s):* permission of instructor. (GACO)

**GE3030 Urban Geography 3 credits**

An examination of the evolution of the contemporary urban system, emphasizing the role of cities and metropolitan areas as concentrations of social and economic activity. Particular focus is given to the historical evolution of urban form and function, including patterns of land use, residential change, commercial activity, manufacturing and transportation. While the primary subject is the American city, some comparisons to international urbanization are made. Springs. *Prerequisite(s):* Junior status.

**GE3260 The Physical Geography of National Parks 3 credits**

A survey of the physical geography of the United States through a sample of our National Parks. These Parks have within them examples of many diverse landforms and demonstrate the tectonic and geomorphic processes responsible for the evolution of landforms throughout the United States. Using the example of the National Parks, examines the tectonics of the Eastern and Western United

States, the effects of alpine and continental glaciation and periglacial processes, and the impact of fluvial processes within the context of landscape regions such as the Appalachians, the Great Plains, the Rocky Mountains, and the Sierra-Cascades system. Spring of even years.

**GE3270 Introduction to Geographic Information Systems 3 credits**

An introduction to the theoretical and applied aspects of Geographic Information Systems (GIS). Students learn about the design and implementation of GIS and gain some experience in the operation of a GIS and the application of GIS technology to real-world problems. Falls and Springs. *Prerequisite(s)*: GE 2090.

**GE3300 Introduction to Hydrology 3 credits**

Emphasizes the surface and subsurface distribution of water and considers topics such as the hydrologic cycle, precipitation, overland flow, groundwater, soil moisture, evaporation and problems of contamination. Introduces the collection and analysis of hydrologic data. Falls. *Prerequisite(s)*: GE 2001.

**GE3310 Landform Analysis 3 credits**

Emphasizes the spatial distribution of geomorphological processes and resultant landforms in arid, glacial, periglacial, fluvial and shorezone environments. Introduces the utility of topographical maps, geological maps, aerial photographs and soil surveys in landscape assessment. Spring of odd years. *Prerequisite(s)*: GE 2001.

**GE3350 Introduction to Airphoto Interpretation and Remote Sensing 4 credits**

An introduction to the principles and techniques of interpretation of aerial photographs, satellite images and other remotely sensed data. Students learn how to identify and measure objects, differentiate between cover types and employ aerial photos and satellite images as the basis for map-making. Falls.

**GE3960 Internship 3–6 credits**

Students engage in an individualized work program at an agency that emphasizes some aspects of planning, tourism, GIS or other area related to their field(s) of study. Minimum time required is 10 hours/week for 1 semester. Course may be repeated for a total of 6 credits. *Prerequisite(s)*: approval of the discipline's Internship Program Coordinator.

**GE4110 Topics in Regional Geography 3 credits**

Introduces students to 1 of the many regions of the world outside the United States. Examples might include formal regions such as a continent or a large nation, a functional region such as the Mediterranean or East Asia, or cultural regions such as the Arab world or Latin America. The emphasis is on the geographic and cultural diversity of the region. Fall of even years and Spring of odd years. (GACO) (WRCO)

**GE4120 Topics in Human Geography 3 credits**

Introduces students to 1 of the fields of Human Geography. Examples might include Cultural Geography, Social Geography, Economic Geography, Medical Geography, the Geography of Religion, or the Geography of Sport. Fall of odd years.

**GE4130 Topics in Physical Geography 3 credits**

Introduces students to 1 of the fields of Physical Geography. Examples might include Glacial and Periglacial Geomorphology, Alpine Geomorphology, Climatology, Biogeography, Pedology, Plate Tectonics, Vulcanology, Weathering and Mass Wasting, or Coastal Geomorphology. Fall of even years.

**GE4140 Topics in Geographic Techniques 3 credits**

Introduces students to geographic techniques used in Geography and related fields such as Environmental Planning or the natural sciences. Examples might include topics in Advanced Geographic Information Systems, Geographic Information Sciences, Geomatics, Geodetics, Remote Sensing, Air Photo and Satellite Data, or Surveying.

**GE4150 Topics in Geography 3 credits**

A methodological study of the spatial aspect of such selected topics as the geography of sports, landforms education and map-making.

**GE4270 Advanced Geographic Information Systems 3 credits**

Intensive coverage of important aspects of GIS use. Emphasizes the organizational and legal context of GIS use, professional issues, communication between different GIS software and project implementation and management. Fall of odd years. *Prerequisite(s)*: GE 2090 or GE 3270.

**GE4280 GIS Applications: Computer Mapping 3 credits**

Examinations of methods used to create maps, charts and other graphics in geographic information systems. Topics include typography, thematic mapping and three-dimensional mapping. Fall of even years. *Prerequisite(s)*: GE 2090 or GE 3270.

**GE4910 Independent Study 1–3 credits**

Background in geography through reading and research, supplementing previous course work in the field. A research paper, periodic conferences and an oral examination may be required. Consent required of the instructor who will supervise the independent study and the Department Chair.

## GR – German

**GR1010 Fundamentals of German I 4 credits**

Open to students with no more than 2 years of high school German, or with no previous study of German. Closed to students with any college-level study of German. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Conducted in German. Falls. *Corequisite(s)*: GR 1900. (GACO)

**GR1020 Fundamentals of German II 4 credits**

Continuation of GR 1010. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Conducted in German. Springs. *Prerequisite(s)*: GR 1010 or equivalent. *Corequisite(s)*: GR 1905. (GACO)

**GR1900 Fundamentals of German I - Lab 0 credit**

Lab sessions in the Language Learning Resource Center (Hyde 221) with a supplementary instructor for review, practice, and completion of course assignments. Falls. *Corequisite(s)*: GR 1010.

**GR1905 Fundamentals of German II – Lab 0 credit**

Lab sessions in the Language Learning Resources Center (Hyde 221) with a supplementary instructor for review practice and completion of course assignments. Springs. *Corequisite(s)*: GR 1020.

**GR2030 Intermediate German I 3 credits**

Enhancement of German skills. For students with sufficient control of German fundamentals. Vocabulary building, oral and written grammar review, selected literary and cultural readings. Conducted in German. Unscheduled. *Prerequisite(s)*: no more than 3 years of high school German, or 1 year of university first year German. (GACO)

**GR2040 Intermediate German II 3 credits**

Continuation of GR 2030. Conducted in German. Unscheduled. *Prerequisite(s)*: GR 2030 or equivalent. (GACO)

**GR2910 Intermediate German Language Lab 1 credit**

A self-directed lab, designed to accompany Intermediate German I or Intermediate German II. For students who need supplementary material to further develop their language skills at the intermediate level. Provides online language assignments and practice in conjunction with the classroom course. To be taken upon recommendation of the German course instructor and the Department of Languages and Linguistics Chair. Pass/No Pass. Repeatable for a maximum of 2 credits. Falls and Springs. *Corequisite(s)*: GR 2030 or GR 2040.

**GR3010 Advanced German I 3 credits**

Sequel to second year university-level German, or for advanced placement of incoming students. Intensive reading and general introduction to German literature. Conducted in German. Unscheduled. *Prerequisite(s)*: advanced level of German.

**GR3020 Advanced German II 3 credits**

Continuation of GR 3010. Conducted in German. Unscheduled. *Prerequisite(s)*: advanced level of German.

**GR4910 Independent Study 1–3 credits**

May be pursued after at least 2 courses at the 3000 level. Emphasis may be in either literature or language. Consent required of the instructor who will supervise the independent study and the Department Chair.

**HE – Health Education****HE1970 Introduction to Health Promotion 3 credits**

An introduction to health education and health promotion as a profession and a career. Included is an orientation to the BS in Health Education, the options, history of health education, wellness, health determinants and the process and practice of health education in various settings. Falls. *Prerequisite(s)*: Health Education and Promotion majors only.

**HE2300 Principles of Health 3 credits**

Explores the fundamental issues related to health. Learning outcomes include understanding all the dimensions of health, the overarching foundations of health behaviors, how to access health literature, national health behavior guidelines/recommendations as well as how to begin exploring health behaviors through the

use of various theories and models in health promotion. Springs.

*Prerequisite(s)*: HE 1970.

**HE2400 Physical Activity and Health 3 credits**

Addresses the role of physical activity/exercise in developing and sustaining optimal health. Students access current literature on physical activity epidemiology, physiological adaptations and outcomes related to physical activity, and methods for measuring physical activity and health-related fitness. Students examine and practice health-fitness assessments, analysis of assessment information, and application of exercise guidelines for prescription and programming. Springs. *Prerequisite(s)*: Health and Human Performance majors.

**HE2500 First Aid and CPR/AED 1.5 credits**

Combines community First Aid and CPR concepts. Includes breathing and cardiac emergencies for adults, children, infants, as well as injuries, open and closed wounds, burns, musculoskeletal injuries and sudden illness. Falls and Springs.

**HE2900 Disease, Safety, and Environment 3 credits**

Overview of basic diseases and disorders, as well as issues related to safety and the environment in the context of personal wellness. Students examine the impact of the physical, social, and cultural environment on human health and disease, as well as the impact that humans have on the health of the environment in terms of environmental health and safety, disease prevention, and control. Additionally, facilitates practice of certain skills required of Health Educators. Falls and Springs. (WECO)

**HE3000 Special Topics in Health Education 1–3 credits**

Presents topics not covered in other health education courses, allowing students to extend their experience and competencies in a variety of health-related topics. May be repeated for credit with a different topic.

**HE3105 Teaching Strategies, Methods, and Resources in Health Education 3 credits**

Focuses on instructional strategies for K–12 health education and the application of methodologies for standards-based unit planning, lesson development, and student assessment for effective K–12 health education instruction in the differentiated classroom. Practical experience in the public school setting is required at the elementary and secondary levels. Springs. *Prerequisite(s)*: Acceptance into Teacher Certification and (Health Education/School Health Option or Physical Education majors with PEHE Teacher Certification Option).

**HE3200 Stress Management 3 credits**

Provides students with an overview of mind body techniques to help manage stress and enhance health/wellness. Students explore a variety of healing methods, as well as practice, apply and demonstrate stress management interventions and management techniques. Falls and Springs. (WECO)

**HE3210 Mental Health Issues 3 credits**

Designed to provide students with information relevant to contemporary mental health issues and a means of identifying resource personnel and agencies pertinent to these mental health issues. Current theories of behavioral change are examined. Falls. (WECO)

**HE3220 Applied Nutrition for Healthy Living 3 credits**

Fundamental concepts of nutrition are addressed with a special focus on contemporary issues relevant to developing professionals in health and human performance. A survey of concepts in nutrition science is applied to the support of general wellness and active lifestyles throughout the lifespan. Falls and Springs. (TECO)

**HE3230 Promoting Health Across the Lifespan 3 credits**

Provides an opportunity for students of health education and promotion to examine the determinants of health across the lifespan, from gestation to old age. Based on a public health perspective, discusses individual, social, and environmental factors that impact current and future health. Identifies and discusses behaviors and choices which impact risks for chronic disease and quality of life. Addresses critical areas relative to health education and promotion including physical activity, nutrition and eating habits, stress reduction, tobacco exposure, issues around excessive alcohol consumption, tobacco/smoking and environmental exposures. Falls beginning 2015. *Prerequisite(s)*: (HE 1970 and HE 2300) or Gerontology minors.

**HE3240 Health Promotion Planning and Evaluation 4 credits**

Provides practical and theoretical skills needed to plan, implement, and evaluate health promotion programs in a variety of settings. Includes a practical component where students plan, implement, and evaluate a community health promotion program. Addresses community organizing and building, identification and allocation of resources, marketing, data analysis and reporting. Students deliver a health promotion or health education program across a period of time which requires 45 hours in addition to scheduled class meetings. Falls beginning 2015. *Prerequisite(s)*: Health Education and Promotion majors, or Gerontology minors. (WRCO)

**HE3320 Health Promotion Skills 4 credits**

Gives students the opportunity to refine health education skills including facilitator training for smoking cessation, bio-metric screenings (blood pressure, cholesterol, glucose), planning a health promotion event, professional writing: grant writing, pamphlet/newsletter, health promotion program, lesson plans, and wellness coaching. Springs beginning 2016. *Prerequisite(s)*: HE 3240.

**HE3330 Evaluation and Research in Health Promotion 3 credits**

Offers Health Education majors the opportunity to evaluate the effectiveness of health promotion programs in the community, school and workplace. Emphasis is on computerized health information retrieval systems: selection of instruments for evaluating program effectiveness, reading, writing and interpreting research literature; and the ability to compute statistical techniques for data analysis. Last offering Spring 2015. *Prerequisite(s)*: Mathematics Foundations. (QRCO)

**HE3660 CPR and First Aid Instructor 1.5 credits**

Designed to train students as first aid and CPR instructors. Falls and Springs. *Prerequisite(s)*: HE 2500 or (Adult, Child, and Infant CPR/AED, and Standard First Aid competency).

**HE3700 Drug Behavior 3 credits**

Provides the opportunities for students to discover and understand current scientific information regarding the relationship of drugs

to mental and physical health. Particular emphasis includes the physiological, psychological, sociological, pharmacological and legal aspects of drugs in today's society. Course limited during regular session to Health Education Majors and Minors and Interdisciplinary students with a Health Education focus. Winterim and Summer offerings open to all. Falls and Springs. (WECO)

**HE3710 Sex and Family Living Education 3 credits**

A dialogue with individuals about who they are and how they relate to others. Seeks to provide learning experiences and guidance relevant to the needs, concerns, interests and aspirations that arise out of human psychosexual development. Intended to help students develop attitudes, values, goals and behaviors based on sound knowledge, that are conducive to the expressions of their sexuality as a positive and constructive force. Falls. *Prerequisite(s)*: BIDI 2010 or BIDI 2020 or (BI 2110 and BI 2130).

**HE3750 Wellness Skills for Health Professionals 3 credits**

Gives students the opportunity to refine health education skills including professional writing, facilitator training, budget planning and developing a health education program for the community. Last offering Spring 2015. *Prerequisite(s)*: HE 3760. (WRCO)

**HE3760 Planning and Implementing Health Promotion Programs 4 credits**

Introduces the principles of program planning and implementation of health education programs. Includes writing objectives, lesson plans, unit/program plans, block plans, syllabi, planning in-services, reviewing agencies, health literacy, teaching strategies, and professional teaching skills. Includes required attendance at an approved professional health education conference and a 4-8 hour experience in a school and/or health promotion setting. Students are responsible for the payment of conference fees. Last offering Fall 2014. *Prerequisite(s)*: HE 1970.

**HE3880 Health Promotion Practicum 1-3 credits**

Designed to give students a practical experience in health education supervised and controlled by the Department. May be repeated for up to 3 credits. Pass/No Pass. Individual Enrollment. *Prerequisite(s)*: Junior/Senior status; minimum 2.00 GPA; permission of Department Chair.

**HE4030 Community Health Promotion 3 credits**

A study of the practice of health promotion in the community and workplace. Students refine their health education skills and competencies in assessing, planning, implementation and evaluation of a major health promotion event. Last offering Fall 2014. *Prerequisite(s)*: HE 3760.

**HE4080 Lifestyle and Wellness Coaching 3 credits**

Introduces students to the field of lifestyle and wellness coaching. Over half of what affects health is choice of lifestyle. Discusses a variety of coaching methodologies to help people to create healthier lives for themselves. Discusses basic principles of wellness, motivational interviewing, standards, certification, ethics in the coaching profession, and the varieties of types of coaching programs. Students practice coaching in class and have the opportunity to enroll, at a student rate, in a coaching certification program. Fall of odd years beginning 2015. *Prerequisite(s)*: HE 3320.



**HE4090 Qualitative Research in Health Promotion 3 credits**

Capstone course for Health Promotion students who are interested in going into graduate programs or research-related careers. Discusses qualitative research epistemologies, methodologies, and methods, which are explored through an applied qualitative research project. Spring of even years beginning 2016. *Prerequisite(s)*: Health Education and Promotion majors with Senior status.

**HE4100 Women's Health Issues 3 credits**

A study of women's health issues. Designed to help people develop and maintain a sense of responsibility for their physical, mental, sexual and social well-being and to make sound decisions based on accurate information. Analyzes a number of health issues such as substance abuse, reproductive health, ageism, sexual abuse and incest, stress management, eating disorders and other sexuality issues. Falls. (WECO)

**HE4440 Health Promotion Internship 6–12 credits**

Provides job training in the option of community health in a cooperative program with voluntary agencies, hospitals, corporations and health departments. Direct field experience is completed by the student under the supervision of a faculty member and experienced community health educators. Repeatable up to 12 credits. *Prerequisite(s)*: minimum 2.70 GPA (cumulative and major); Senior status; approval of the Department Chair.

**HE4530 Senior Seminar in Health Promotion 1 credit**

This senior seminar is a culminating experience for Health Education majors. Includes a review for the National Certified Health Education Specialist exam and a discussion of job preparation skills. Springs. *Prerequisite(s)*: HE 3240 or HE 3750.

**HE4540 Applied Health Promotion 3 credits**

Capstone experience for students in Health Education and Promotion to apply the skills and knowledge developed across their major course of study. Applies health promotion theories in real-life settings primarily on the PSU campus and with local agencies as opportunities are available. Student projects involve the application of a wide variety of health education and promotion skills and provide for experiential learning for professional growth in anticipation of students entering the professional workforce. Springs beginning 2016. *Prerequisite(s)*: Health Education and Promotion majors with Senior status.

**HE4620 Health Promotion Clinical 1 credit**

Designed to give students a practical experience in worksite/ community health education supervised and controlled by the Department. Last offering Spring 2015. *Prerequisite(s)*: Health Education/Health Promotion Juniors or Seniors; minimum 2.60 cumulative GPA.

**HE4640 School Health Clinical 1 credit**

Designed to give students a practical experience teaching health education in the school systems supervised and controlled by the Department. Falls and Springs. *Prerequisite(s)*: Health Education/ School Health Juniors or Seniors who have attained a cumulative grade point average of 2.60 by the end of their 5th semester or minimum of 72 credits.

**HE4910 Independent Study 1–3 credits**

A student-initiated research project on a selected topic agreed to by a department faculty tutor. Consent required of the instructor who will supervise the independent study and the Department Chair.

**HE4950 Health Education Internship in Teaching K–12: Elementary Component 6 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in HE 4640; minimum 2.70 cumulative GPA; completion of all other program requirements for certification by the beginning of the Internship semester; permission of the Coordinator of Internships.

**HE4960 Health Education Internship in Teaching K–12: Secondary Component 6 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in HE 4640; minimum 2.70 cumulative GPA; completion of all other program requirements for certification by the beginning of the Internship semester; permission of the Coordinator of Internships.

**HI – History****HID1205 Early American Encounters 3 credits**

Generally, Americans view the settlement of Europeans in North America from the point of view of the Europeans. The process appears quite different when viewed from the point of view of the Native Americans. The interpretation of American settlement changes from one of conquest to one of invasion. Not only different times but also different cultures may shape different views of the world. Readings in Native American history and those of European understandings of the Native Americans, discussions of the readings and historians changing interpretations of events, and research into various American encounters allow students to study the changes that have taken place in the field of early American settlement and Native American history. Understanding the interactions of 16th and 17th century east coast Native Americans and Europeans allows students to gain a greater understanding of the modern clash of cultures that occurs around the globe. Falls. (PPDI)

**HID1207 The American West 3 credits**

Considers the American West as a shifting location, a social process and a potent idea. Topics include Native American groups and colonizing encounters; the Lewis and Clark expedition; Manifest Destiny, the Texas Revolution and the Mexican-American War; the

Gold Rush; the Oregon Trail; diversity; the West's natural resources and economic development. Explores the West as an ongoing subject of film, literature, art and television and as a presumed key to the American character. Springs. (PPDI)

**HIDI208 War in US History 3 credits**

Surveys American military history, using select wars to investigate the relationship of the past to the present. Studies the causes and effects of select wars, examining particular battles and extant home front issues. Connects past strategies, events and debates to later times, along themes of politics, society and culture. Addresses the question: Has the US become a warrior nation? (PPDI)

**HIDI209 Creating the US: 1600–1877 3 credits**

Prepares students to be informed citizens. Provides insight into the foundations of modern US culture through an analysis of social, racial, economic, and political history to provide a background for our evolving US society. Students study the difficulties and rewards in investigating and understanding the past and how the past has an impact on the present. Springs. (PPDI)

**HIDI210 US Society in the Vietnam Era 3 credits**

Explores the complex dynamics and diverse aspects of the US in the Vietnam Era and the emergence of rights consciousness. Events in this era transformed US perceptions of freedom, foreign policy, race, equality, politics, and legal identity. Examines President Johnson's Great Society, the civil rights movement, the Women's Liberation Movement, the Vietnam War, and political activism. Springs. (PPDI)

**HI1212 Remembering Ronald Reagan: A 20th Century History 3 credits**

Born in the Progressive Era, coming of age in the Roaring Twenties, graduating college into the Great Depression, serving in the Army during World War II, and embroiled in the Red Scare known as "McCarthyism," the first half of Ronald Reagan's life captures the periods of early 20th century America as the country continued to wrestle with questions left over from the Age of Industrialism begun in the late 19th century. Reagan emerged as a politician who defined the issues of liberalism and conservatism for the second half of the century, through governing California for 2 terms, attempting to capture the presidency, winning a two-term presidency, and leaving a complex legacy. Using the life and times of Ronald Reagan, covers the US from the Gilded Age to the present. Not open to students who have earned credit for HI 2330. Unscheduled.

**HIDI305 Childhood in American History 3 credits**

Explores the history of American childhood as an analytical tool for assessing the relationship between self and society. Students reconsider their own childhood, as shaped by historical and social factors. Falls. (SSDI)

**HIDI308 Gilded Ages in American History, 1867–1933 3 credits**

In 1880, the typical American lived in rural setting and valued a "culture of production." By 1920, the typical American lived in an urban environment and valued a mass "culture of consumption." During the same period, the United States gained an empire and sent its military around the world; while wrestling with issues of isolationism, "Nativism," and racism at home. How did Americans relate to their changing society and culture? What conflicts did the new generation have with the old? What about this age of industrialism did some find grand and worth celebrating while others found

it problematic and worth changing? How can the individual change a modern society and at what cost? Explores the United States in the decades surrounding the turn of the 20th century using significant amounts of primary sources and literature. Unscheduled. (SSDI)

**HIDI315 Cultural Contact in World History 3 credits**

Explores world-wide cultural interaction and exchange from the 14th century to the late 19th century. Examines 'culture' and how ideas, values, artistic understanding and methods of communication are transferred, both locally and globally - both across time and across space. Discusses how historians have defined key periods of cross-cultural contact and new scholarship on the identification of zones of interaction. Investigates methods of transfer (diffusion, synthesis and syncretism) so that we can understand how sharing information, technology and innovations across regional boundaries have shaped our human past. Through various case studies, interprets the changing role of the individual, the family, the community and the nation in formulating culture, both personal and public within a global context. Fall of odd years and Spring of odd years. (SSDI)

**HIDI450 Roots of Current Global Conflicts 3 credits**

In order to comprehend the present and envision the future, we must understand the past. Examines the historic origins of several global conflicts, both regionally and thematically, so that we may better comprehend the past and envision the future. Historic themes such as famine, ethnic cleansing, terrorism and dictatorship are examined from a political, economic and cultural perspective. Discusses conflicts in the Middle East, nuclear tensions between India and Pakistan and the ethnic nationalist strife that continues to haunt Serbia and Croatia, among other regions. Discusses how these issues impact our own lives and why we should care. Falls. (PPDI)

**HI2005 Ancient and Medieval Civilizations 3 credits**

A comparative study of early civilizations. Not open to students who have earned credit for HI 1110.

**HI2010 World History Since 1500 3 credits**

An introduction to world history in the modern era, exploring major themes of our planetary past from the 16th century to present. Looks at both the problems and opportunities associated with such themes as trans-regional encounter, commercial exchange, identity formation and patterns of economic interaction. Concentrates on patterns of change over time, processes of interaction and connections between regions and nation-states. Themes explored include the advent of new technologies, new trade routes by sea, increased human migration, political revolutions and economic development. Regional studies of colonialism in India, nation-state formation in China and anti-Imperialist movements in Africa are also discussed. Not open to students who earned credit for HI 1160. Springs. (GACO)

**HI2015 Monarchs to Modernity: Europe Since 1492 3 credits**

Introduction to the development of major political, economic and cultural events in European society, as well as their consequences in other parts of the world, from the Renaissance (15th Century) to the present. Traces major ideas and institutions that helped shape the modern world and concludes with an analysis of current shifts in global relations between nations, regions, classes and cultures. Not open to students who have earned credit for HI 1120.

**HI2020 Surveying Themes in United States History 3 credits**

An intensive survey of United States history from colonial contact to the recent past. Examines the major topics, themes, directions and events in American history. Designed for history majors and others needing a comprehensive course of US history. Not open to students who have earned credit for HI 1130 and HI 1140. Falls.

**HI2222 Methods, Theories, and Careers in History 3 credits**

Surveys the major skills, issues, and applications of the field of history. Students work with historical primary sources, including textual documents and numerical data, and they learn how to select and analyze scholarly sources. Covers the history of the field, its main subfields, and key theoretical approaches; differences among academic, public, and popular historical media; and careers for which historical study is a particularly useful preparation. Falls.

*Prerequisite(s)*: History or Social Science majors, or permission of the instructor. (QRCO)

**HID12310 American Economic Development 3 credits**

A survey of United States history that focuses on those forces that shaped the economic development of the nation from colonial times to the present. The past can be viewed from many perspectives, including political, military, social and economic. Examines American history from the perspective of the economic forces that have shaped the present. Topics include the economic aspects of the U.S. Constitution, the role of innovation and technological change, the development of financial institutions, the transportation revolution, the labor movement and the expanding role of government in the evolution of the American economy. Unscheduled. (PPDI)

**HI2710 History of Asian Cultures 3 credits**

The cultures of China and India. Their classical civilizations and the changes brought about in the 20th century. Unscheduled.

**HI3115 Early American Society to 1776 3 credits**

US Group. During the colonial period, the colonists developed an amazingly diverse American culture and society. Though thought to be a 'virgin' land, when Spanish, English and French settlers arrived, they found Native American inhabitants already here. Dutch, Irish, Germans, Scotch-Irish and, forcibly, Africans followed. Influenced by both the cultural baggage this mixed society brought with it and the new circumstances in which settlers found themselves, the colonists in America became a new type society. Focuses on the work of historians who study colonial society and the development of American culture. Using primary documents and historical monographs and articles, students study and critique the methodologies used by various types of historians (cultural, social, political, environmental and intellectual) to develop their own theories of cultural development. Fall of even years. (DICO)(WRCO)

**HI3116 Revolutionary America, 1763–1815 3 credits**

US Group. The American Revolution is one of the most important events in modern history. Not only did it lead to the creation of a new republic among the English-speaking inhabitants of North America, but it also played a key role in inaugurating the revolutionary epoch that engulfed much of Europe and Latin America during the next 75 years. Explores the Revolution chiefly as an American event, considering its origins, the extent to which it altered American society and politics and the ways in which the forces driving the Revolution influenced the history of the United States during its early years as

a nation. Because the American Revolution was in the first instance a political event, spends a good deal of time on questions of political ideology and constitutional thought. Also considers the social and economic setting within which the Revolution occurred and the way in which it affected those groups: women, slaves, native Americans, who were excluded from the formal exercise of political power. Spring of odd years.

**HI3140 Antebellum America, 1815–1860 3 credits**

US Group. Draws on the disciplines of history and literature to examine the United States in the tumultuous period between the early republic and the Civil War. Focuses on the era's reform movements, cultural experiments and clashes especially over slavery. Fall of odd years. *Prerequisite(s)*: Junior status. (DICO)(INCO)

**HI3150 American Civil War and Reconstruction 3 credits**

US Group. Various causes of the Civil War followed by a treatment of the conflict and the ensuing Reconstruction period. Spring of even years. (WRCO)

**HI3335 New Hampshire and New England Historical Sites 3 credits**

US Group. Illustrates aspects of New England history that have had significant roles in determining the course of regional development. Includes field trips to important museums, abandoned town and industrial sites, urban locations, tourist meccas and contemporary locations that show the impact of growth and change. Summers only.

**HI3340 New Hampshire and New England History 3 credits**

US Group. Studying New Hampshire and New England history allows students to learn more about a particular region and to see how past events and movements at the local level interacted with or were influenced by various events and cultural changes on the national and international levels. New Hampshire furnishes an example of a state that played a fairly important role in colonial history and then declined in importance as the United States grew in area and population. The topics covered should create an awareness of the place of New Hampshire and New England in the various events that make up United States History. Falls. (WRCO)

**HI3350 American Women's History 3 credits**

US Group. For most of American history, women have existed outside the traditional power structure. Examines women's experience on its own terms by exploring women's societal positions, roles and role models, achievements and failures. Traces the history of American women from the glimpses of colonial and Native American women scarcely mentioned in the records to the well-documented lives of modern women. Not open to students who have earned credit for HI 2680. Spring of even years. (DICO)

**HI3352 African-American History 3 credits**

US Group. Explores African-American history. Using primary documents and drawing upon recent research, delves into subjects treated somewhat chronologically, including: Africa and the slave trade, African cultural carryovers to early African-American culture, American slave resistance and rebellion, free Black communities before the Civil War, Black Reconstruction in war and peace, the forging of Black communities in the age of industrialism, the Great Migration and the Harlem Renaissance, the quest for democracy in the global depression and its war, the nonviolent civil rights move-

ment and the militant Black Liberation movement. Fall of odd years. (DICO)

**HI3354 Health and Illness in American History 3 credits**

US Group. Traces the history of health, illness and the pursuit of wellness throughout American history. Deals with illness and medical care as well as sport and physical exercise. Focusing on 3 distinct eras – the early 19th century, the decades around 1900 and the period following World War II – examines varieties of health experience and explores how individuals and communities have negotiated their health concerns. Offers a critical consideration of various definitions and models of wellness as they have changed over time, particularly in the physical, intellectual, social and environmental dimensions. Spring of odd years. (WECO)

**HI3356 American Ideas 3 credits**

US Group. Examines main currents in American thought from the Puritan era to the present. Follows both the activities of intellectuals and the changing pursuits that have made up a broader intellectual culture in America, particularly drawing on the disciplines of literature, philosophy (including religion), the sciences (particularly biology) and history. Explores how ideas arise and appear, relate to each other, change and recombine, cause events and create realities. Fall of even years. *Prerequisite(s)*: Junior status. (INCO)

**HI3358 US Legal History 3 credits**

US Group. Law has played an important role in US society. Traces the development of the law and legal institutions, focusing on (1) how the law accommodates diverse viewpoints and minority rights, and (2) the functions of the law in structuring social relationships, in defining government authority and individual rights, and in expressing social and moral values. Spring of even years. (DICO)(WRCO)

**HI3460 The British Empire in World History 3 credits**

World Group. Explores the construction and manifestation of British Imperialism, at its height, from the late 18th century until the early 20th century. Focuses on political, cultural, economic and material history as it pertains to specific regions in South Asia, Southern Africa and the Atlantic community. Examines the formulation of “imperial ideologies” and studies how the application of these ideologies shaped Britain’s role in world history. Specific topics include: British slavery, commerce, naval power, gender politics, fashion, foodways, migration, famine and railroads. Emphasizes themes such as interdependence, global exchange, cross-cultural connections and interaction. Fall of odd years. (GACO)

**HI3480 The French Revolution and Napoleonic Era, 1789–1815 3 credits**

World Group. Examines the causes, events, consequences and theories of the French Revolution and Napoleonic Era. Sub-topics include the role of women in the French Revolution, the effects of the Revolution on France’s colonies, law and war under Napoleon and the effects of the conflict on the rest of Europe. Throughout, the era is considered as a crucial moment in modernization and as a conflict among social classes. Explores various theoretical views of this much-theorized period. Spring of even years. (GACO)

**HI3520 The Great Depression in Film, Print, and on Stage 3 credits**

US Group. With an emphasis on the United States, examines the Great Depression through interdisciplinary approaches: history, lit-

erature, film, and theatre. Emphasizes ways the events and themes of the period were experienced and recorded; with special attention paid to issues related to American interpretations of race, class, gender, ethnicity, and ideology extant in the period. Falls. *Prerequisite(s)*: Junior status. (DICO)(INCO)(WRCO)

**HI3530 US Home Fronts: The 1940s and 1950s 3 credits**

US Group. United States society changed dramatically as the nation moved toward World War II, fought it and won. During the Great Depression Americans spoke of “the American way of life” filled with many forms of segregation and an entrenched economic order; afterwards, they spoke of “the American Dream” filled with promises of equality and progress. Using the themes of race, class, gender and ethnicity, examines the changes Americans created as they moved to fight a total war and wound-up fighting a cold one; all in the pivotal decades of the 1940s and 1950s. Springs. (DICO)(WRCO)

**HI3730 Modern History of East Asia 3 credits**

World Group. Twentieth century East Asia. Western imperialism, dissolution of Manchu China, Japan’s bid for Oriental hegemony, the rise of the People’s Republic of China. Spring of even years. (GACO)

**HI3740 History of Japan 3 credits**

World Group. A survey of political, social and cultural history of Japan from its origin to the present, with emphasis on the modern time. Special attention is given to the basic structure and character of traditional Japanese society, the Meiji Restoration and its consequences and the economic development of Japan after 1945. Fall of even years. (GACO)

**HI3745 History of Traditional China 3 credits**

World Group. Provides students with an overview of Chinese history before modern time. Through extensive reading, class discussion, and lecturing, students gain a general understanding of the political structure, economic system, social framework, and ideologies of traditional China, why and how these systems developed over centuries, and the legacy and impact of these systems on today’s Chinese societies and people. Spring of odd years. (GACO)

**HI3750 History of Modern China 3 credits**

World Group. A study of Chinese history from the mid-19th century, when China faced western challenge, to the present. The focus is on the western impacts and the Chinese responses, the rise and fall of the nationalist regime and the emergence of China under the Communist government. Spring of odd years. (GACO)

**HI3760 History of Southeast Asia 3 credits**

World Group. A study of the history of Malaysia, Vietnam, Cambodia, Laos, Thailand, Burma, Indonesia and the Philippines—with emphasis on their early beginnings to their independence. Spring of even years. (GACO)

**HI3765 India and the World 3 credits**

World Group. An interdisciplinary look at the history of the Indian subcontinent in global context, from the late 15th century until today. Several factors compel Americans to study this region more closely and to understand its past relationship with world powers, including: the growth of South Asian communities in America, increasing nuclear tensions in the region, the rise of fundamental-

ism, the booming hi-tech economy transforming India and the world, and the daunting fact that 1 in every 6 humans of the planet is South Asian. Fall of odd years. *Prerequisite(s)*: Junior status. (GACO) (INCO)

**HI3770 The History of Islamic Empires 3 credits**

World Group. Focuses on the history of Islam, starting with the Golden Age of Islam during Mohammed's time. Examines the contributions of the 3 major Islamic empires: Ottoman, Safavid, and Mughal. Places today's issues in historical context in regions such as the Middle East, India, and Africa. Explores the expansion of Islam via trade routes, the Shi'a/Sunni schism, the Crusades from the Arab perspective, the evolution of Muslim identity in relation to colonization, modernization, and global economics shifts. Spring of even years. (GACO)

**HI3810 Topics in US History 3 credits**

US Group. Specialized topics in history not normally covered in depth in other history courses.

**HI3820 Topics in World History 3 credits**

World Group. Specialized topics in history not normally covered in depth in other history courses. (GACO)

**HI3828 Women and Global Colonialism 3 credits**

World Group. Examines the complex dynamic of gender as it related to women from non-western societies during periods of colonialism and post-independence nation-state formation. Examines concepts such as "third world women" and discusses how such terms must be understood in the context of world history and imperialism. Studies how gender is constructed in various historic contexts through a variety of written and visual materials, including women's personal accounts, travel narratives, historical essays and films. Emphasizes the economic and political contexts of particular women's movements, as well as the ways in which gendered identities are formed both at the local and global levels. While recognizing that the history of women in many parts of the world has been shaped by oppressive politics, patriarchies and economic disadvantage, moves beyond definitions of third world women as "victims;" looks at issues of women's agency, resistance, cooperation, unionization and activism. Fall of even years. (GACO)

**HI3835 Sex and Empire in Colonial India 3 credits**

World Group. Invites students to examine the popular, political and private representations of indigenous and foreign women who lived on the Indian subcontinent during the 19th and 20th centuries. Explores the gendered politics of empire building, studies the invention of women's "traditions" (both English and indigenous), the social construction of Victorian femininity and "motherhood," Indian women's organization, resistance, activism and agency, legislative efforts to regulate the sex lives of subaltern populations and the personal politics of reproduction and intervention of the colonial state. Emphasizes how political power and impressions of gender are shaped in an interconnected and interdependent world. Spring of odd years. (GACO)

**HI4000 History Internship 1–6 credits**

Students engage in work programs and thereby apply knowledge gained from history courses. Qualifications to be an intern are determined by the faculty member who acts as a supervising professor. Once placed, student interns have both an immediate onsite super-

visor and either a supervising history professor or the Discipline Coordinator's designee. Each credit usually includes 30 hours onsite plus 10 hours of additional reading. Repeatable for up to 6 credits. *Prerequisite(s)*: permission of the instructor.

**HI4015 The Medieval Cult of the Saints 3 credits**

World Group. See EN 4015 for course description. *Prerequisite(s)*: Junior status. (INCO)(WRCO)

**HI4358 Public History 3 credits**

US Group. Explores the study and practice of public history. Employs place-based techniques to explore broader theoretical, methodological, and practical concerns in history. Students develop an understanding of the past through a critical awareness of uses of the past. Students create an exhibit to present to the public. Familiarizes students with the various topics, research methods, analytical techniques, and forms of public presentation. Spring of even years. (TECO)

**HI4450 History Capstone Seminar 4 credits**

Designed to integrate discipline-specific knowledge into a culminating senior experience. Using critical thinking, research, analysis and communication skills, students write an original historical paper that draws on both secondary literature and primary sources and present that information in a formal setting. Assignments are designed to guide students through the process of formulating, researching and writing the paper over the course of the semester. The main theme of the seminar will vary based on the instructor. Hybrid course. Falls. *Prerequisite(s)*: completion of a History Writing in the Discipline Connections course.

**HI4910 Independent Study 1–3 credits**

Background in history through systematic readings, both intensive and extensive, supplementing previous course work in the field. Periodic conferences, a paper and an oral examination are included. Consent required of the instructor who will supervise the independent study and the Department Chair.

## HU – Humanities

**HU4010 Senior Project I 3 credits**

In the senior year students are required to undertake a senior project combining at least 2 fields of study. The proposal must meet with the approval of the Humanities Council and must be supervised by at least 2 Plymouth State University professors (at least 1 must be a member of the Humanities Council). The research requires extensive readings (in English and the foreign language in which the student has proven proficiency). At each weekly meeting the student is given an assignment based on the course research. At the end of the semester the extensive and approved proposal for the final research paper and presentation along with appropriate bibliography is submitted and graded. *Prerequisite(s)*: Humanities majors only.

**HU4022 Senior Project II 3 credits**

The second semester of this project requires the student to meet with the appropriate professor(s) on a weekly basis. The process of creating the final project is documented on a weekly basis. A final research paper, that undergoes numerous writings and rewrites during the course of the semester, fulfills the writing component.



In addition to the substantial research paper, a presentation of the research is given in a suitable format that is discussed and refined during the course of the semester. The student's final project must be presented to the entire Humanities Council. The supervising professor(s), in consultation with the Council, issues the final grade. *Unscheduled. Prerequisite(s):* HU 4010.

## IS – Interdisciplinary Studies

### IS1010 An Introduction to the Academic Community 1 credit

An introduction to the concept and nature of the academic community, including its values, expectations and activities. Emphasizes the goals of scholarly activity, including the resources available, and the skills needed to accomplish those goals. Required of all first-year students admitted prior to Fall 2004, during their first semester at Plymouth State University. Elective for transfer students entering with 24 or more credits. Pass/No Pass. *Unscheduled.*

### IS1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry 3 credits

Introduces students to the concepts of general education and the academic community and to the skills educated people use to generate and address important questions. Using critical thinking skills and basic tools of gathering and evaluating information, students and the instructor together engage in a meaningful exploration of a specific "Question." The "Question" varies across sections of the course. Required of all first year students, admitted beginning Fall 2004, during their first semester at Plymouth State University. Elective for transfer students entering with 24 or more credits. Falls and Springs.

### IS1750 Special Topics 1–4 credits

Explores lower-level interdisciplinary topics not covered in other courses. Repeatable with a different topic. Pass/No Pass or letter graded.

### IS2222 Introduction to Interdisciplinary Studies 3 credits

Gives introductory Interdisciplinary Studies students a structured opportunity to frame and plan a deliberate and thoughtful interdisciplinary program of study. Topics covered include: What does it mean to be an educated person? What are the dominant philosophical models of education, and what are their limits and strengths? How is interdisciplinarity changing the shape both of higher education and of knowledge in general? How do the 2 Interdisciplinary Studies options differ from 1 another and what kinds of interdisciplinary paths are possible at PSU? Students create a non-binding Interdisciplinary Studies contract related to their own personal goals and interests and a multimedia presentation with an accompanying long paper that outlines their own educational philosophies and plans for interdisciplinary study. Falls.

### IS2950 Disney College Program Internship 12 credits

Gives students the opportunity to reflect on the joint PSU-Disney College Program. Includes onsite Disney coursework, 450 hour+ Disney internship, and supplemental online PSU coursework. Requires acceptance into the Disney College Program. *Prerequisite(s):* permission of the instructor.

### IS3003 Interdisciplinary Studies Practicum 1–3 credits

Gives students the opportunity to explore connections across fields related to a theme or topic of their choice. The possibilities are many,

as students work with a faculty advisor to propose and execute a project related to their degree. The practicum may entail (but is not limited to): the planning of a conference, either at the University or in their community; the execution of an activist event such as a rally; the publication of a collection of essays; the launch of a Web site; the production of a documentary; the writing of a business plan; the application of a grant; or, the execution of an internship. May be repeated for a maximum of 6 credits. Falls and Springs. *Prerequisite(s):* IS 2222; Interdisciplinary Studies majors only.

### IS3090 Food Issues 3 credits

Food as a human artifact is examined from various disciplinary perspectives, e.g., scientific, social-psychological, historical, global. Grains and breads are the center of the investigations, with students having the opportunity to examine other foods independently. Topics include the Neolithic agricultural revolution, genetics of grains, cross-cultural aspects of food production and consumption, the evolution of food preparation and global issues such as the green revolution and famine. Falls. *Prerequisite(s):* Junior status. (INCO)

### IS3390 Applied Ethics 3 credits

See PY 3390 for course description. *Unscheduled. Prerequisite(s):* Junior status.

### IS3440 God, the Devil, and Moral Choice in Film 3 credits

Combines ideas and issues from (primarily Western) philosophy, theology, religion, and psychology, as illustrated in foreign and American feature films. Among the issues to be explored are: the existence or nonexistence of God; the nature of God; the relationship between God and humankind; the problem of evil; Divine command and sin; free will and determinism; moral choice and "selling out to the Devil"; faith, revelation, and evidence; the possibility—and significance—of miracles; life after death; and Divine justice. Examines in some detail the problem of the "silence" of God, particularly in the films of Ingmar Bergman. Springs. *Prerequisite(s):* Junior status.

### IS3470 Women in Contemporary American Culture 3 credits

Explores the attitudes which shape the professional and social opportunities for American women today. Reading for the course includes necessary historical background but focuses on contemporary issues. Students learn to examine the attitudes and beliefs that women hold and the decisions that women make in society in general and in the work place. Falls. *Prerequisite(s):* Junior status. (INCO)

### IS3482 Perspectives on Wilderness 3 credits

Examines changing perceptions of North American wilderness as documented by literature, art, historical accounts and science. Works include fiction, poetry, memoirs of explorers and settlers, writings of naturalists/scientists that describe the relationships of their authors with the natural environment. Also examined are the visions of the landscape and the flora and fauna as manifested in paintings and photographs. The purpose is to show the interrelationships amongst at least the 3 perspectives mentioned above and to examine the consequences of these relationships with respect to our contemporary attitudes and institutions. *Prerequisite(s):* Junior status.

### IS3530 Exploring Contrasts: Classic vs. Romantic 3 credits

Many works in art, literature and music reflect contrasting perspectives at the time the works were created. Often the terms 'Classical'

and 'Romantic' are used to suggest these opposing but complementary views. Examines these characteristics as they may be seen, read or heard. It's a "self discovery" course. Class members are expected to demonstrate increased knowledge through discussion, journal entries, projects and other creative responses. *Unscheduled. Prerequisite(s)*: Junior status. (INCO)

**IS3560 Philosophical Perspectives on War and Peace 3 credits**  
See PY 3560 for course description. *Unscheduled. Prerequisite(s)*: Junior status. (GACO)(INCO)

**IS3610 Biology of Sex Roles 3 credits**  
Exposes students to a scientific perspective on the differences in sexes in animals, with particular focus on humans. Both physiology and behavior are discussed in the context of evolution. The intent is to heighten awareness of the evidence for evolutionary explanations of sex roles while simultaneously considering the limitation of science in understanding the social behavior of our species. Spring of even years. *Prerequisite(s)*: Junior or Senior status. (DICO)(GACO)(INCO)

**IS3750 Special Topics 1–4 credits**  
Upper-level topics vary and may be repeated for credit with a different topic. Pass/No Pass or letter graded.

**IS4050 Personal Mythology 3 credits**  
Explores the world of myth and defines "personal myth," using discussion and readings drawn from various perspectives; intentionally personal, it addresses the human condition and the language of myth used to speak about/to that condition. Students are expected to be active participants as that language evolves. Springs. *Prerequisite(s)*: Junior status.

**IS4160 The Ice Age 3 credits**  
Integrates scientific and anthropological inquiry. Focuses upon the myriad environmental and evolutionary changes that took place during the past 2.5 million years commonly referred to as "The Ice Age." Climatic changes, rapid at times, led to lowering and rising sea levels, shifts in flora and fauna, and land form change, profoundly influencing the evolution of hominids from australopithecines to Homo sapiens. During this period humans moved out of Africa, to Europe, Asia, Australia, and eventually the Americas. Examines the physical changes in humans and cultural adaptations to the environments in which Ice Age humans lived. Spring of even years. *Prerequisite(s)*: Junior status. (INCO)

**IS4360 Cultural Diversity and American Society 3 credits**  
To respond effectively to the challenges and opportunities associated with the increasing racial, cultural and social class diversity within the United States, individuals need to develop an understanding of related concepts, principles, theories and practices. Students consider information, issues, theories and beliefs essential to understanding and relating to individuals in diverse cultures. Topics include: reviewing diverse cultural beliefs and practices; the influence of culture on the development of beliefs, values and behaviors; the nature of prejudice; gender differences; historical development; the influence of social class on behavior; religious diversity; and language policies. Not open to students who have earned credit for CD 2360. Falls and Springs. *Prerequisite(s)*: Junior or Senior status. (DICO)(INCO)

**IS4370 Hispanic Culture in the United States 3 credits**  
Designed to acquaint students with the widespread influence of Spanish language, culture and literature in the social fabric of the United States. Investigations of the Chicano, Puerto Rican and Cuban realities predominate. Taught in English. Students who read Spanish have the opportunity to do so, but no knowledge of Spanish is required. Counts toward Spanish major or minor. Springs. *Prerequisite(s)*: Junior status. (DICO)(INCO)

**IS4444 Interdisciplinary Studies Senior Seminar 3 credits**  
Gives senior-level Interdisciplinary students the opportunity to reflect on what they have accomplished through their program of study. Students examine current theories and debates in Interdisciplinary Studies, as well as consider the ways their coursework can be integrated with questions related to key categories of inquiry that shaped their programs, such as diversity, global awareness, and what it means to be an educated person. As part of this seminar, each student will undertake a thesis project that will bring her/his education to a culmination, thus providing a capstone experience. This thesis may take many forms (a long paper, a presentation, a multimedia project, a film, a web site, etc.), will incorporate both quantitative and qualitative thinking and the use of technology-related tools, and will be accompanied by a written piece that functions as a process paper, summarizing the project's integrative construction and conclusions. Springs. *Prerequisite(s)*: Interdisciplinary Studies majors only.

**IS4500 Comparative Social Services 4 credits**  
Within this intensive learning process, students gain knowledge about how different systems of healthcare delivery, education and social services exist for the people studied. Examines issues of ethnocentrism, belief systems, social institutions, social values and norms, stereotypes, labeling theory, racism and discrimination. Students understand how society can best respond to the social problems which impact the culture(s) studied. Students may take and receive credit more than once provided that each course taken has a different culture studied. Division of Continuing Education only. *Unscheduled. Prerequisite(s)*: (AN 2210 or SO 2220) and Junior status.

## IT – Italian

**IT1060 Conversational Italian I 3 credits**  
An introductory Italian course for beginning students. Emphasis on vocabulary building, basic grammar structures, and oral fluency. Contemporary readings and discussions with parallel oral and written grammar review. Conducted in Italian. *Unscheduled. (GACO)*

**IT1070 Conversational Italian II 3 credits**  
A continuation of IT 1060. Two regular class meetings per week. Emphasis on vocabulary building, grammar structure, and oral fluency. Conducted in Italian. *Unscheduled. Prerequisite(s)*: IT 1060. (GACO)

## LA – Latin

**LA1030 Fundamentals of Latin I 4 credits**  
An introduction to classical Latin language and culture. Exact knowledge of grammatical forms. Translations both from and into Latin. Latin roots in English. Sketches of Roman history. Students with no

more than 2 years of high school Latin or no previous study of Latin. Unscheduled. *Corequisite(s)*: LA 1900. (GACO)

**LA1040 Fundamentals of Latin II 4 credits**

Continuation of LA 1030. Unscheduled. *Prerequisite(s)*: LA 1030 or equivalent. *Corequisite(s)*: LA 1905. (GACO)

**LA1900 Fundamentals of Latin I - Lab 0 credit**

A self-directed lab. Students complete assignments in the Language Learning Resource Center (Hyde 221). Unscheduled. *Corequisite(s)*: LA 1030.

**LA1905 Fundamentals of Latin II - Lab 0 credit**

Lab sessions in the Language Learning Resources Center (Hyde 221) with a supplementary instructor for review practice and completion of course assignments. Unscheduled. *Corequisite(s)*: LA 1040.

## LL – Language and Linguistics

**LL1000 ESOL: English for Speakers of Other Languages 4 credits**

A course for non-native speakers of English focusing on self-assessment and needs analysis. Curriculum is developed according to student needs in writing, reading, vocabulary, grammar, listening, speaking, and pronunciation. Emphasizes academic English, use of academic technology and academic English study skills. Particular course content is developed according to students' academic disciplines. A TESOL student is assigned for the term to assist in supplementary instruction. May be taken twice. Pass/No Pass. Falls and Springs.

**LL1010 Special Topic: Fundamentals of Language and Cultural Studies I 3 credits**

An introductory language course with 2 regular class meetings per week with a visiting professor who is a native speaker of the language. Emphasis is on oral communication. An introduction to language and cultural studies of a selected country. Repeatable with a different language. (GACO)

**LL1012 English Intensive Program I: Introduction to US Culture 4 credits**

Introduces international students to multiple aspects of US culture. Emphasizes critical thinking skills and cross-cultural awareness; students reflect on their learning as international students in the US, in oral and written journals. Integrates practice in critical reading and writing strategies, as well as communication skills for fluency and accuracy. Falls and Springs. *Prerequisite(s)*: permission of the Department Chair.

**LL1013 English Intensive Program II: Introduction to US Culture 4 credits**

A continuation of English Intensive Program I, which introduces international students to multiple aspects of US culture. Emphasizes critical thinking skills and cross-cultural awareness, as students reflect on their learning in oral and written journals. Integrates practice in critical reading and writing strategies, as well as communication skills for fluency and accuracy. Falls and Springs. *Prerequisite(s)*: permission of the Department Chair.

**LL1014 English Intensive Program III: Introduction to US College Culture 4 credits**

Introduces international students to US college culture and addresses social topics such as establishing relationships, maintaining health, and appreciating diversity; personal issues such as time and money management; and academic needs such as test performance, study habits, and critical thinking skills. Integrates academic skills with language development by combining practice in reading strategies, academic writing across the genres, and interpersonal communication skills for fluency and accuracy. Falls and Springs. *Prerequisite(s)*: permission of the Department Chair.

**LL1016 Strategies for Success on a University Campus in the United States 3 credits**

Introduces international students to the resources and strategies for being successful at PSU. Students create cross-cultural awareness and reflect on their culture and journey as an international student to the US. Each class has six additional working sessions where students are able to practice what is taught in class. Falls and Springs.

**LL1020 Special Topic: Fundamentals of Language and Cultural Studies II 1–3 credits**

An immersion Winterim or late spring/early summer short-term language and cultural studies course in a country that speaks a language which is not offered by the Plymouth State University language programs. Continuation of LL 1010 taken during the preceding spring term on campus. Fundamentals of the language, cultural events, short trips and excursions in the foreign country. Includes a variable project for 1–3 PSU credits contracted with a Language and Linguistics Department instructor. A study abroad program fee is charged. May be repeated with a different language. Winterim or Summers. *Prerequisite(s)*: LL 1010.

**LL1180 Guided Language Practice I 1–3 credits**

An opportunity for intensive language practice via language laboratory, audio, video or DVD and/or conversation with instructor. Credit is based on a contract designed by the instructor and the student. Can be taken for grade or Pass/No Pass, in conjunction with or independently of a classroom course. Student chooses language (French, German, Latin, Spanish or other language approved by the Department Chair). Repeatable for credit. Unscheduled.

**LL2000 Introduction to Language and Linguistics 3 credits**

Examines the nature of language, language systems, language in context, language acquisition, and the historical development of English. Topics include: the metalinguistic knowledge of the English morphology, phonology, syntax, and semantics; how individuals learn and use their first language; how individuals acquire and use additional languages; language variation; ways in which language shapes and is shaped by society and individual identity; and language policy. Examines the historical development of the English language, situating present-day English within an historical framework. Emphasizes quantitative research design, analysis, and interpretation. In addition to examining numerous research studies, students undertake original data collection and analysis. Falls and Springs. (QRCO)

**LL2180 Guided Language Practice II 1–3 credits**

An opportunity for intensive language practice via language laboratory, audio, video or DVD and/or conversation with instructor. Credit is based on a contract designed by the instructor and the student.

Can be taken for grade or Pass/No Pass, in conjunction with or independently of a classroom course. Student chooses language (French, German, Latin, Spanish or other language approved by the Department Chair). Repeatable for credit. *Unscheduled.*

**LLDl2020 Queer Language, Culture, and Identity 3 credits**

Participants examine the emergence of a queer language, culture, and identity in modern times, and explore the factors that have impacted its development in the United States. Topics include the impact of race, class, and ethnicity on the rise of queer political movements and queer communities in the United States. *Unscheduled. (SSDI) (DICO)*

**LLDl2100 Introduction to Canadian Studies 3 credits**

Open to all undergraduate students. Offers an opportunity to acquire a longer-range understanding of a nation which is becoming increasingly important to the United States. Why 2 countries instead of 1? Free trade? A unified North American economic zone? Quebec separatism? Official multiculturalism? These and other pertinent issues are studied and discussed. Approaches the idea of Canada from a variety of past and present perspectives, breaks down its stereotypes, and celebrates its tremendous successes. Canada's evolution as a world power, subtle but well-respected, can be appreciated with an eye toward its longtime recognition that culture, language, and human rights are as important as political power or military force. *Unscheduled. (PPDI)*

**LLDl2200 Modern Latin American Literature 3 credits**

English translations of modern Latin American novels and short stories that had been originally written in Spanish and Portuguese are read. These translations provide an added dimension of understanding oneself and how language interpretation and translation can be greatly affected by internal and external ideas and experiences. Not open to students who have earned credits for SP 3100. *(SSDI)*

**LLDl2250 The Latino Boom: A Survey of US-Latino Literature 3 credits**

Designed to acquaint students with the stories, novels, poems, plays, and essays written in English and within the existing borders of the United States by Cuban-American, Nuyorican, Puerto Rican, Dominican-American, and Chicano writers. Readings, films, and online discussions are in English. Online course. *(SSDI)*

**LL2400 Foreign Language Project 1–3 credits**

Designed to allow students who study away from the Plymouth campus an opportunity to work on a credit-bearing program in cooperation with a Plymouth faculty person. Among possible projects: a diary in the target language of activities during travel abroad or while working with a foreign language-speaking group; a group of reports in the target language of intern work; a specific reading project connecting reading with sites visited, etc. Students arrange in advance the concept of the project and select the level and credits based on length and complexity of the project. Prior consent of the Department. *Unscheduled.*

**LLDl2450 Creating Language 3 credits**

Examines the generation, creation, and evolution of the full range of the English language, its words, grammar, sounds, and meaning, exploring the motivators that help explain how and why our language is constantly changing, molting, evolving, and (re)creating itself. *Unscheduled. (CTDI)*

**LLDl2500 The History of the English Language 3 credits**

Examines the historical development of the English language from its earliest origins through the present day. Topics include: causes of language change, etymology, and the influences of other languages. Explores how this history suggests possible directions of English in the 21st century. Falls. *(PPDI)*

**LLDl2950 Language Acquisition 3 credits**

Participants examine the nature of first and additional language acquisition and development. Topics include first language acquisition, additional language acquisition by children and adults, bi- and multilingualism. Emphasizes the investigation of first and additional language acquisition through student research studies. *Unscheduled. (SIDI)*

**LL2950 American Sign Language I 3 credits**

A critical skills course in a major communication system for those preparing to work with the deaf and hard of hearing. Grammar and vocabulary are emphasized in both the receptive and expressive modes of language transmission. Falls. *(DICO)*

**LL2960 American Sign Language II 3 credits**

A continuation of skills learned in American Sign Language I. Students continue to develop the skills taught in the first course while adding new vocabulary and linguistic concepts. Students further their receptive and conversational skills. Covers topics such as deaf culture, etiquette, history and current events. Springs. *Prerequisite(s): LL 2950 or permission of the instructor. (DICO)*

**LL3000 American Sign Language III 3 credits**

Designed to have students refine their skills in American Sign Language by continuing to improve upon the receptive and expressive components of the language. Students develop mastery of more complex American Sign Language features of spatial referencing, classifier usage, verb inflections, and role shifting, in an effort to gather meaning from movement, while continuing to expand their vocabulary. Falls. *Prerequisite(s): LL 2960.*

**LL3010 American Sign Language IV 3 credits**

Fourth class in the intensive language study of American Sign Language. Students refine and hone their skills by continuing to apply their knowledge and abilities in expressive and receptive American Sign Language. Provides for the expansion and further application of the language of American Sign Language and the culture of the deaf American. Springs. *Prerequisite(s): LL 3000.*

**LL3170 Seminar: Foreign Literatures in Translation 3 credits**

Foreign literature in translated form. Lecture, individualized study, reports in English. No language knowledge needed. *Unscheduled.*

**LL3180 Guided Language Practice III 1–3 credits**

An opportunity for intensive language practice via language laboratory, audio, video or DVD and/or conversation with instructor. Credit is based on a contract designed by the instructor and the student. Can be taken for grade or Pass/No Pass, in conjunction with or independently of a classroom course. Student chooses language (French, German, Latin, Spanish or other language approved by the Department Chair). Repeatable for credit. *Unscheduled.*

**LL3300 Foundations of Multilingual Multicultural Studies****3 credits**

Examines the theory and practice of multilingual multicultural education, from a sociopolitical perspective. Emphasizes understanding acculturation and academic achievement of, and programmatic alternatives and pedagogy for English Language Learners (ELLs) in a pluralistic society. Explores the impact of the cultural backgrounds on language minority children and their families, and their adjustment to a new society, on school achievement and language acquisition. Springs. (DICO)

**LL3400 Foreign Language Project****1–3 credits**

Designed to allow students who study away from the Plymouth campus an opportunity to work on a credit-bearing program in cooperation with a Plymouth faculty person. Among possible projects: a diary in the target language of activities during travel abroad or while working with a foreign language-speaking group; a group of reports in the target language of intern work; a specific reading project connecting reading with sites visited, etc. Students arrange in advance the concept of the project and select the level and credits based on length and complexity of the project. Prior consent of the Department. Unscheduled.

**LL3500 Research in Applied Linguistics****3 credits**

Provides an introduction to research design and methodology in applied linguistics. Participants examine the components of and numerous approaches to applied linguistics research; read and critically examine numerous research studies in applied linguistics, and design and carry out a research study of their own. Unscheduled.

**LL4100 TESOL Methods and Practice****4 credits**

Participants learn the foundations of communicative language teaching to non-native speakers in multicultural and homogenous classrooms. Topics include content-based instruction, teaching of the 4 skills, curriculum development, materials adaptation, lesson planning and execution, and assessment. Students gain both a theoretical grounding and hands-on experience with scaffolding content for language learners, and with developing learner strategies. Participants acquire and practice the skills needed to teach English to students of all ages and abilities. Includes a 30-hour supervised field experience.

**LL4300 Literacy in Language Learning****3 credits**

Examines current theories and practice of first and second language literacy development. Topics include developing literate behaviors, reading and writing fluency strategies, vocabulary development, and the writing process. Emphasizes the development of participants' proficiency in teaching reading and writing to students of different ages and ability levels through phonics, whole language, and integrated approaches. Springs.

**LL4400 Foreign Language Project****1–3 credits**

Designed to allow students who study away from the Plymouth campus an opportunity to work on a credit-bearing program in cooperation with a Plymouth faculty person. Among the possible projects: a diary in the target language of activities during travel abroad or while working with a foreign language-speaking group; a group of reports in the target language of intern work; a specific reading project connecting reading with sites visited, etc. Students

arrange in advance the concept of the project and select the level and credits based on length and complexity of the project. Prior consent of the Department. Unscheduled.

**LL4450 Modern Languages Capstone Seminar****3 credits**

To be taken the final semester of the major program, this capstone seminar is designed to be a culmination of the modern languages program of study that foregrounds practical application of foreign language knowledge and skills. Concludes in a final public presentation (based on a service-learning project, research study, or community linguistics/cultural event) in consultation with course faculty. Springs. *Prerequisite(s)*: Praxis II French and Spanish exams to be completed upon Capstone Seminar registration; Oral Proficiency Exams in French and Spanish; completion of a minimum of 45 major requirement credits.

**LL4815 The Diversity of Franco Communities in the United States****3 credits**

An opportunity to learn about the history and culture of North American French communities from socio-linguistics, historical, and literary perspectives. Investigations of Franco-Americans, Acadians, and Cajuns with an emphasis on Franco communities of New England. Examination of European origins and later migrations, gender and class impact, social significance of language, individual and collective expression, and effects of assimilation. Taught in English. Springs. *Prerequisite(s)*: Junior or senior status. (DICO)(INCO)

**LL4820 Language Assessment****3 credits**

Explores different approaches for creating, scoring, and evaluating both formal and informal standards-based language assessment measures for students of different ages and ability levels. Topics include authentic communicative assessment measures, portfolio assessment, and standardized testing for placement, to inform instruction, and measure achievement; test biases; testing different skills; and knowledge of state and federally mandated assessment measures and their implications for English language learners. Foregrounds authentic and useful classroom language assessment measures. Springs.

**LL4910 Independent Study****1–3 credits**

Students, working with a faculty advisor, select a topic in a specialized area of interest for study and in-depth research. Consent required of the instructor who will supervise the independent study and the Department Chair.

**MA – Mathematics****MA1200 Topics in Algebra and Geometry****4 credits**

Designed to help students improve their skills in algebra and geometry. Topics include: first and second degree equations, polynomials and factoring, ratios and proportions through similar geometric figures, areas and volumes of plane and solid figures, coordinate geometry and exponents and radicals. Required for students who have not satisfied the Preliminary Mathematics Requirement. Does not satisfy Mathematics Foundation or any General Education requirement. Falls. *Prerequisite(s)*: provisionally admitted students or permission of the Department Chair.



**MA1500 Mathematics and the Humanities 3 credits**

For liberal arts majors and others interested in the relationships of mathematics to fields such as Art, Music and Philosophy. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth. (QRCO)

**MA1800 College Algebra 3 credits**

After a quick review of algebraic expressions, exponents and coordinate graphs, general polynomial functions, exponential and logarithmic functions and linear and non-linear systems are examined algebraically and analytically. Conic sections, right triangle trigonometry and selected topics complete the course. Intended for students who need a stronger algebra background than MA 1200 provides, have some previous algebra experience, but are unable to demonstrate Level 2 mastery on the Placement Exam. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth.

**MA1900 Statistical Literacy in Today's Society 3 credits**

Learn to interpret and evaluate reports in the media on studies of substance dependency, medical issues and other socio-cultural concerns. The goal is to learn to understand the statistics encountered in the news or in everyday life rather than to learn specific statistical techniques. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth. (QRCO)

**MA2010 Problem Solving in Algebra Using Technology 3 credits**

The development of problem solving strategies using mathematics content normally covered in high school Algebra II. Problems require integration of algebra concepts and selected topics from geometry, trigonometry, and basic data analysis. The instructional format emphasizes cooperative learning, oral and written communication, and extensive use of the graphing calculator and selected computer software as useful problem solving tools. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth.

**MA2110 Mathematics in Our World I 4 credits**

A mathematics course for those pursuing majors in Childhood Studies or Early Childhood Studies. The instruction format emphasizes activity-based learning, problem-solving, cooperative learning and communication. Students study mathematics foundational to teaching mathematics at the K–8 level including topics from number, geometry and measurement, probability and statistics, and algebra. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth.

**MA2120 Mathematics in Our World II 4 credits**

An integrated approach to the study of mathematics for those pursuing majors in Early Childhood Studies, Teacher Certification, or Elementary Education. Through activity-based learning, problem-solving, cooperative learning, the use of technology and communication, students study mathematics foundational to teaching mathematics at the K–8 level including topics from the real number system with an emphasis on the rational numbers, two-dimensional geometry and measurement, and selected topics in algebra, probability, and statistics. Students are asked to reason inductively, deductively, and by using analogies. Students solve problems which require creative thought and not just regurgitation or application of ideas. Not open to students who have earned credit for MA 3010. Falls and Springs. *Prerequisite(s)*: MA 2110. (QRCO)

**MA2140 Precalculus 4 credits**

With the concept of function as a central theme, considers selected topics from algebra, trigonometry and analytic geometry, including complex numbers and DeMoivre's Theorem. Graphing calculators are required and used throughout the course. Falls and Springs. *Prerequisite(s)*: MA 1800, or score Level 2 or Level 3 on the Mathematics Placement Assessment. (QRCO)(TECO)

**MA2200 Finite Mathematics 3 credits**

Using algebra to solve analytical problems. Includes work with matrices, linear programming, counting techniques, probability, expected value and Bayes' Theorem. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth. (QRCO)

**MA2300 Statistics I 3 credits**

An introduction to statistics with applications in several disciplines such as Business, Psychology, Education, Social Sciences or Natural Sciences. Included are both descriptive and inferential statistics. Among the topics are numerical and graphical summaries for 1 and 2 variables, linear regression and correlation, confidence intervals and tests concerning means. A standard statistical software package is used throughout the course. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth. (QRCO)

**MA2350 Statistics for Criminal Justice 3 credits**

An introduction to statistical analysis designed to equip students of criminal justice with the skills necessary to analyze and interpret data from both original and existing data sets. Principal learning goals: to select the most appropriate statistical techniques for specific research problems, to understand fundamentals of codebook construction and manipulation, to calculate the appropriate statistics using SPSS and to properly interpret the results. Not open to students who have earned credit for MA 2300. May be taken as CJ 2350. Falls and Springs. *Prerequisite(s)*: regular admission to Plymouth. (QRCO)

**MA2400 Introduction to Formal Mathematics 3 credits**

Focuses on understanding and appropriate use of formal mathematical language. Intended for Mathematics majors and students interested in the study of mathematics. Not open to students who have earned credit for MA 2000. Falls. *Prerequisite(s)*: regular admission to Plymouth.

**MA2490 Applied Calculus I 4 credits**

The first semester of a calculus sequence dealing with applications of the differential and integral calculus to disciplines, such as, Business, Social Science and Biology. Functions and their graphs, limits, continuity, the derivative and its uses in optimization and mathematical modeling, the Fundamental Theorem. Graphing calculators are used throughout the course. Students may not receive credit for both MA2490 and MA2550. Falls and Springs. *Prerequisite(s)*: MA 1800, or score Level 2 or Level 3 on the Mathematics Placement Assessment. (QRCO)

**MA2500 Applied Calculus II 4 credits**

The second semester of a calculus sequence dealing with applications of the differential and integral calculus to disciplines, such as, Business, Social Science and Biology. Calculus of transcendental functions, applications of integration, some differential equations, multidimensional calculus with applications, sequences and

series, differentiation and integration of trigonometric functions. Graphing calculators are used throughout the course. Students may not receive credit for both MA2500 and MA2560. Springs. *Prerequisite(s)*: MA 2490. (QRCO)

**MA2550 Calculus I** **4 credits**

A first calculus course concentrating on limits, continuity, the derivative and integration. Applications are made to classical problems in physics and other sciences. Uses a software package capable of doing symbolic mathematics. Students may not receive credit for both MA2490 and MA2550. Students may not receive credit for both MA 2510 and MA 2550. Falls and Springs. *Prerequisite(s)*: MA 2140, or score Level 3 on the Mathematics Placement Assessment. (QRCO)

**MA2560 Calculus II** **4 credits**

A continuation of the calculus, including further study of integration techniques, improper integrals, infinite series, polar coordinates and conic sections. Uses a software package capable of doing symbolic mathematics. Students may not receive credit for both MA 2520 and MA 2560. Students may not receive credit for both MA2500 and MA2560. Students changing from the MA 2510-2520-3500 sequence to the MA 2550-2560 sequence should consult with the Mathematics Department. Students with previous credit for MA 2490-2500 MAY receive credit for MA 2560. Falls and Springs. *Prerequisite(s)*: MA 2550. (QRCO)

**MA2600 Math Activities Center Practicum** **1 credit**

Students examine recent research relating to the teaching of mathematics which they apply while tutoring students in the Math Activities Center. Weekly meetings are held. Falls and Springs. *Prerequisite(s)*: MA 2490 or MA 2550.

**MA2700 Logic, Proofs, and Axiomatic Systems** **3 credits**

Mathematical logic is introduced and used in developing techniques of writing proofs in mathematical settings, including topics in abstract algebra. Although the variety of settings may vary each semester, stresses proof development and includes mathematical induction and relations. Not open to students who have earned credit for MA 3110. Springs. *Prerequisite(s)*: MA 2400 and (MA 2490 or MA 2550). (WRCO)

**MA2910 Tutorial in Mathematics** **1–4 credits**

An individual tutorial usually given in special circumstances for students who are missing selected topics of required courses. Registration is only by individual enrollment, in consultation with and permission of the Chair. Intended only for those situations where a student needs topics, or portions of a course which serve as prerequisite to another course; e.g., transfer students, students affected by catalog changes, etc. Exceptions may be granted by vote of the Department. Repeatable for credit. *Prerequisite(s)*: permission of the instructor.

**MA3050 Introduction to Mathematics Education** **3 credits**

Study of mathematics education in the United States, its cultural setting, and its nature, role and function in society, including political, historical, philosophical, sociological, economic, ethical, multicultural, and other foundation aspects. Includes 20 hours of school-based observation and participation, plus an overview of preservice preparation at the University and certification in New Hampshire. Not open to students who have earned credit for MA 3080. Springs.

**MA3070 Knowing and Teaching Mathematics** **3 credits**

Continues discovering the mathematical concept and pedagogical skills needed to become a successful teacher of mathematics in grades K-6. Actively involved in exploring how children learn mathematics and how to guide them in their learning of mathematics. Discusses content, methods, curriculum, assessment, national and state standards and grade level expectations and appropriate technology use in the classroom. Falls and Springs. *Prerequisite(s)*: MA 2120 or MA 3010; completion of Cluster I and full acceptance to the BS Childhood Studies Teacher Certification option or BS Elementary Education. *Corequisite(s)*: ED 3060, ED 3090, RL 3070, and SE 3070.

**MA3120 Linear Algebra** **3 credits**

Introduction to linear algebra including vector spaces, linear transformations, matrices and determinants. Applications to a variety of areas. Springs. *Prerequisite(s)*: 2 semesters of calculus.

**MA3130 Directed Research in Mathematics** **1–3 credits**

Under the supervision of the Mathematics Department faculty, students assist with on-going faculty research projects. Duties typically include, but are not limited to, data collection and analysis, library research, and other prepublication tasks. May be repeated for a maximum of 6 credits. Falls and Springs. *Prerequisite(s)*: permission of the supervising faculty and the Department Chair.

**MA3200 Discrete Mathematics** **3 credits**

An introduction to Discrete Mathematics including topics in Boolean Algebra, Mathematical Induction, Recursion Relations, Algorithms and Graph Theory. Falls and Springs. *Prerequisite(s)*: MA 2400 or 1 semester of calculus.

**MA3230 Geometries** **4 credits**

Includes an overview of the foundations and methods of Euclidean and non-Euclidean geometries and their role in Western thought and education. Emphasis is given to concepts, theorems, methods of problem attack, problem solutions and elements of proof. Explores various approaches to geometry from different perspectives. These perspectives include blending coordinate and transformational ideas with conventional synthetic ideas. Ideas involving geometric experimentation are enhanced using technology-based (software and computer graphics) investigations. Students have to do a written project and an oral presentation. Falls. *Prerequisite(s)*: MA 2700. (TECO)(WRCO)

**MA3280 Regression Analysis** **3 credits**

Model building using multiple linear regression. Includes applications to categorical data and the analysis of variance. Statistical software is used extensively. Spring of odd years. *Prerequisite(s)*: MA 2300 or MA 3500 or (CJ)/MA 2350).

**MA3460 History of Mathematics** **3 credits**

A historical background in the areas of mathematics needed to understand its logical and sequential nature, its contributions to the growth of both Eastern and Western cultures and the development of a global discipline. Falls. *Prerequisite(s)*: (MA 2500 or MA 2560) and MA 3230. (GACO)(WRCO)

**MA3500 Probability and Statistics for Scientists 3 credits**

A first course in applied probability and statistics for scientists. Emphasizes developing probability concepts and statistical problem solving skills useful in an array of scientific disciplines, as well as providing a foundation for more advanced study. A standard statistical/mathematical software package is used. Falls and Springs. *Prerequisite(s)*: MA 2490 or MA 2550.

**MA3510 Differential Equations 3 credits**

Basic concepts, techniques of solution and applications of ordinary first and second order differential equations and series solutions. Falls. *Prerequisite(s)*: MA 2500 (with consent of instructor) or MA 2560.

**MA3540 Calculus III 4 credits**

This is the third course in the calculus sequence. Topics include three-dimensional vectors, directional derivatives and the gradient, and multiple integrals. Students may not receive credit for both MA 3520 and MA 3540. Springs. *Prerequisite(s)*: MA 2500 (with consent of instructor) or MA 2560.

**MA4020 The Cultural and Psychological Aspects of Mathematics Learning 3 credits**

Focuses on the cultural and psychological aspects of learning mathematics including implications of Piaget's research, constructivist learning theories, attitudes, teaching exceptional children, brain research and brain hemispheric specialization, mathematics education in foreign countries, mathematics anxiety, tracking, contrasting developmentalists versus behaviorist theories of learning, mathematics assessment, evaluation and selection of curriculum materials. TIMSS results and their implications and how culture influences education. Students spend a minimum of 12 hours in schools observing and working with students and teachers. Math majors must receive a grade of C or better in all MA courses required in their degree program. Falls. *Prerequisite(s)*: MA 3050 and Junior status; Teacher Certification majors only. (DICO)(INCO)

**MA4040 Mathematics in the Secondary and Middle School 3 credits**

Develops mathematics teaching methods and strategies; methods of reading, writing, and study skills in mathematics; daily, unit, and yearly planning strategies; and assessment of student learning. Includes simulated classroom teaching and 18 hours of school observation and participation. Math majors must receive a grade of C or better in all MA courses required in their degree program. Not open to students who have earned credit for MA 4030. Springs. *Prerequisite(s)*: minimum grade of C in MA 4020 and Teacher Certification majors only.

**MA4140 Abstract Algebra 3 credits**

Designed to study the properties of groups, rings, ideals and fields, and develop selected topics. Spring of even years. *Prerequisite(s)*: MA 2700 and MA 3120. (WRCO)

**MA4220 Topics in Mathematics 3 credits**

A topic, such as Topology, Number Theory, Complex Variables, etc., is studied for an entire semester. Course may be repeated for credit, provided a different topic is studied. Spring of odd years. *Prerequisite(s)*: variable, depending on topic selected; consult course instructor.

**MA4350 Probability Theory 3 credits**

Topics in probability theory such as probability spaces, random variables, multivariate distributions and the algebra of expectations as a mathematical foundation for statistical inference. Spring of even years. *Prerequisite(s)*: (MA 2300 or MA 3500 or CJ/MA 2350) and MA 3540.

**MA4430 Numerical Analysis 3 credits**

Covers standard methods of numerical analysis, using computers for extensive calculations. Programming languages and/or software packages are chosen by the instructor and used throughout the course. Topics include approximation and interpolation by polynomials, root-finding methods in 1 and several variables, direct and iterative methods for systems of linear equations, numerical quadrature and differentiation, approximation techniques for ordinary differential equations. Fall of odd years. *Prerequisite(s)*: MA 3120. (TECO)

**MA4510 Introduction to Analysis 3 credits**

A rigorous treatment of classical topics in calculus including: Completeness Axiom, Heine-Borel Theorem, differentiability and/or integrability of functions. Fall of even years. *Prerequisite(s)*: MA 2700 and MA 3120.

**MA4600 Internship in the Mathematical Sciences 1–6 credits**

Student interns are sponsored by an organization whose activities require knowledge of mathematics (or mathematics education). Student interns should be placed in positions that require them to familiarize themselves with the uses made of mathematics by the organization. The mathematics that interns apply to the performance of their duties should be based on materials covered in the students' coursework, represent an extension of such material or require the students to learn new mathematics if necessary to their duties. The intern must arrange for a faculty sponsor. An Internship Review Committee, chaired by the faculty sponsor with 2 additional members elected by departmental vote, shall, with the students' input: review the details of the prospective internship and decide on its feasibility, decide the number of credits to be awarded and prescribe an appropriate form and forum for a final report of internship activities. All arrangements must be approved by the Department Chair. Graded Pass/No Pass. *Prerequisite(s)*: permission of the Department Chair.

**MA4910 Independent Study 1–4 credits**

An individual study project determined to be of value to students and the Mathematics Department. Students present a talk concerning some portion of their study to a departmental colloquium during the semester. Consent required of the instructor who will supervise the independent study and the Department Chair.

**MA4965 Internship in Mathematics Teaching (5–8) 12 credits**

The culminating field-based experience leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 12 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience.

Math majors must receive a grade of C or better in all MA courses required in their degree program. Not open to students who have earned credit for MA 4970. Falls. *Prerequisite(s)*: minimum grade of C in MA 4040; Math majors only; minimum 2.50 cumulative GPA; completion of all other program requirements for certification by the beginning of the Internship in Mathematics Teaching semester; permission of the Coordinator of Internships. *Corequisite(s)*: MA 4985.

**MA4975 Internship in Mathematics Teaching (7–12) 12 credits**

The culminating field-based experience leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 12 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Math majors must receive a grade of C or better in all MA courses required in their degree program. Not open to students who have earned credit for MA 4960. Falls. *Prerequisite(s)*: minimum grade of C in MA 4040; Math majors only; minimum 2.50 cumulative GPA; completion of all other program requirements for certification by the beginning of the Internship in Mathematics Teaching semester; permission of the Coordinator of Internships. *Corequisite(s)*: MA 4985.

**MA4985 Internship in Mathematics Teaching Seminar 1 credit**

Taken concurrently with Internship in Mathematics Teaching and intended to act as a capstone experience in the Mathematics 5–8 and 7–12 Teacher Certification programs. Students participate in both on-campus seminars and Web-based discussions. The seminar focuses on theory in practice; establishes a professional learning community for reflection, dialogue, and inquiry; assists interns with their transition into the profession. Math majors must receive a grade of C or better in all MA courses required in their degree program. Falls. *Prerequisite(s)*: minimum grade of C in MA 4040. *Corequisite(s)*: MA 4965 or MA 4975.

## ME – Music Education

**ME1100 Introduction to Music Education 3 credits**

Required for first semester, first year students majoring in Music Education. Communicates the responsibilities and requisite skills of the professional music educator. Examines topics relative to wellness as it pertains to physical, emotional, intellectual growth of the individual as well as that of the student population they will serve. Falls. (WECO)

**ME1160 Guitar Class I 1 credit**

Development of basic performance skills on guitar, including functional accompanying in folk and popular styles. Falls and Springs. *Prerequisite(s)*: students must provide their own instruments.

**ME1200 Voice Class I 1 credit**

Fundamentals of voice production: posture, breath control, tone, diction, interpretation; emphasis on group and solo performance. Falls.

**ME2000 Guitar Class II 1 credit**

Continuation of development of Guitar Class I skills; introduction to ensemble playing. Falls and Springs. *Prerequisite(s)*: students must provide their own instruments.

**ME2010 Choral Lab 0 credit**

Enhances student conducting development in a lab setting; develops rehearsal skills; improves listening/error detection ability; develops vocal warm-up techniques. Students work from a packet of music appropriate for elementary and middle school choirs. Falls and Springs. *Prerequisite(s)*: Music Education majors only.

**ME2020 Instrumental Lab 0 credit**

Provides prospective music educators with opportunities to apply skills acquired on instruments studied in instrumental techniques classes. Participants also plan and conduct rehearsals and receive feedback on their teaching effectiveness. Falls and Springs. *Prerequisite(s)*: Music Education majors only.

**ME2110 Techniques of the Marching Band 0.5 credit**

Styles and techniques of marching band performance, including pedagogical methods. Fall of even years.

**ME2150 String Class 1 credit**

Basic performance skills and teaching techniques for violin, viola, cello and double bass. Falls. *Prerequisite(s)*: Music Education majors only. *Corequisite(s)*: ME 2020.

**ME2340 Music Teaching Apprenticeship 1 credit**

Supervised field experience prior to formal student teaching in which the student is involved in the music classroom and rehearsal for a minimum of 2 hours per week for a period of 10 weeks. Repeatable for credit. With permission. *Prerequisite(s)*: Music Education majors only.

**ME3110 Elementary School Music Methods 3 credits**

Basic procedures, methods and materials for teaching music in grades K-6. Includes demonstration, observation and simulation of teaching at this level. Springs. *Prerequisite(s)*: Music Education majors only; full acceptance to the Teacher Certification program. *Corequisite(s)*: ME 2010.

**ME3130 Woodwinds I 1 credit**

Basic performance skills and teaching techniques for flute and clarinet. Falls. *Prerequisite(s)*: Music Education majors only. *Corequisite(s)*: ME 2020.

**ME3140 Woodwinds II 1 credit**

Basic performance skills and teaching techniques for saxophone, oboe, and bassoon. Springs. *Prerequisite(s)*: Music Education majors only. *Corequisite(s)*: ME 2020.

**ME3160 Percussion Class 1 credit**

Basic performance skills and teaching techniques for selected percussion instruments. Springs. *Prerequisite(s)*: Music Education majors only. *Corequisite(s)*: ME 2020.

**ME3210 Upper Brass Techniques 1 credit**

Basic performance skills and teaching techniques for trumpet and French horn. Falls. *Prerequisite(s)*: Music Education majors only. *Corequisite(s)*: ME 2020.

**ME3220 Lower Brass Techniques 1 credit**

Basic performance skills and teaching techniques for trombone, baritone horn and tuba. Springs. *Prerequisite(s)*: Music Education majors only. *Corequisite(s)*: ME 2020.

**ME3250 Choral Conducting 2 credits**

Preparation and interpretation of choral scores for rehearsals and performances. Fall of even years. *Prerequisite(s)*: MU 2260 with a minimum grade of C; Music, Music Education majors, and Music minors only.

**ME3260 Instrumental Conducting 2 credits**

Preparation and interpretation of instrumental scores for rehearsals and performances. Fall of odd years. *Prerequisite(s)*: MU 2260 with a minimum grade of C; Music, Music Education majors, and Music minors only.

**ME3340 Choral Literature and Techniques 2 credits**

Organization and development of choral ensembles: recruitment, auditions, voice classifications, etc. Survey of choral repertoire appropriate for wide variety of choral groups. Fall of odd years. *Prerequisite(s)*: Music, and Music Education majors, and Music minors only.

**ME3350 Instrumental Literature and Techniques 2 credits**

Organization and development of instrumental ensembles: recruitment, scheduling, instructional materials, etc. Survey of solo and ensemble literature and individual methods. Springs. *Prerequisite(s)*: Music Education majors only.

**ME3500 Technology for Music Educators 3 credits**

Examines the history and evolution of music technology in music education and how it impacts music curriculum development, music education, culture and society. Explores music education, music administration, music notation and music sequencing software, MIDI (Musical Instrument Digital Interface) techniques, synthesis, programs and equipment that support MIDI and music notation for the music educator. Students acquire proficiency in MIDI technology and demonstrate that proficiency by designing a curriculum that integrates music technology into the music classroom. Students also turn in a music notation project. Falls. *Prerequisite(s)*: Music Education majors only. (TECO)

**ME4200 Secondary School Music Methods 3 credits**

Basic procedures, methods and materials for teaching music in grades 7–12. Special emphasis on upper middle school general music. Includes demonstrations, observation and simulation of teaching at this level. Falls. *Prerequisite(s)*: Music Education majors only; full acceptance to the Teacher Certification program. *Corequisite(s)*: ME 2010.

**ME4500 Senior Recital: Music Education 0 credit**

Music Education majors are required to enroll in ME 4500 and to present a full recital program. This requirement may also be satisfied by sharing a recital with another student. A pre-recital jury

before the faculty is required at least 4 weeks prior to the scheduled recital date. Pass/No Pass. Falls and Springs. *Corequisite(s)*: 4000 level Performance Studies.

**ME4860 Internship in Elementary Music Teaching 6 credits**

The culminating field-based experience for Music Education majors, leading to teacher certification. It is a continuous, full-time experience during which students gradually assume responsibilities for a full range of music teaching activities. The Internship in Teaching is conducted under the guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum 2.70 cumulative GPA; minimum grade of C in all required ME/MU courses; completion of all other program requirements for certification in Music Education; permission of the Coordinator of Internships.

**ME4870 Internship in Secondary Music Teaching 6 credits**

The culminating field-based experience for Music Education majors, leading to teacher certification. It is a continuous, full-time experience during which students gradually assume responsibilities for a full range of music teaching activities. The Internship in Teaching is conducted under the guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum 2.70 cumulative GPA; minimum grade of C in all required ME/MU courses; completion of all other program requirements for certification in Music Education; permission of the Coordinator of Internships.

**ME4910 Independent Study 1–3 credits**

Advanced work in specialized area of interest, selected and pursued in consultation with a faculty advisor. Consent required of the instructor who will supervise the independent study and the Department Chair.

**MT – Meteorology****MTD1200 Weather and Climate 3 credits**

Basic atmospheric physical processes are investigated in order to gain a scientific understanding of atmospheric phenomena, and explore atmospheric environmental issues such as global climate change. Topics include: structure of the atmosphere, temperature, moisture, seasons, clouds and precipitation, global circulation, midlatitude cyclones, thunderstorms, tornadoes, climate zones, and global climate change. Students who have completed MTD1 1100 cannot take this course. Falls and Springs. (SIDI)

**MTD1500 Severe and Hazardous Weather 3 credits**

Addresses various scientific inquiry skills by analyzing the world's most extreme weather events in terms of their scientific basis and their economic, human and historical consequences. Topics include hurricanes, tornadoes, blizzards, cold waves, heat waves, floods, droughts, major air pollution events and others. Falls and Springs. (SIDI)

**MT2110 Introduction to Atmospheric Sciences 3 credits**

Fundamental description of atmospheric processes and phenomena. The global energy budget, winds, air masses, fronts, clouds, snow, rain and hail, thunderstorms, tornadoes and hurricanes are among the topics covered. Falls.



**MT2230 Introduction to Meteorological Analysis 1 credit**

An introduction to basic analytical methods used in meteorology (e.g., surface and upper-air maps and thermodynamic charts). Supportive laboratory exercises are also included. Additional course fee required. Falls. *Prerequisite(s)*: Biology, Chemistry, Computer Science, Meteorology majors. *Corequisite(s)*: MT 2110.

**MT2800 Climatology 3 credits**

A descriptive climatology course covering the 3 main areas of climatological study: physical climatology, regional climatology and applied climatology. Topics include: physical processes responsible for climate; major climate regions and climate classifications; the effect of climate on human cultures and societies; and theories of climate change including natural and anthropogenic processes. Springs. *Prerequisite(s)*: MT 2110. (GACO)

**MT3230 Atmospheric Thermodynamics 3 credits**

Development of the kinetic theory of gases. Treatment of the First and Second Laws of Thermodynamics, with emphasis on atmospheric applications. Adiabatic processes, stability and the use of thermodynamics diagrams. Use of computer applications. Severe weather indices. Additional course fee required. Springs. *Prerequisite(s)*: MT 2110, MA 2550, and PH 2410.

**MT3300 Synoptic Meteorology I 4 credits**

An introduction to the techniques used to understand synoptic-scale atmospheric processes and their application to weather analysis and forecasting. Topics include: decoding and plotting standard meteorological data; plotting and interpretation of thermodynamic diagrams and cross-section analyses; manual analyses of upper-air and surface data; survey of weather graphics products from both facsimile and Internet resources; kinematics of meteorological scalar and vector fields; introduction to basic forecasting techniques; a survey of operational forecast models. Additional course fee required. Falls. *Prerequisite(s)*: MA 2550 (may be concurrent) and MT 2110.

**MT3710 Meteorological Instruments and Observations 4 credits**

Utilization of standard meteorological instruments. Practical problems in measurements and recording systems. Data reduction and analysis. Introduction to 1 or more data analysis software packages. Experimental meteorological literature. One lecture and 1 laboratory session each week plus individual writing assignments. Additional course fee required. Falls. *Prerequisite(s)*: MT 2110 and MA 2550 (may be concurrent). (WRCO)

**MT4150 Air Quality 3 credits**

Encompasses an extensive overview of the science of Air Quality. Topics include atmospheric chemistry, air quality meteorology and forecasting techniques, air pollution sources, sinks and effects (atmospheric, environmental), including an examination of historical and current policy issues relevant to each topic. May be taken as CH 4150. Spring of odd years. *Prerequisite(s)*: (CH 2340 or CH 2140), MT 2110, (MA 2490 or MA 2550), and Junior status. (INCO)

**MT4262 Broadcast Meteorology 3 credits**

Introduction to broadcast presentation skills and the utilization of meteorological graphics software. Examines professional broadcast meteorology certification requirements. Introduces geographical terminology for local, regional, synoptic, and global areas. Discusses evolution of broadcast meteorology and future trends. Students pre-

pare sample weathercast segments and produce a station scientist video production on subjects satisfying guidelines provided by the American Meteorological Society. Additional course fee required. Springs. *Prerequisite(s)*: MT 2800 and MT 3300.

**MT4280 Synoptic Meteorology II 4 credits**

Intermediate weather analysis and forecasting techniques are used to understand synoptic-scale weather systems with an emphasis on structure and evolution of extratropical cyclones. Topics include: climatology of mid-latitude surface and upper-air flow regimes and extratropical cyclogenesis; life cycle of extratropical cyclones including frontal evolutions; application of hydrodynamical equations and balanced systems to weather analysis and forecasting; ageostrophic winds; jet streak circulations. Students participate in weekly forecasting exercises culminating in a quantitative precipitation forecasting exercise at the end of the semester. Additional course fee required. Springs. *Prerequisite(s)*: MT 3300. *Corequisite(s)*: MT 4320. (TECO)

**MT4310 Dynamic Meteorology I 3 credits**

Introduction to geophysical fluid dynamics including the development of the fundamental equations, governing atmospheric motion, basic approximations, simplified flows and physical interpretation of the corresponding theory. Falls. *Prerequisite(s)*: MA 2560, MT 3230 and PH 2420.

**MT4320 Dynamic Meteorology II 3 credits**

Advanced topics in geophysical fluid dynamics including circulation theory, vorticity, planetary boundary layer, quasi-geostrophic theory and introductory numerical modeling concepts. Springs. *Prerequisite(s)*: MT 4310 and MA 3540 (may be concurrent).

**MT4330 Current Weather Seminar 1 credit**

Discussions of daily weather maps and data from the National Meteorological Center. Technical emphasis; presentations by faculty and students. May be repeated once. *Prerequisite(s)*: MT 4280 (may be concurrent).

**MT4360 Forecasting/Broadcast Practicum 1 credit**

Provides students an opportunity to improve forecasting, computer software and communication skills while formally meeting forecast deadlines on a daily basis. Forecasts are prepared and presented for broadcast on local media outlets. May be repeated for a maximum of 2 credits. Additional course fee required. *Prerequisite(s)*: MT 4260, MT 4280 (may be concurrent); permission of the instructor.

**MT4400 Numerical Weather Prediction 3 credits**

Acquaints students with the concepts, procedures, theory, and problems associated with numerical weather prediction through discussion and by writing computer programs to process both real and simulated data. Covers the mathematical basis for various analysis and predictive techniques and their benefits and/or limitations. Students learn about the configuration and capabilities of current operational numerical analysis and prediction models. Falls. *Prerequisite(s)*: CS 2400, MT 4320, permission of the instructor, and Junior status. (INCO)(TECO)

**MT4410 Atmospheric Physics 3 credits**

An application of the basic laws of physics to atmospheric processes. Topics discussed include gravitational effects, properties of atmospheric gases, cloud physics, solar and terrestrial radiation,

atmospheric electricity and optical and acoustic phenomena. Falls.  
*Prerequisite(s)*: MA 2560, MT 3230 and PH 2420.

**MT4420 Tropical Weather and Climate 3 credits**

An in-depth view of various topics related to tropical weather and climate, including tropical climatology, easterly waves, tropical cyclones, monsoons, El Niño, La Niña and the Southern Oscillation (ENSO), and other types of tropical variability. Spring of even years.  
*Prerequisite(s)*: MT 3300, PH 2410, and Junior status. (INCO)

**MT4440 Climate Change 3 credits**

Overview of the methods for examining climate change. Included are time series analysis and climate proxies such as tree-ring analysis,  $^{18}\text{O}/^{16}\text{O}$  ratios, pollen and carbon-14 dating. Also covered are a variety of possible causal factors such as orbital variations, plate tectonics, volcanic eruptions,  $\text{CO}_2$  variations and El Niño. The results of paleoclimatic modeling are also discussed. Spring of odd years.  
*Prerequisite(s)*: MT 2110, (PH 2130 or PH 2410), and (MA 2490 or MA 2550); Junior status. (INCO)

**MT4450 Advanced Synoptic Meteorology 3 credits**

Use of advanced analysis techniques for multiscale weather systems throughout the globe with an emphasis on synoptic-scale mid-latitude weather. Topics include: forecasting applications of the quasi-geostrophic height tendency and omega equations; frontogenesis; Q-vector analysis; isentropic analysis; Hovmöller diagrams, potential vorticity concepts and the use of dynamic tropopause maps. Weekly weather discussions and forecasting exercises focus on these advanced techniques and areas of current or future applied research topics. Recent articles in the scientific literature are reviewed and used throughout the course. Falls. *Prerequisite(s)*: MT 4280 and MT 4320.

**MT4470 Micrometeorology 3 credits**

Study of processes involving the exchange of momentum, heat and moisture between the lowest portion of the atmosphere and the underlying surface of the earth. Topics such as local energy budgets, soil heat transfer, the planetary boundary layer, turbulence, neutral and diabatic surface layers are included. Spring of even years.  
*Prerequisite(s)*: MT 4320.

**MT4480 Mesoscale Meteorology 3 credits**

Focuses on the detailed descriptive aspects of mesoscale phenomena and processes with an emphasis on the structure. Defines what is meant by the term "mesoscale" and to what kinds of systems it applies. Deals with internally generated mesoscale circulations. Examines various mesoscale convective systems. Discusses externally forced mesoscale systems. Using observational cases, covers terminology, characteristics, and behavior of mesoscale events. Springs. *Prerequisite(s)*: MT 4320 (may be concurrent).

**MT4500 Undergraduate Research 1–4 credits**

Guided research in atmospheric sciences under the supervision of a faculty advisor. May be repeated twice for a maximum of 4 credits.  
*Prerequisite(s)*: permission of the instructor.

**MT4510 Senior Research 2 credits**

Devoted to an investigation of a specific meteorological problem chosen by students and approved by the faculty member directing the research. Research topics may be chosen from any area of theoretical, applied or operational meteorology. A research sum-

mary (both a written report and an oral seminar) is required. Falls.  
*Prerequisite(s)*: Meteorology major with Senior standing.

**MT4520 Senior Research 2 credits**

Devoted to an investigation of a specific meteorological problem chosen by students and approved by the faculty member directing the research. Research topics may be chosen from any area of theoretical, applied or operational meteorology. A research summary (both a written report and an oral seminar) is required. Springs.  
*Prerequisite(s)*: Meteorology major with senior standing.

**MT4550 Topics in Meteorology 3 credits**

Covers material related to a major subdiscipline in Meteorology that is not covered in the regular curriculum. May be repeated with a different topic so that students can receive exposure to a variety of subject areas. *Prerequisite(s)*: MT 3300, MT 4310, and permission of the instructor.

**MT4600 Internship 1–4 credits**

Involves 1–4 weeks of full-time work at a private or governmental forecast office or weather observatory. The on-site experience is provided to give students an opportunity to become more familiar with weather service equipment and forecasting procedures and to participate in daily weather observations and discussions. Compensation is not necessarily provided for intern time. One credit is given for each 40-hour week of participation. Meteorology majors may seek permission of the instructor if they have not taken the stated prerequisites. With permission. *Prerequisite(s)*: MT 3300, MT 4310 and Meteorology major.

**MT4910 Independent Study 1–4 credits**

Ordinarily for Meteorology majors. Studies undertaken are defined by students, subject to approval by appropriate staff members. Work may involve reading, conferences, historical, experimental or theoretical projects, field investigations, statistical surveys or combinations of the foregoing. Consent required of the instructor who will supervise the independent study and the Department Chair.

## MU – Music

**MU Performance Studies 1–2 credits**

Instrumental and vocal instruction. Individual and/or group study to promote development of techniques, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Courses with odd numbered tens digits are 1 credit and courses with even numbered tens digits are 2 credits. Enrollment in Performance Studies requires payment of a Performance Studies fee. Falls and Springs. Course numbers are as follows.

	1st year	2nd year	3rd year	4th year
Commercial Voice*		2250	3522	4525
Voice*	1510-1520	2510-2520	3510-3520	4510-4520
Piano*	1530-1540	2530-2540	3530-3540	4530-4540
Organ	1550-1560	2550-2560	3550-3560	4550-4560
Harpichord	1570-1580	2570-2580	3570-3580	4570-4580
Percussion	1590-1600	2590-2600	3590-3600	4590-4600
Violin	1610-1620	2610-2620	3610-3620	4610-4620
Viola	1630-1640	2630-2640	3630-3640	4630-4640
Cello	1650-1660	2650-2660	3650-3660	4650-4660
Bass	1670-1680	2670-2680	3670-3680	4670-4680

Guitar	1690-1700	2690-2700	3690-3700	4690-4700
Lute	1710-1720	2710-2720	3710-3720	4710-4720
Flute	1730-1740	2730-2740	3730-3740	4730-4740
Oboe	1750-1760	2750-2760	3750-3760	4750-4760
Clarinet	1770-1780	2770-2780	3770-3780	4770-4780
Bassoon	1790-1800	2790-2800	3790-3800	4790-4800
Saxophone	1810-1820	2810-2820	3810-3820	4810-4820
Trumpet	1830-1840	2830-2840	3830-3840	4830-4840
Horn	1850-1860	2850-2860	3850-3860	4850-4860
Euphonium	1870-1880	2870-2880	3870-3880	4870-4880
Trombone	1890-1900	2890-2900	3890-3900	4890-4900
Jazz Piano	1930-1940	2930-2940	3930-3940	4930-4940
Tuba	1950-1960	2950-2960	3950-3960	4950-4960

\*Corequisite required.

#### **MUD1000 Jazz Styles: Past and Present 3 credits**

Examines historical and current styles of jazz encompassing forms, aesthetics, personalities, literature, the evolution of jazz music, and the influence jazz music has on the development of traditional art music and popular music in America. Places emphasis on the development of listening skills through consideration of jazz literature from the past to the present day. Falls and Springs. (PPDI)

#### **MUD1100 Creating Sound Effects and Music for Video Games 3 credits**

Students study the history and evolution of game audio and sound effects, and develop basic skills in Audacity (or GarageBand) and Unity. Students create a unique gaming world that includes sound effects, music, ambient sound zones, sound effect scripting, and remote sound effect triggering. Springs. (CTDI)

#### **MU1130 Beginning Piano I 1 credit**

For students with little or no previous study. Basic knowledge and skills necessary for keyboard performance. Development of physical and mental facility in interpreting musical notation. Falls and Springs.

#### **MU1140 Beginning Piano II 1 credit**

For students with little or no previous study. Basic knowledge and skills necessary for keyboard performance. Development of physical and mental facility in interpreting musical notation. Falls and Springs. *Prerequisite(s)*: MU 1130.

#### **MU1150 Piano Class I 1 credit**

Preparation of music specialists with functional skills in harmonization, solo performance, and accompanying. Falls. *Prerequisite(s)*: Music, Music Education, and Theatre Arts majors, and Music minors only.

#### **MU1160 Piano Class II 1 credit**

Preparation of music specialists with functional skills in harmonization, solo performance, and accompanying. Springs. *Prerequisite(s)*: MU 1150 with a minimum grade of C; Music, Music Education, and Theatre Arts majors, and Music minors only.

#### **MU1210 Musicianship I 4 credits**

Review of basic materials of music notation, meter, keys, scales. Basic principles of diatonic harmony, including interval and chord construction, melody writing and voice leading, chord progression.

Harmonic analysis of related examples. Emphasis on ear training and sight-singing skills. Falls. *Prerequisite(s)*: Music, Music Education, and Theatre Arts majors, and Music minors only.

#### **MU1220 Musicianship II 4 credits**

Continuation of studies in diatonic harmony, voice leading and harmonic analysis, including triads in inversion, non-chord tones and seventh chords. Introduction to principles of formal analysis. Continuing emphasis on aural skills. Springs. *Prerequisite(s)*: MU 1210 with a minimum grade of C.

#### **MUD1310 Exploring Music 3 credits**

Emphasis is placed on the development of listening skills through consideration of masterworks of "classical" music literature from the past to the present day. Historical periods studied include Medieval, Renaissance, Baroque, Classical, Romantic, Impressionistic, 20th Century and Contemporary. Falls and Springs. (PPDI)

#### **MU1320 Introduction to Reading Music 3 credits**

Introduces students to standard melodic and chordal music notation, and those skills and concepts necessary to interpret and perform them - pitch, rhythm, meter, scales, keys, intervals, and chords. Springs.

#### **MUD1350 American Popular Music: History and Creation 3 credits**

Emphasizes an interdisciplinary approach that incorporates contemporary multicultural perspectives and critical creative and social analysis into the study of American popular music. Investigates a 200-year musical and cultural history in America that includes African American Roots, European American Traditions and Influences, Latin Music in America, and Native American and Asian Influences. Students also explore American popular music content, form, lyrics, and instrumentation so that they may create and develop their own musical compositions using current music sequencing and recording software. Falls. (CTDI)

#### **MU1420 Vocal Performance Lab I 0 credit**

Italian and English diction using the International Phonetic Alphabet, stage deportment and beginning song interpretation/presentation. Required of all voice students enrolled in 1000 level Performance Studies. Falls and Springs. *Prerequisite(s)*: Music, Music Education, and Theatre Arts majors, and Music minors only. *Corequisite(s)*: 1000 level Voice Performance Studies.

#### **MU1480 Jazz Workshop 1 credit**

Provides an opportunity to study jazz improvisation, harmony, and performance practice through examination of the history of jazz, the study of recordings and transcriptions of improvised solos. Aspects of music theory specific to the jazz idiom are explored, as are specific improvisational techniques. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

#### **MU1510 Voice Performance Studies 1 credit**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Corequisite(s)*: MU 1420.

**MU1520 Voice Performance Studies 2 credits**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: Music, Music Education, and Theatre Arts majors, and Music minors only. *Corequisite(s)*: MU 1420.

**MU1540 Piano Performance Studies 2 credits**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: Music, and Music Education majors, and Music minors only. *Corequisite(s)*: MU 2140.

**MU1930 Jazz Piano Performance Studies 1 credit**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: Music and Music Education majors, and Music minors only.

**MU2000 Diction for Singers 2 credits**

Designed for the voice major with at least 1 experience in which diction is taught specifically as it relates to singing. Students learn the International Phonetic Alphabet as well as basic pronunciation and transcription of the 5 major languages for singing. Spring of odd years. *Prerequisite(s)*: Music/Voice Performance and Pedagogy majors only.

**MU2080 Guitar Workshop 1 credit**

Provides guitarists opportunities to perform solo and ensemble literature in groups of 2-10 players. Guitar literature (duets, trios, quartets, etc.) from written scores is rehearsed for public performance, on and off campus. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: permission of the instructor.

**MU2100 Keyboard Accompanying 0.5 credit**

Performance ensemble open to all keyboard students wishing to perform as accompanists in the studio and in recital. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: permission of the instructors involved.

**MU2130 Beginning Piano II 1 credit**

Continuing development of skills formed in Beginning Piano II. Emphasis is on solo performance, technique, and theory. Unscheduled. *Prerequisite(s)*: MU 1140.

**MU2140 Piano Performance Lab 0 credit**

To build repertoire through listening and analysis skills, to achieve techniques of interpretation through self-evaluation and group interaction, and to develop stage deportment and performance skills. Each student performs regularly to advance these skills. Required of all piano students enrolled in 1000, 2000, 3000, and 4000 level Piano Performance Studies. Falls and Springs. *Prerequisite(s)*: Music, Music Education, and Theatre Arts majors, and Music minors only.

**MU2210 Musicianship III 3 credits**

Principles of chromatic harmony, including secondary functions, modulation, mode mixture, and the Neapolitan chord, explored through voice leading, analysis, and composition assignments. Introduction to formal analysis of larger structures. Continuing development of ear training and sight-singing skills. Falls. *Prerequisite(s)*: MU 1220 with a minimum grade of C.

**MU2220 Musicianship IV 3 credits**

Further exploration of chromatic harmony, including augmented sixth chords, enharmonic respellings, altered chords, and techniques of musical Impressionism. Introduction to 20th- and 21st-century compositional techniques. Continuing development of aural skills. Springs. *Prerequisite(s)*: MU 2210 with a minimum grade of C.

**MU2230 Piano Class III 1 credit**

Continuation of skills developed in MU 1160. Falls. *Prerequisite(s)*: MU 1160 with a minimum grade of C; Music, and Music Education majors only.

**MU2240 Piano Class IV 1 credit**

Continuation of skills developed in MU 2230. Springs. *Prerequisite(s)*: MU 2230 with a minimum grade of C; Music, and Music Education majors only.

**MU2250 Commercial Voice Performance Study 1 credit**

Individual and/or group study to promote development of contemporary commercial singing techniques, repertory, and musicianship. Required attendance at Department recitals. May be repeated for credit. Performance Studies requires payment of a Performance Studies Fee. Falls and Springs. *Prerequisite(s)*: MU 2510; BA Music, Commercial Voice Performance Option majors only. *Corequisite(s)*: MU 3420.

**MU2260 Basic Conducting 2 credits**

Development of basic skills of conducting: patterns, rhythmic and metric analysis, phrasing, expressive techniques, score reading, elemental rehearsal skills. Springs. *Prerequisite(s)*: Music, and Music Education majors, and Music minors only.

**MU2370 The Music Theatre Company 1 credit**

The Music Theatre Company is a performing ensemble that specializes in the music theatre repertory: Broadway-style musicals, revues, operettas, and operas. A show is produced in each regular semester. Students may receive credit for participation as a performer, a designer, or a member of the technical staff. Any Plymouth student may audition for roles and ensembles. Falls and Springs.

**MU2380 Chamber Singers 1 credit**

A vocal chamber ensemble for the study and performance of choral literature of all styles and periods. Open to all students by audition. Numerous performances both on and off-campus, including regional and international tours (generally occurring following spring semester). Enrollment for both fall and spring semesters is generally required. Course fee for annual tour may apply. May be repeated for credit. Falls and Springs.

**MU2410 Piano Ensemble 1 credit**

Study and performance of piano ensemble literature from the 18th-21st centuries. Designed to develop ensemble skills and to present public performances. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: MU 2240, enrolled in Performance Studies.

**MU2420 Symphonic Band 1 credit**

Performance ensemble open to all students by audition. Symphonic Band is designed to develop ensemble performance techniques and individual performance skills and to give public performances both on and off-campus. May be repeated for credit. Falls and Springs.

**MU2430 Percussion Ensemble 1 credit**

An ensemble of 4-10 players open to all students by permission of the instructor. May be repeated for credit. Falls and Springs.

**MU2440 University Chorale 1 credit**

Performance ensemble open to all students. The University Chorale performs choral literature of all styles and periods. Numerous on- and off-campus performances are scheduled. May be repeated for credit. Falls and Springs.

**MU2480 Jazz Band 1 credit**

Performance ensemble open to all students by audition. Jazz Band serves to broaden the student's perspective of swing, jazz, and jazz rock through study and performance, both on and off-campus. May be repeated for credit. Falls and Springs.

**MU2490 Pemigewasset Choral Society 1 credit**

Performance ensemble open to all undergraduate and graduate students; no audition required. The Pemi Choral Society is a large regional singing society performing appropriate choral literature from all historical styles and periods, including major and minor works. May be repeated for credit. Unscheduled. *Prerequisite(s)*: permission of the instructor.

**MU2500 Chamber Players 1 credit**

Performance ensemble open to all instrumental and vocal students wishing to perform ensemble literature. May be repeated for credit. Falls and Springs.

**MU2510 Voice Performance Studies 1 credit**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 1510. *Corequisite(s)*: MU 3420.

**MU2520 Voice Performance Studies 2 credits**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 1520. *Corequisite(s)*: MU 3420.

**MU2540 Piano Performance Studies 2 credits**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at

Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 1540; Music, and Music Education majors, and Music minors only. *Corequisite(s)*: MU 2140.

**MU3010 Junior Recital 0.5 credit**

Students in the Piano and Voice Performance and Pedagogy Options are required to enroll in MU 3010 and to present a public recital in 1 of the semesters of 3000 level Performance Studies. This is generally one-half of a program (or approximately 30 minutes) but, with the permission of the Performance Studies instructor, students may present a full solo program at this level of study. A pre-recital jury before the faculty is required at least 4 weeks prior to the scheduled recital date. Falls and Springs. *Corequisite(s)*: 3000 level Performance Studies.

**MU3070 Piano Pedagogy I 2 credits**

Methods and materials for use with beginning piano students in the independent studio. Supervised teaching experience included. *Prerequisite(s)*: Keyboard majors and others by permission of the instructor.

**MU3080 Piano Pedagogy II 2 credits**

Methods and materials for use with intermediate piano students in the independent studio. Supervised teaching experience included. *Prerequisite(s)*: Keyboard majors and others by permission of the instructor.

**MU3170 Musical Theatre Singing Techniques 2 credits**

See TH 3170 for course description. Unscheduled. *Prerequisite(s)*: permission of the instructor.

**MU3200 Technology in Music Performance 3 credits**

Examines the history and evolution of music technology and how it impacts culture and society. Explores MIDI (Musical Instrument Digital Interface) techniques, synthesis, programs, and equipment that support MIDI and audio production for the performing musician. Students acquire proficiency in MIDI and audio recording/editing technology and demonstrate that proficiency in a large recording/sequencing project. Springs. *Prerequisite(s)*: Music majors only. (TECO)

**MU3250 Global Jazz 3 credits**

Explores the diverse cultural strands that came together to create jazz in the United States (African-American, Latino, European), interactions with indigenous musics and cultures elsewhere as it spread worldwide, and the influence those interactions have on jazz's continuing evolution. Students also spend time working with basic concepts of musical improvisation. Falls. *Prerequisite(s)*: MU 1220; Music or Music Education majors only. (DICO)(GACO)

**MU3310 History and Literature of Music I 3 credits**

Development of Western music from ancient times to present day. Emphasis on listening and analysis. First semester through J. S. Bach. Elective for non-music majors with permission of the instructor. Falls.

**MU3320 History and Literature of Music II 3 credits**

Development of Western music from ancient times to present day. Emphasis on listening and analysis. Second semester to contem-



porary era. Elective for non-music majors with permission of the instructor. Springs. *Prerequisite(s)*: Junior standing. (INCO)(WRCO)

**MU3350 Piano Literature I** **2 credits**  
Literature from pre-Baroque through the Classical style period. Beginning, intermediate, and advanced levels of repertoire. For keyboard students. *Prerequisite(s)*: permission of the instructor.

**MU3360 Piano Literature II** **2 credits**  
Literature from Romantic style period through 21st century. Beginning, intermediate, and advanced levels of repertoire. For keyboard students. *Prerequisite(s)*: permission of the instructor.

**MU3410 Seminar in the Music Business** **3 credits**  
Survey of topics relating to music retailing: songwriting, publishing, copyright, record industry, broadcasting and film music, agents, managers, contracts, etc. Spring 2015, 2018, 2021, 2024, 2027, 2030.

**MU3420 Vocal Performance Lab II** **0 credit**  
Techniques of song interpretation and the basics of recital program planning. Students perform regularly in class material which has been previously prepared in the private voice lesson. Required of all voice students enrolled in 2000, 3000 or 4000 level Voice Performance Studies. Falls and Springs. *Prerequisite(s)*: successful completion of MU 1420. *Corequisite(s)*: 2000, 3000 or 4000 level Voice Performance Studies.

**MU3430 Survey of Vocal Literature** **2 credits**  
A survey of art song and vocal chamber music from 1600 to the present. Major works by composers from Monteverdi to Ravel are considered, along with British and American composers through the 20th century. Designed for voice majors and minors but is open to others by permission of the instructor. Fall of even years.

**MU3450 Topics in Music** **1–3 credits**  
The study of various areas of music and music education on the intermediate to advanced level. May be repeated with a different topic. *Prerequisite(s)*: permission of the instructor.

**MU3490 Practicum** **1–3 credits**  
Practical applications and an extension of methods and materials covered in previous teaching and performance courses. Experiences may include teaching, coaching, and supervising situations. Repeatable for credit. *Prerequisite(s)*: Music, Music Education, Theatre Arts majors, and Music minors only; permission of the instructor.

**MU3510 Voice Performance Studies** **1 credit**  
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 2520. *Corequisite(s)*: MU 3420.

**MU3520 Voice Performance Studies** **2 credits**  
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance

Studies fee. Falls and Springs. *Prerequisite(s)*: MU 2520. *Corequisite(s)*: MU 3420.

**MU3522 Commercial Voice Performance Study** **1 credit**  
Individual and/or group study to promote development of contemporary commercial singing techniques, repertoire, and musicianship. Required attendance at Department recitals. May be repeated for credit. Performance Studies requires payment of a Performance Studies Fee. Falls beginning 2015 and Springs beginning 2016. *Prerequisite(s)*: MU 2250; BA Music, Commercial Voice Performance Option majors only. *Corequisite(s)*: MU 3420.

**MU3540 Piano Performance Studies** **2 credits**  
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 2540; Music and Music Education majors, and Music minors only. *Corequisite(s)*: MU 2140.

**MU3990 Music Technology Junior Project** **0.5 credit**  
BA Music/Music Technology majors may fulfill the Junior Music Technology Project requirement by submitting a multi-track recording of 25 minutes of music that is mixed, mastered, and printed to CD or DVD, or by submitting a multimedia project 25 minutes in length that includes music and multimedia that is mixed, mastered, and printed to CD or DVD. All projects are subject to approval by the advising professor. Falls and Springs. *Prerequisite(s)*: MU 4150. *Corequisite(s)*: 3000 level Performance Studies.

**MU4010 Senior Recital** **1 credit**  
Students in the Commercial Voice Performance, Piano Performance and Pedagogy, and Voice Performance and Pedagogy Options are required to enroll in MU 4010 and to present a full public recital program (approximately 60 minutes) in 1 of the semesters of 4000 level Performance Studies. A pre-recital jury before the faculty is required at least 4 weeks prior to the scheduled recital date. Falls and Springs. *Corequisite(s)*: 4000 level Performance Studies.

**MU4110 Advanced MIDI and Film Scoring** **3 credits**  
Introduces basic scoring techniques for film and multimedia using scoring software, hard disk recording techniques, and equipment that supports multitrack recording, hard disk recording, and MIDI sound synthesis systems. Students acquire proficiency music scoring for multimedia using multitrack recorders, hard disk recorders, and MIDI technology. Students demonstrate that proficiency in a large scoring project for film or multimedia presentation. Spring 2017, 2020, 2023, 2026, 2029, 2032. *Prerequisite(s)*: Music/Music Technology majors only.

**MU4150 Introduction to Multitrack and Hard Disk Recording** **3 credits**  
Introduces basic Multitrack and Hard Disk recording techniques, programs, and equipment that support multitrack recording and MIDI sound synthesis. Students acquire proficiency in Multitrack Recording Technology using Multitrack recorders, Hard Disk recorders, and MIDI (Musical Instrument Digital Interface). Students demonstrate that proficiency in a large recording project. Spring 2016, 2019, 2022, 2025, 2028, 2031. *Prerequisite(s)*: Music/Music Technology majors only.

**MU4210 Arranging 3 credits**

Choral writing for traditional vocal combinations. Types of piano and instrumental accompaniments. Ranges of band and orchestral instruments, including basic principles of scoring. *Prerequisite(s)*: MU 2210 and MU 2220.

**MU4270 Composition 1 credit**

Instruction in music composition in a seminar format. Emphasis on creation of original musical compositions. May be repeated for credit. Falls and Springs. *Prerequisite(s)*: MU 2210 and MU 2220.

**MU4280 Voice Pedagogy for Majors 2 credits**

Voice majors do in-depth study of the vocal instrument while simultaneously acquiring practical voice teaching skills and experience. Comprised of 2 equally important components: classroom lecture and reading assignments; first-hand, supervised teaching experience plus independent work with volunteer singers. *Prerequisite(s)*: MU 1520; voice as the primary instrument.

**MU4340 20th Century Music 3 credits**

Twentieth century techniques: expanded scales and tonal resources, polychords, non-triadic formations, asymmetric and changing meters, polytonality, atonality, serialism, electronic and aleatoric music, etc. Score analysis. Extensive exposure to 20th century compositions and their history. *Prerequisite(s)*: MU 2210 and MU 2220.

**MU4410 Music Internship 3–12 credits**

The Music Internship is an opportunity for students to gain meaningful work experience by applying the knowledge and skills learned in course work to on-the-job assignments in host organizations. Includes self-assessment, the design of a learning contract, reflection, synthesis, and assessment. The internship is a supervised assignment for a prescribed number of working hours. Internships are established and supervised by the internship advisor. Repeatable for up to 12 credits. Enrollment for internships must be completed during the first 2 weeks of the registration period. *Prerequisite(s)*: Junior status; must be taken before the semester immediately prior to graduation; departmental approval; minimum 2.50 cumulative GPA.

**MU4420 Practicum: Piano Teaching 1–3 credits**

In-depth piano teaching experiences. Practical applications and an extension of methods and materials covered in previous teaching and performance course. Experiences may include, but are not limited to, teaching private or class lessons, coaching, and supervising situations. May be repeated for credit. *Prerequisite(s)*: MU 3070, MU 3080, and permission of the instructor.

**MU4430 Practicum: Voice Teaching 1–3 credits**

In-depth voice teaching experiences. Practical applications and an extension of methods and materials covered in previous teaching and performance courses. Experiences may include, but are not limited to, studio and class teaching, coaching, and supervising situations. May be repeated for credit. *Prerequisite(s)*: MU 4280 and permission of the instructor.

**MU4440 Practicum: Music Theatre Performance 1–3 credits**

In-depth, extended, or unique music theatre performing experiences, on or off campus. These experiences may include, but are not limited to: a large role in a Music and Theatre Department production; a role performed with a professional production; stage direction or music direction of a musical. May be repeated for credit. *Prerequisite(s)*: permission of the Director of Theatre or the Director of the Music Theatre Company.

**MU4510 Voice Performance Studies 1 credit**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Corequisite(s)*: MU 3420.

**MU4520 Voice Performance Studies 2 credits**

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 3520. *Corequisite(s)*: MU 3420.

**MU4525 Commercial Voice Performance Study 1 credits**

Individual and/or group study to promote development of contemporary commercial singing techniques, repertory, and musicianship. Required attendance at Department recitals. May be repeated for credit. Performance Studies requires payment of a Performance Studies Fee. Falls beginning 2016 and Springs beginning 2017. *Prerequisite(s)*: MU 3522; BA Music, Commercial Voice Performance Option majors only. *Corequisite(s)*: MU 3420.

**MU4540 Piano Performance Studies 2 credits**

Individual and/or group study to promote development of technique, repertoire and musicianship. Required attendance at Department recitals. Each course may be repeated. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Falls and Springs. *Prerequisite(s)*: MU 3540. *Corequisite(s)*: MU 2140.

**MU4910 Independent Study 1–3 credits**

Advanced work in specialized area of interest, selected and pursued in consultation with a faculty advisor. Consent required of the instructor who will supervise the independent study and the Department Chair.

**MU4990 Music Technology Senior Project 1 credit**

BA Music/Music Technology majors may fulfill the Senior Music Technology Project requirement by submitting a multi-track recording of 45 minutes of music that is mixed, mastered, and printed to CD or DVD, or by submitting a multimedia project 45 minutes in length that includes music and multimedia that is mixed, mastered, and printed to CD or DVD. All projects are subject to approval by the advising professor. Falls and Springs. *Prerequisite(s)*: MU 4150. *Corequisite(s)*: 4000 level Performance Studies.

## NR – Nursing

### NR3010 Introduction to Professional Nursing 2 credits

Provides an overview of baccalaureate nursing practice and is the precursor course in the baccalaureate nursing curriculum. Explicates the values and philosophy of the Department of Nursing; helps students develop an understanding of issues confronting professional nurses. Emphasizes 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. Winterim. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

### NR3020 Introduction to Patient-Centered Care 3 credits

Introduces nursing students to the theoretical framework encompassing the knowledge, attitudes, and skills required to practice as a nurse in the future. Students learn to provide individualized care that recognizes patient's preferences, values, and needs, and respects the patient or designee as a full partner in providing compassionate, coordinated, appropriate, safe, and effective care. Springs. *Prerequisite(s)*: Pre-Licensure Nursing majors only. (DICO)

### NR3021 Professional Role Transition 3 credits

This RN bridge course focuses on furthering the development of professional values and value-based behaviors as foundational to the practice of nursing. Introduction to selected concepts and theories that present an understanding of the historical, legal, and contemporary content of nursing practice. Springs. *Prerequisite(s)*: RN-BS Program Nursing majors only.

### NR3030 Pharmacology and Pathophysiology 3 credits

Focuses on the principles of disease and disease mechanisms including pathophysiology and their pharmacological treatments. Examines principles of infection, anti-infection agents, drug absorption, and metabolism. Studies pathophysiology including signs and symptoms of selective systems, e.g., cardiovascular, respiratory, and gastrointestinal systems. Addresses clinical assessment, analysis of clinical information, and clinical decision-making. Springs. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

### NR3040 Professional Issues 3 credits

Introduces students to concepts of career development in Nursing and the need for a long-term plan for career development. Focuses on roles and responsibilities within health care and professional organizations as they relate to nursing practice. Examines current and future issues related to providing quality nursing care. Springs. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

### NR3041 Clinical Nursing Practice Updates 3 credits

Introduces students to the substantive changes in nursing to include quality indicators, Quality and Safety Education for Nurses (QSEN)/IOM Reports, Genetics, Genomics, and care management of diverse populations. Springs. *Prerequisite(s)*: RN-BS Program Nursing majors only. (DICO)

### NR3052 Clinical Applications of Patient-Centered Care 4 credits

Introduces clinical skills as a foundation of nursing practice. Focuses on clinical and technical skills basic to the practice of nursing across the lifespan. Introduces students to the holistic care of clients, beginning clinical decision-making, and foundational therapeutic nursing interventions requiring the use of various medi-

cal technologies. Correct use of technology is required to provide safe and effective care. Includes nursing process, documentation utilizing a computerized medical record, therapeutic communication skills, aseptic technique, and medication administration as well as other fundamental nursing and technical skills. Pass/No Pass. Additional course fee required. Springs. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

### NR3070 Health and Wellness of Older Adults 3 credits

Focuses on the needs of older adults with consideration given to developmental factors and cultural variables employed in patient choices for wellness, treatment or palliative care. Incorporates wellness initiatives, prioritizing care needs, family and patient teaching, and planning for end-of-life care. Summers. *Prerequisite(s)*: Pre-Licensure Nursing majors only. (WECO)

### NR3071 Nursing Decision-Making for Healthy Communities 3 credits

Analysis and synthesis of population-based healthcare data are used as evidence-based indicators for development plans of care and improvement interventions that impact on patient, system, and community health outcomes. Online course. Summers. *Prerequisite(s)*: RN-BS Program Nursing majors only. (WECO)

### NR3081 Legal, Ethical, and Organizational Foundations for Professional Nursing Practice 3 credits

Examines the structure of health care systems as well as the laws and ethical principles that guide professional nursing practice in the current health care delivery system. Critical thinking is used to analyze the impact of personal, professional, societal, and client system values on ethical decision-making. Discusses the interrelationships between a variety of health care provider roles. Online course. Summers. *Prerequisite(s)*: RN-BS Program Nursing majors only.

### NR3090 Clinical Evidence-Based Practice 4 credits

Provides the experience of applying evidence and skills in caring for adult clients, including the elderly. These clinical experiences promote disciplined decision-making, facilitate positive patient care outcomes, and strive for error reduction using nursing informatics to document nursing care and outcomes of patient care to communicate with others. Pass/No Pass. Additional course fee required. Summers. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

### NR3092 Evidence-Based Practice in Psychiatric Mental Health Nursing 3 credits

Develops the knowledge necessary to explain the theoretical frameworks for understanding and addressing mental health, mental health disorders, and alterations in psychological functioning. Summers. *Prerequisite(s)*: NR 3020; Pre-Licensure Nursing majors only. *Corequisite(s)*: NR 3090.

### NR3094 Evidence-Based Practice in Medical Surgical Nursing 3 credits

Develops the knowledge necessary to identify, apply, and evaluate the best current evidence to develop clinical expertise, as well as consider adults' and families' preferences, experience, and values to make practice decisions. Summers. *Prerequisite(s)*: NR 3020; Pre-Licensure Nursing majors only. *Corequisite(s)*: NR 3090.

**NR3100 Holistic Health Care Practices 3 credits**

Examines holistic health care and alternative healing practices that emphasize the mind-body connection and complement traditional medicine practices. Introduces students to eastern practices (e.g., acupuncture, yoga), homeopathy, and other approaches including meditation, hypnosis, nutritional and herbal-based therapies. Considers legal, ethical, and policy issues raised by the delivery of these therapies. *Prerequisite(s)*: Nursing majors only.

**NR3110 Health Care Informatics 3 credits**

Integrates nursing science with computer technology and information science. Explores the emerging health informatics field and how the acquisition, storage, management and of information can play a critical role in enhancing the quality of care, reducing the costs of delivery, and addressing population health issues. Provides focuses on the role of information systems in health care organizations. Emphasizes technology based health applications which support clinical, administrative, research, and educational decision-making enhancing the efficacy of nursing endeavors. Online course. Summers. *Prerequisite(s)*: RN-BS Program Nursing majors only. (TECO)

**NR4010 Teamwork, Collaborative Care, and Leadership 3 credits**

Examines the role of the nurse as team member, leader, and manager of a healthcare team using concepts and theories of organization, management, leadership, change, decision-making, and group process. Integrates patient-centered care and evidence-based practice to function effectively within nursing and interdisciplinary teams. Emphasizes fostering open communication, mutual respect, shared decision-making, and team learning and development. Falls. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

**NR4011 Teamwork and Collaborative Care for the Registered Nurse 3 credits**

Promotes integration of patient-centered care and evidence-based practice preparing students to provide nursing care to population aggregates and function effectively within nursing and interdisciplinary teams. Emphasizes fostering open communication, mutual respect, shared decision-making, and team learning and development. Online course. Falls. *Prerequisite(s)*: RN-BS Program Nursing majors only.

**NR4020 Global Health and Population-Based Health Care 3 credits**

Prepares the nurse for the practice of population-based care with patients of diverse backgrounds. Examines 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 (population-based factors associated with health and illness). Falls. *Prerequisite(s)*: Pre-Licensure Nursing majors only. (GACO)

**NR4021 Global Health and Population-Based Health Care for the Registered Nurse 3 credits**

Prepares the nurse for the practice of population-based care with patients of diverse backgrounds. Students examine the historic, contemporary, and futuristic perspectives of the development of global health and public health nursing as well as its principles and theories building on the social sciences and epidemiology (population-based factors associated with health and illness). Online

course. Falls. *Prerequisite(s)*: RN-BS Program Nursing majors only. (GACO)

**NR4030 Specialty Nursing Practice 3 credits**

Introduces students to concepts of nursing with women and children in a variety of settings. Focuses on wellness, children and health in schools, and women in the workplace. A holistic perspective of health serves as the foundation. This framework emphasizes the nurse-client relationship as part of the caring approach that embraces the emotional, spiritual, and cultural needs in addition to physical needs of the client. Falls. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

**NR4035 Quality and Informatics in Health Care Systems 3 credits**

Integrates nursing science with computer technology, quality improvement, and information science. Discusses the application of health informatics in relation to patient quality and safety. Emphasizes technology based health applications which support clinical, administrative, research, and educational decision-making, enhancing the efficacy of nursing endeavors. Springs. *Prerequisite(s)*: NR 4030; Pre-Licensure Nursing majors only. (TECO)

**NR4040 Clinical Applications in Specialty Settings 4 credits**

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 outcome. Clinical sites 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. Pass/No Pass. Additional course fee required. Falls. *Prerequisite(s)*: Pre-Licensure Nursing majors only.

**NR4041 Clinical Applications in Specialty Settings for Registered Nurses 2 credits**

Prepares the nurse for the practice of population-based care with patients of diverse backgrounds. Students apply community and public health nursing theories in the clinical. Pass/No Pass. Online course. Falls. *Prerequisite(s)*: RN-BS Program Nursing majors only.

**NR4050 Nursing Leadership for Acute Care Nursing 3 credits**

Explores the role of the nurse as leader in providing care for patients with complex health care needs. Focuses on the critical analysis of patient care needs in assessing, implementing, and evaluating nursing care of patients with acute or complex alterations in well-being. Springs. *Prerequisite(s)*: Pre-Licensure Nursing majors only; Junior status. (INCO)

**NR4051 Nursing Leadership for the Registered Nurse 3 credits**

Examines the role of the nurse leader and manager of a health care team using concepts and theories of organization, management, leadership, change, decision-making, and group process. Discusses findings of current research related to nursing management and leadership. Students analyze how nursing leadership and management influence patient care outcomes and team functioning. Focuses on the application of outcome data to evaluate nursing care delivery systems and to propose performance improvement initiatives. Online course. Springs. *Prerequisite(s)*: RN-BS Program Nursing majors only; Junior status. (INCO)

**NR4060 Research Process and Evidence-Based Practice 3 credits**

Explores the principles and methods of research and emphasizes the application of research in nursing as a product and process. Prepares students to critically read research articles and relate the value of that research to nursing practice and client outcomes. Students develop a research problem and conduct a literature review. Emphasizes the importance of utilizing research and communicating research problems and results in a research team and to utilize nursing research in their practice. Springs. *Prerequisite(s)*: Nursing majors only. (QRCO)(WRCO)

**NR4081 Leadership and Quality Improvement in Clinical Settings for the Registered Nurse 2 credits**

Provides experience as a nursing leader to coordinate the provision of quality health care by working within interdisciplinary teams. Clinical experiences promote decision-making and managerial skills within health care organizations. Focuses on decision making, quality improvement, and transitioning to leadership/management roles to promote quality improvement. Pass/No Pass. Online course. Springs. *Prerequisite(s)*: RN-BS Program Nursing majors only.

**NR4082 Leadership and Quality Improvement in Clinical Settings 6 credits**

This clinical capstone course provides experience as a nursing leader to direct the provision of quality health care by interdisciplinary teams. These clinical experiences promote decision-making skills, managerial skills within health care organizations, implementation of quality control methods, and the application of research in nursing practice. Integration and application of knowledge from multiple disciplines (e.g., biology, psychology, sociology, technology) are required for effective patient care. Focuses on transition to the professional nursing role, recognizing the organizational, social, political, economic, ethical, and legal context in which interdisciplinary healthcare is delivered in acute and/or community clinical settings. Contracts are completed with preceptors as mentors. Pass/No Pass. Additional course fee required. Springs. *Prerequisite(s)*: Pre-Licensure Nursing Majors only.

**PE – Physical Education****PE1000 Flag Football 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in football. Students develop skills to enhance their game participation, strategies for improved team performance, and game analysis skills. Students recognize an improvement in general fitness and playing skills through active participation and practice. Appropriate footwear and attire are required. Pass/No Pass. Springs.

**PE1010 Soccer 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in soccer. Students develop skills to enhance their game participation, strategies for improved team performance, and game analysis skills. Students recognize an improvement in general fitness and playing skills through active participation and practice. Appropriate footwear and attire are required. Pass/No Pass. Falls.

**PE1020 Basketball 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in basketball. Students develop

skills to enhance their game participation, strategies for improved team performance, and game analysis skills. Students recognize an improvement in general fitness and playing skills through active participation and practice. Appropriate footwear and attire are required. Pass/No Pass. Springs.

**PE1030 Volleyball 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in volleyball. Students develop skills to enhance their game participation, strategies for improved team performance, and game analysis skills. Students recognize an improvement in general fitness and playing skills through active participation and practice. Appropriate footwear and attire are required. Pass/No Pass. Falls.

**PE1040 Pilates Matwork 1 credit**

Physical Activity Skills Course. The Pilates Method is a body conditioning system of stretching and strengthening exercises with the goal of developing fluidity and precision of movement with integration of mind and body. Using the movement system developed by Joseph Pilates, mat work exercises are featured that develop concentration and awareness of key muscle groups with progressive development of strength, flexibility, and control. Pass/No Pass. Falls and Springs.

**PE1050 Softball 1 credit**

Physical Activity Skills Course. Opportunity for skill development and position play. Course time is spent on analysis of skill, how to teach those skills, and how to utilize skills in a game situation. Pass/No Pass. Falls.

**PE1100 Beginning Golf 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in golf. Students develop basic skills, learn the etiquette and rules of golf, and discuss strategies for improved performance through practice, play, and game analysis. Appropriate footwear and attire are required. Pass/No Pass. Falls.

**PE1130 Badminton 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in badminton. Participants develop skills to enhance their game participation, strategies for improved team performance, and game analysis skills. Improvement in game play and general fitness develops through active participation and practice. Appropriate footwear and attire are required. Pass/No Pass. Springs.

**PE1140 Racquetball 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in racquetball. Participants develop skills to enhance their game participation, strategies for improved performance, and game analysis skills. An improvement in general fitness and playing skills develops through active participation and practice. Appropriate footwear and attire are required. Participants must provide their own racket. Pass/No Pass. Falls and Springs.

**PE1160 Beginning Tennis 1 credit**

Physical Activity Skills Course. Provides an introduction to the concepts, principles, and skills used in tennis. Participants develop skills to enhance their game participation, strategies for improved performance in both singles and doubles play, and game analysis



skills. Playing skills and fitness are developed through active participation and practice. Appropriate footwear and attire are required. Students must provide their own racket and 1 can of new tennis balls. Pass/No Pass. Falls.

**PE1170 Alpine Skiing 1 credit**

Physical Activity Skills Course. Alpine ski instruction provided to students of all skill ability, beginning, intermediate, and advanced, utilizing the American Teaching System of Skiing. Intended for non-Adventure Education, non-Athletic Training or non-Physical Education majors. Additional course fee required. Pass/No Pass. Unscheduled.

**PE1180 Cross Country/Nordic Skiing 1 credit**

Physical Activity Skills Course. Provides basic instruction in cross-country/Nordic skiing. Traditional parallel track and skate-skiing are introduced and practiced on varied terrain. Equipment selection, waxing techniques, training principles, and safety consideration are also presented and discussed. There is a fee for ski passes. Pass/No Pass. Unscheduled.

**PE1190 Beginning Swimming 1 credit**

Physical Activity Skills Course. Provides instruction in basic water safety and swimming skills. Designed for participants who want to become more comfortable in the water and develop a basic level of endurance while swimming. Safety and rescue practice in and around the water are also discussed. Appropriate swimming attire is required. Pass/No Pass. Unscheduled.

**PE1230 Hip Hop 1 credit**

Physical Activity Skills Course. Focuses on core conditioning, basic hip hop steps, choreography, and rhythm analysis. Emphasizes the enhancement of flexibility, strength, and coordination. Pass/No Pass. Springs.

**PE1240 Physical Training for Law Enforcement 1 credit**

Physical Activity Skills Course. Prepares students to pass physical fitness testing pursuing employment in the law enforcement field. Fitness activities include all of the components of the various tests that a candidate has to pass upon entrance or exit from a law enforcement academy. May be repeated for a maximum of 4 credits. Pass/No Pass. Falls and Springs.

**PE1300 T'ai Chi Ch'uan I 1 credit**

Physical Activity Skills Course. Provides instruction in and practice of an ancient Chinese martial arts exercise discipline for health, relaxation, and self-cultivation. The slow stretching and balance movements of tai chi releases tension, increases muscle tone, and improves flexibility and balance. With regular practice, tai chi produces inner quiet, heightened awareness, and dynamic harmony of mind and body. Loose, free moving attire is recommended. Pass/No Pass. Falls and Springs.

**PE1302 T'ai Chi Ch'uan II 1 credit**

Physical Activity Skills Course. Provides an opportunity for participants to build upon the basic forms learned and practiced in PE 1300. Loose, free moving attire is recommended. Pass/No Pass. Springs. *Prerequisite(s)*: PE 1300.

**PE1390 Weight Training 1 credit**

Physical Activity Skills Course. Provides instruction in basic strength and endurance training using various systems of free weights and resistance machines. Safe and effective exercise techniques, programming, and goal development are addressed in and through supervised, progressive workout sessions. Appropriate footwear and attire are required. Pass/No Pass. Falls and Springs.

**PE1400 Fitness Walking/Jogging 1 credit**

Physical Activity Skills Course. Provides an opportunity for participants to improve their level of physical fitness and general wellness through a regular and progressive program of walking and/or jogging. Meditative walking, race-walking, and other techniques are explored. The importance of healthy posture, effective conditioning plans, hydration, footwear, and clothing are also discussed. Appropriate footwear and clothing are required. Pass/No Pass. Falls and Springs.

**PE1420 Scuba 2 credits**

Physical Activity Skills Course. A series of lectures and pool sessions providing instruction in the use of the self-contained underwater breathing apparatus. Open water dives in lake and/or ocean are required to qualify for SCUBA certification. This is a full semester course. Additional course fee required. Pass/No Pass. Falls and Springs. *Prerequisite(s)*: adequate swimming skill.

**PE1440 Step Aerobics 1 credit**

Physical Activity Skills Course. An opportunity for participation in a series of group aerobics stepping sessions. Participants have the opportunity to improve cardiovascular endurance, muscle endurance, core stability, and flexibility. Each class session is a comprehensive exercise session and includes a warm-up, aerobic stepping, resistance and core training exercises, and a relaxing flexibility training period. Pass/No Pass. Falls and Springs.

**PE1550 Self-Defense for Women – RAD 1 credit**

Physical Activity Skills Course. An introduction to basic self-defense skills, escape and avoidance strategies, offensive and defensive postures, defensive techniques, and simulated attacks. Includes an exploration of violence prevention and victim abuse community services. Addresses basic fitness principles, including strength, flexibility, and cardiovascular fitness. Addresses fitness principles specifically in terms of the student's ability to practice and perform self-defense skills. Provides a threat assessment simulation. Requires clothing and footwear appropriate for physical activity. Some sections are held over a weekend. Additional course fee required. Pass/No Pass. Falls and Springs.

**PE1620 Social Dancing – Swing/Salsa and Ballroom 1 credit**

Physical Activity Skills Course. Provides instruction in a variety of social dance styles such as the swing, meringue, cha-cha, fox trot, waltz, and salsa. Appropriate footwear is required. Pass/No Pass. Unscheduled.

**PE1700 Yoga 1 credit**

Physical Activity Skills Course. Provides instruction in the practice of yoga. This ancient health maintenance program involves dynamic balance of breath control with vigorous static and dynamic postures/calisthenics. Participants develop flexibility, tone, postural

control and experience healthful relaxation. Attire allowing movement is required. Pass/No Pass. Falls and Springs.

**PE1790 Aquatic Fitness 1 credit**

Physical Activity Skills Course. Provides instruction adequate for learning knowledge and basic skills necessary for participation as well as participatory opportunity. Designed to improve components of health- and performance-related fitness, including balance, coordination, flexibility, cardiorespiratory conditioning, and muscular strength/endurance in a water environment. Exercises performed in shallow and deep water, with and without training aids. Intensity levels may be varied to support individual differences among participants. Falls and Springs.

**PE1880 Special Topics in Physical Activity 1 credit**

Physical Activity Skills Course. Provides instruction and participation in a specialized recreational and/or health-fitness related activity not offered in other physical activity courses. Repeatable with different topic. Pass/No Pass. Unscheduled.

**PE1910 Beginning Ice Skating 1 credit**

Physical Activity Skills Course. Designed to be fun and acquaint students with the fundamentals of ice skating, covering the basic skills of safety, equipment, forward and backward skating, 1 and 2 foot glides, stroking, forward and backward crossovers, stops and beginning turns. Skates are not provided; rental is available. Pass/No Pass. Falls and Springs.

**PE1920 Beginning Ice Hockey 1 credit**

Physical Activity Skills Course. Provides instruction in the sport of ice hockey including rules, skills, equipment, and overall knowledge of the sport. Classes are held in the classroom and on the ice. Participants develop better knowledge of the sport while being able to participate in the activity. Skates are not provided; rental is available. Skating skills are expected. Pass/No Pass. Falls and Springs.

**PE1930 Broomball 1 credit**

Physical Activity Skills Course. Provides instruction in the sport of broomball including rules, skills, equipment, and overall knowledge of the sport. Participants gain a deeper knowledge of the sport and participate in the activity. Broomball equipment is provided. Pass/No Pass. Falls and Springs.

**PE1940 Skating for Fitness 1 credit**

Physical Activity Skills Course. Designed to improve a person's physical fitness. Emphasizes cardiovascular, muscular strength and endurance, balance and agility training. Students should be able to skate forwards and backwards with some proficiency. Skates are not provided; rental is available. Pass/No Pass. Falls and Springs.

**PE1960 Snowshoeing and Winter Walking 1 credit**

Physical Activity Skills Course. Provides instruction in the use of snowshoes and associate equipment for winter walking and hiking. Safety factors, conditioning principles, and steps in planning winter outings are addressed. Appropriate outdoor winter attire is required. Pass/No Pass. Unscheduled.

**PE1970 Varsity Athletics 1 credit**

Awards a maximum of 1 credit for the successful completion of 1 session on a varsity team. May not be repeated in same or different

varsity team. Students must register for this course and credit during the season of participation. Pass/No Pass. Falls and Springs.

**PE1990 Selected Activities in Physical Education 1 credit**

Opportunity is provided for non-Physical Education majors with unusual, extenuating circumstances to gain physical education credit for learning experiences outside the content of courses presently offered. Students, however, must demonstrate extenuating circumstances why the physical education requirement could not be met through the regular offerings. Students are responsible for procuring their own placement, verification, and enrolling prior to the learning experience. Twenty hours are required to earn 1 credit. Credit cannot be received retroactively for previous activity experiences. Intended for non-Adventure Education, non-Athletic Training or non-Physical Education majors. Pass/No Pass. *Prerequisite(s)*: permission of the Department Chair.

**PE2200 Lifeguard Training 2 credits**

Professional Activity Course. Instruction designed to provide individuals with knowledge and skills for the purpose of saving their own lives and the life of another in the event of an emergency. Grading is based upon participation and the completion of skills and written test at a level greater than satisfactory. American Red Cross Certification for Lifeguard may be attained by those who achieve the minimum required performance standard. CPR and First Aid are required for Lifeguard Training certification. Springs. *Prerequisite(s)*: current CPR for the Professional Rescue and First Aid (or equivalents) and intermediate swimming ability.

**PE2280 Water Safety Instruction 2 credits**

Professional Activity Course. Students learn to instruct all 6 levels of the American Red Cross Learn-to-Swim level, the Parent and Child Aquatics Program, and the Basic Water Rescue Course. Grading is based on 3 class presentations and a final exam. Instructor certification is issued to those who achieve the Red Cross standard, including a grade of 80% or better on the final exam. Falls. *Prerequisite(s)*: intermediate level swimming ability.

**PE2405 Concepts of Fitness and Skill Performance 2 credits**

Develops fundamental skills and fitness levels in physical education and physical education/health education teacher candidates. Students are required to demonstrate competent (mature) skill levels and Healthy Fitness Zone levels on the Fitness Gram for successful completion of this course. Springs. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option. *Corequisite(s)*: PE 2406.

**PE2406 Concepts of Fitness and Skill Performance Lab 1 credit**

Introduces the concepts of health related and performance related fitness and the essential elements of fundamental skill performance. Introduces Fitness Gram and PE Metrics assessment tools. Students gain experience in personal goal setting based on assessment results; use of heart rate monitors; use of pedometers. Pass/No Pass. Springs. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option. *Corequisite(s)*: PE 2405.

**PE2415 Introduction to Physical Education and Health Instruction 3 credits**

Provides an examination of the foundations of education and the motivations for selecting teaching as a profession. This includes health and physical education within the confines of K-12 public

education. Topics include societal issues affecting public education, pre-service teacher preparation at the University, and a review of American education history. Includes an introduction to lesson planning and classroom/gymnasium management techniques. Students complete 10 hours of observation/participation in the public schools. Springs.

**PE2422 Rhythm and Dance Fundamentals 1.5 credits**

Professional Activity Course. Provides an introduction to basic rhythm concepts, body movements and locomotor patterns used in social dancing around the world. Presents the principles and skills associated with rhythmic movement and dance. Prepares students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice dance and rhythmic activities. Fundamental dance pedagogy is addressed in the context of diverse folk and social dance styles. Falls. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option.

**PE2423 Fundamentals in Gymnastics 1.5 credits**

Professional Activity Course. Provides instruction on the elements and teaching methods of movement education, the principles and skills associated with tumbling, balancing, and other basic gymnastic elements and stunts. Prepares students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice for participation and improvement of movement skills. Falls. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option.

**PE2424 Net and Wall Activities 1.5 credits**

Professional Activity Course. Provides instruction on the elements of net and wall activities. Addresses the principles and skills associated with net and wall activities such as tennis, handball, pickleball, badminton, and volleyball. Activities are designed to prepare students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice for participation and improvement of movement and playing skills. Springs. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option and Coaching minors only.

**PE2425 Lifetime/Leisure Activities 1.5 credits**

Professional Activity Course. Provides instruction on the elements of selected target and leisure games and activities such as bowling, golf, darts, bocci, and archery. The principles and skills associated with target games are addressed and activities are designed to prepare students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice for participation and improvement of movement and playing skills. Springs. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option.

**PE2426 Striking and Fielding Activities 1.5 credits**

Professional Activity Course. Provides instruction on the elements of selected striking and fielding activities such as softball, whiffle ball, Danish rounders, and cricket. Addresses the principles and skills associated with striking and fielding activities. Activities are designed to prepare students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice for participation and improvement of movement and playing skills. Falls. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option and Coaching minors only.

**PE2427 Territorial Activities 1.5 credits**

Professional Activity Course. Provides instruction on the elements of selected territorial activities. Addresses the principles, concepts, and skills associated with territorial activities. Activities are designed to prepare students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice for participation and improvement of movement and playing skills. Falls. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option and Coaching minors only.

**PE2428 Flexibility, Core, and Balance Training 1.5 credits**

Professional Activity Course. Provides instruction on the scientific principles and instructional strategies for functional training involving flexibility, core strength, and dynamic balance. Prepares students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice to as practitioners. Addresses techniques to improve functional conditioning for a variety of physical activity and/or sports applications. Falls and Springs. *Prerequisite(s)*: Health and Human Performance majors and minors only.

**PE2430 Elementary Activities 1.5 credits**

Introduces activities appropriate for elementary physical education, including but not limited to developmentally appropriate games and activities, elementary gymnastics skills and activities, and movement concepts and applications to skills and activities. Falls. *Prerequisite(s)*: Physical Education majors with PE or PEHE Teacher Certification Option.

**PE2525 Group Exercise Leadership 1.5 credits**

Professional Activity Course. Provides instruction on group exercise leadership principles and skills. Designed to prepare students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice in movement skills specific to various group exercise modes for improvements in cardiorespiratory and muscular fitness. Springs. *Prerequisite(s)*: Health and Human Performance majors and minors only.

**PE2550 Foundations of Physical Education 3 credits**

An introduction to the varied aspects of physical education as a profession and a career. Current issues and trends, the sub-disciplines of physical education, and available career options in physical education are discussed. An orientation to curriculum is addressed. Falls and Springs. (TECO)

**PE2640 Burdenko Conditioning 1.5 credits**

Professional Activity Course. Provides an introduction to the principles and skills of the Burdenko method of movement training. The relationship between land and water exercises and training principles for improved flexibility, balance, endurance, and strength are presented so that students will be prepared to minimally perform, properly analyze, and understand the fundamentals of instruction. Springs. *Prerequisite(s)*: Health and Human Performance majors and minors only.

**PE2710 Topics in Fitness 1–3 credits**

Professional Activity Course. Topics and activities not covered in other physical education fitness courses are presented and practiced, allowing students to extend their experience and competencies in a variety of health-related or sports-oriented physical condition-

ing modalities. May be repeated for credit with different topic. Unscheduled. *Prerequisite(s)*: Athletic Training or PE majors only.

**PE2731 Motor Development 3 credits**

An examination and analysis of changes in motor behavior across the lifespan, the processes that underlie these changes, and the factors that affect them. Springs. *Prerequisite(s)*: (PE 2550 or HE 1970) and Health and Human Performance majors only. (WRCO)

**PE2740 Water Exercise Techniques 1.5 credits**

Professional Activity Course. Provides instruction in the principles and skills associated with fitness and therapeutic conditioning using water as the resistance. Principles of health related fitness are addressed and activities are designed so that students are prepared to minimally perform, properly analyze, professionally instruct, and appropriately structure practice using water exercises for a variety of clients and applications. Falls and Springs. *Prerequisite(s)*: Health and Human Performance majors and minors only.

**PE2831 Resistance Training Techniques 1.5 credits**

Professional Activity course. Provides instructions on resistance training theory and professional instructional skills. Prepares students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice using resistance training techniques as practitioners. Addresses techniques to improve muscular strength and endurance. Falls and Springs. *Prerequisite(s)*: Health and Human Performance majors and minors only.

**PE2840 Health and Fitness for Educators 3 credits**

Provides instruction on the role of physical activity and health behaviors in personal well-being, as well as laboratory experiences that promote integration of knowledge from self-assessments across the dimensions of wellness. Students explore the importance of modeling wellness through a healthy, active lifestyle in their future role as educators. Falls and Springs. *Prerequisite(s)*: Childhood Studies/Teacher Certification, Early Childhood Studies/Teacher Certification, and Elementary Education majors only. (WECO)

**PE2850 Wellness Choices for a Healthy, Active Lifestyle 3 credits**

Designed to encourage personal awareness and responsibility for optimal health across all dimensions of wellness focusing on the role of physical activity and healthy behaviors. Through weekly lectures, assigned readings, in-class discussions and group activities, and practical application of content, students develop a personal philosophy of wellness, examine wellness attitudes, and develop wellness knowledge and skills necessary for optimal health and personal well-being. Specific topics include an introduction to wellness and fitness, health behavior change, aerobic and muscular fitness, flexibility and back health, exercise-related injuries, wellness diet and energy nutrition, body composition and weight management, body image and ideals, psychological wellness, stress, health and fitness consumerism, addictive behavior, sexual behaviors and communicable disease, as well as chronic disease. Laboratory experiences utilize behavior change strategies to promote behavioral choices that lead to a healthy, active lifestyle across the lifespan. Falls and Springs. (WECO)

**PE2860 Adventure Programming for Physical Educators 3 credits**

Introduces the use of a broad model of "adventure" and a multi-dimensional wellness model to facilitate growth in interpersonal and intrapersonal relationships. Students learn how to develop

and sequence a variety of indoor and accessible outdoor initiatives for building trust, community, cooperation, conflict resolution, self-confidence, and emotional self-awareness. Students engage in lesson development and assessments that use the full-value contract, challenge by choice goal settings as group process tools. Springs. *Prerequisite(s)*: PE Teacher Certification and PE/HE Teacher Certification majors only. (WECO)

**PE2880 Adventures in Wellness 3 credits**

Uses adventure education and a multi-dimensional wellness model to facilitate growth in interpersonal and intrapersonal skills. Students participate in a variety of indoor and outdoor adventure initiatives for building trust, community, cooperation, conflict resolution, self-confidence, and emotional self-awareness. Emphasizes gaining knowledge and making positive choices for integrating a balanced, healthy lifestyle. Not open to students with a major in PE Teacher Certification or PE/HE Teacher Certification options. Falls and Springs. (WECO)

**PE2950 Sociocultural Dimensions in Physical Activity 3 credits**

Provides an analysis of physical activity and the problem of sedentarianism in contemporary United States society using a social ecological framework. Students examine social processes and cultural institutions as well as the interrelationships between physical activity/inactivity identities and social and cultural forces. Falls and Springs. (SSDI)

**PE3000 Instructional Strategies I - Elementary 4 credits**

Focuses on instructional strategies for elementary physical education and health education. Beginning physical education and health education standards are the organizing center. An introduction of state, regional, national guidelines for Physical/Health Education. Practical experience at the elementary level. Falls and Springs. *Prerequisite(s)*: PE 2415, PE 2731; admittance into the Teacher Certification Option; minimum 2.50 cumulative GPA; and permission of the instructor.

**PE3260 Health Fitness Assessment and Programming 3 credits**

Focuses on the components of fitness associated with optimal health, cardiorespiratory fitness, muscular fitness, flexibility and body composition. Learners explore the associations among physical activity, health and hypokinetic diseases; health screening and risk classification; principles of assessment, prescription and exercise program adherence; various assessment strategies for determining levels of health fitness as well as practice health fitness programming techniques specific to health fitness assessments. Learning outcomes include knowledge of health fitness components and their relationship to optimal health, health fitness measures and test administration, health fitness data analyses and exercise programming and techniques relative to health fitness assessment outcomes. Last offering Spring 2015. *Prerequisite(s)*: (BIDI 2010 and BIDI 2020) or (BI 2110, BI 2120, BI 2130, and BI 2140); Adventure Education, Athletic Training, Health Education and Physical Education majors and minors only.

**PE3300 Women and Sport Cultures 3 credits**

Focuses on the influence of sport, a gendered institution, on women's identity from a cultural, psychosocial, and political perspective. Additionally, students explore how influential women can be in redefining sport and how significant an inclusive definition might be to women's physicality in terms of self-conceptions, participatory

behaviors, and values. Sport is broadly defined to include exercise, physical activity, and gaming behaviors. Creates a learning community that facilitates personal growth through knowledge sharing, using a variety of information sources and class discussions. The learning experience is enhanced through the organization and implementation of a research project, which aims to answer a question of interest to students. May be taken as WS 3300. Fall of odd years. *Prerequisite(s)*: Junior status. (DICO)(WECO)

**PE3310 Curriculum Design and Implementation 3 credits**

From theory to conceptual framework. Covers the content of physical education and health education in reference to the knowledge, skills, and attitudes that result from effective instruction. Curriculum instruction, models and design are the prominent emphasis. Observation in public school. Falls. *Prerequisite(s)*: PE 2415 and (PE 3000 or HE 3105).

**PE3560 Measurement and Assessment in Physical Education 3 credits**

Various tests and measurements in physical education are examined; techniques for appraising physical fitness and performance are practiced. Basic statistics are studied and applied. Attention is given to the administration, scoring, and statistical analysis of tests with emphasis on computer application. Falls. *Prerequisite(s)*: Mathematics Foundations. (QRCO)

**PE3570 Kinesiology 3 credits**

The study and application of biomechanical principles and concepts to human movement. Examines from both qualitative and quantitative perspectives fundamental principles of muscular movement, the mechanics of human motion, and analysis of human motion. Falls and Springs. *Prerequisite(s)*: BI 2110 and BI 2130 (may be concurrent).

**PE3580 Physiology of Exercise 3 credits**

Exercise physiology is concerned with human functions under the stress of muscular activity; thus it provides a basis for the study of physical fitness and athletic training. A development toward scientific investigation and application of recent research is provided and discussed. Designed to provide the needed link between theory and practice. Falls and Springs. *Prerequisite(s)*: (BI 1110 and BI 1120) or (BI 2110 and BI 2130) (may be concurrent).

**PE3590 Inclusive Physical Activity Programs 3 credits**

An examination of the philosophical, theoretical, and practical applications in promoting lifespan physical activity. Focuses on inclusion, adaptation, and accommodation within activity environments in order to promote self-actualization and active, healthy living for all across the lifespan. Learners explore personal factors and the influence of organizations, community, and public policy on physical activity. Studies social and cultural barriers and enablers, as well as the intersection of ability, race, age, income, class, and appearance with physical activity/inactivity identities, beliefs, values, and behaviors. Last offering Spring 2015. *Prerequisite(s)*: Junior status. (DICO)(WRCO)

**PE3600 Adapted Physical Education 3 credits**

Students study both theoretical and practical applications in working with children and adolescents who have developmental and physical disabilities. Students are challenged to maximize the motor abilities of these individuals. Studies history, legal mandates, theoretical

points-of-view, instructional techniques, and the relationship to adapted physical education to the entire physical education program. Springs. *Prerequisite(s)*: PE 2731; Physical Education Teacher Certification or Physical Education and Health Education Teacher Certification Option only.

**PE3650 Physical Activity and Aging 3 credits**

Learners examine the neurological, physiological, psychological, and sociological changes occurring during late adulthood with emphasis on physical activity participation in terms of adoption and continuance. Implications for the planning, implementation and evaluation of physical activity programs for the middle and older adult population is the focus of inquiry. Last offering Fall 2014. *Prerequisite(s)*: (BIDI 2010 and BIDI 2020) or (BI 2110, BI 2120, BI 2130, and BI 2140) or SW 2500. (WECO)

**PE3710 Special Topics in Physical Education 1–3 credits**

Topics not covered in other physical education courses are presented and studied, allowing students to extend their experience and competencies in a variety of health-related or sports-oriented topics. May be repeated for credit with different topics. Unscheduled.

**PE3720 Motor Learning 3 credits**

An examination of the theoretical foundations and related literature that underlie the learning, performing, and retention of motor skills with implications for teaching, coaching, and physical rehabilitation. Springs.

**PE3750 Physiology of Exercise Laboratory 1 credit**

Physiological measurements of exercise responses in humans are made for the purpose of demonstrating theoretical concepts acquired in the exercise physiology course. Methodology, procedures, and quantification are emphasized in the lab experience. Falls and Springs. *Prerequisite(s)*: PE 3580 (may be concurrent).

**PE3760 Advanced Laboratory Techniques 3 credits**

Students learn the operation, calibration, and care of all relevant instruments. They are responsible for lab demonstration, collection of data, calculation techniques of lab reports. All activities are under the direction and guidance of faculty. Springs. *Prerequisite(s)*: PE 3580 and PE 3750.

**PE3850 Introduction to Research Writing 1 credit**

Introduces students to the process of research writing in the exercise sciences. Provides guidance through the literature search using the library and Internet. Focuses on critical review of the literature and completion of a simulated scientific manuscript including abstract, introduction, procedures, results, discussion, and references. Springs. *Prerequisite(s)*: PE 3580 and Exercise and Sport Physiology majors only.

**PE3880 Physical Education Practicum 1–3 credits**

Designed to give students a practical experience with a specialized focus in selected options that is supervised and controlled by the Department. May be repeated for credit. Pass/ No Pass. *Prerequisite(s)*: Junior status; minimum 2.00 cumulative GPA; approval of the Department Chair.

**PE4000 Instructional Strategies II – Secondary 4 credits**

Designed to provide prospective physical education and health education teachers with the ability to understand, recognize,



analyze, and demonstrate the range of teaching skills employed by effective educators at the middle and secondary level. Analysis of teaching methods in the physical education and health education environment (gymnasium, outdoors, classroom) found at the middle and secondary levels. Practical experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in PE 3000; minimum 2.60 cumulative GPA; and permission of the instructor.

**PE4010 Exercise and Health Psychology 3 credits**

Introduces students to the fields of exercise and health psychology and the common theories and models used to explore health behaviors, with a strong emphasis on physical activity behavior. Learning outcomes include understanding individual health behaviors, facilitating psychological growth and development, comprehension of social, environmental and cultural impacts on health behaviors as well as applying these theories and models to enhance the health and well-being of others. Falls. *Prerequisite(s)*: Junior status; Adventure Education, Athletic Training, Exercise and Sport Physiology, Health Education and Promotion, and Physical Education majors only. (INCO)

**PE4520 Principles and Theories of Strength and Conditioning 3 credits**

Advanced study of scientific principles and theories related to strength and conditioning for varying populations. Discussions relative to concepts and applications in the exercise sciences, testing and evaluation, program design, and strength and conditioning facility organization and administration are emphasized. Springs. *Prerequisite(s)*: BI 2120, BI 2140, PE 3570 and PE 3580.

**PE4710 Physical Education Internship in Teaching K–12: Elementary Component 6 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in PE 4000; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

**PE4720 Physical Education Internship in Teaching K–12: Secondary Component 6 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in PE 4000; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

**PE4770 Cardiovascular Physiology 3 credits**

The study of cardiovascular function at rest and during exercise. Myocardial function and electrocardiography are addressed as they relate to exercise and exercise testing in healthy and diseased populations. Additional course fee required. Falls. *Prerequisite(s)*: PE 3580 and (PE 3750 or PE 3260).

**PE4780 Exercise Prescription 3 credits**

Principles and practices of assessing and conducting health-related adult physical fitness programs to the apparently healthy and at-risk populations. Springs. *Prerequisite(s)*: PE 3580.

**PE4790 Exercise Biochemistry 3 credits**

An intensive study of the biochemical regulatory mechanisms of energy production and expenditure involved in cellular metabolism. Emphasis is placed on metabolism of foodstuffs and the acute and chronic effects that exercise and physical activity have on the energy pathways. Falls. *Prerequisite(s)*: PE 3580, PE 3750 and (CH 2330 or CH 2335).

**PE4805 Senior Research I 3 credits**

Implementation of a variety of laboratory techniques involved in exercise science research. Students participate in the research process including the development of a research proposal, subject recruitment, collection of relevant data, and training for the protection of human subjects. Emphasizes the participation in a pre-planned research investigation that will lead to manuscript preparation for submission to a peer-reviewed journal. Additional course fee required. Falls. *Prerequisite(s)*: PE 3760 and PE 3850. (WRCO)

**PE4810 Senior Research II 3 credits**

Continuation of Senior Research I. Students complete data collection of the pre-planned research investigation in Senior Research I. Includes data input, statistical analyses, and completion of the manuscript for submission to a peer-reviewed journal. Students design a poster presentation to display the complete work within the Health and Human Performance Department. Additional course fee required. Springs. *Prerequisite(s)*: PE 4805.

**PE4815 Teaching Seminar in Physical Education and Physical Education Health Education 1 credit**

Examines the responsibilities and requisites of the professional educator. The electronic folio is the central organizing unit for the course that includes both NASPE's and AAHE's current specialized professional association (SPA) standards. All teaching assignments are completed and submitted via this professional e-folio. Falls and Springs. *Corequisite(s)*: (PE 4710 and PE 4720) or (PEHE 4710 and PEHE 4720).

**PE4880 Physical Education Internship 4–12 credits**

For students desiring a culminating educational experience with a wide range of practical on-the-job work in their selected option. The Internship is in agencies that are approved, supervised and evaluated by the Department. May be repeated for credit. *Prerequisite(s)*: minimum 2.70 GPA (cumulative and major); Junior standing; approval of the Department Chair.

**PE4910 Independent Study 1–3 credits**

A student-initiated research project on a selected topic agreed to by a Department faculty tutor. Consent required of the instructor who

will supervise the independent study and the Department Chair.  
*Prerequisite(s)*: minimum 2.50 cumulative GPA.

**PE4920 Organization and Administration of Applied Health Fitness I** **3 credits**

Capstone course provides an opportunity for students to apply knowledge and skills in organization, assessment, programming, and leadership within a campus-based health fitness setting. Students participate in a supervised internship experience and interact with diverse co-workers and clients. Practical applications of learning and demonstration of program competencies require a documented commitment of 135 hours (45 hours per credit) across the semester, and the development and presentation of a professional portfolio. Last offering Spring 2015. *Prerequisite(s)*: (PE 2428, PE 2525, PE 2831, PE 3260), HE or PE majors with Senior status, 2.00 GPA in major, and evidence of current CPR certification.

**PE4930 Organization and Administration of Applied Health Fitness II** **1–3 credits**

Focuses on the administrative components of health fitness programs. Learners explore the complex process of peer leadership through mentoring relationships. Emphasizes demonstrating knowledge, skills, and abilities required in administering safe, effective, and goal-specific health-related fitness programs for typical and atypical adult participants. Reinforces ACSM facility standards and guidelines, including those on design and layout of recreational fitness facilities, basic exercise equipment maintenance, and important legal/ethical/safety issues a health fitness leader should understand and practice. Practical application of learning outcomes include practicum hours working in health fitness program environment. Unscheduled. *Prerequisite(s)*: PE 4920 and permission of the instructor.

## PEHE – Physical Education and Health Education

**PEHE4710 Internship in Teaching K–12: Elementary Component** **6 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in PE 4000; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

**PEHE4720 Internship in Teaching K–12: Secondary Component** **6 credits**

The culminating field-based experience for all programs leading to teacher certification. It is a continuous, full-time (5 days per week) experience of 6 credits during which, after a period of structured observations, students gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching. The Internship in Teaching is conducted under the supervisory guidance of a Mentor Teacher and a University Supervisor. Required seminars complement the

experience. Falls and Springs. *Prerequisite(s)*: minimum grade of C in PE 4000; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

## PH – Physics

**PHDI2100 Physical Science** **4 credits**

The essentials of physics, chemistry, earth science, astronomy. How scientists approach problems and why science is a never-ending quest rather than fixed sets of facts. Emphasis is on aspects of the physical sciences relevant to a nonscientist who wants to understand how the universe works and the connections between science and everyday life. Lecture and laboratory. Falls. (SIDI)

**PH2130 Physics I** **4 credits**

Introduction to classical physics. Topics include: kinematics, dynamics. Emphasis on application of theory and problem-solving. Laboratory. Additional course fee required. Falls.

**PH2140 Physics II** **4 credits**

Introduction to classical physics. Topics include: fluids, thermodynamics, waves, electricity, magnetism. Emphasis on application of theory and problem-solving. Laboratory. Additional course fee required. Springs. *Prerequisite(s)*: PH 2130.

**PHDI2300 Astronomy** **3 credits**

Fundamental principles of astronomy. Includes theories of the origin of the universe and the solar system with emphasis on the structure and motions of the earth, the moon and its phases, eclipses, composition and motion of the sun and other star types, and galactic systems. Practical, naked-eye observations with the use of celestial maps. Some telescopic observations required. Falls and Springs. (SIDI)

**PH2330 Astronomy Laboratory** **1 credit**

Supplements PHDI 2300 by reinforcing concepts through observational activities. These activities include naked-eye observations, computer simulations, and data reduction methods used by past and present astronomers. Additional course fee required. Falls and Springs. *Corequisite(s)*: PHDI 2300.

**PH2410 University Physics I** **3 credits**

A traditional calculus-based introductory survey of general physics. Intended primarily for majors in the physical sciences and mathematics. Emphasis on the mathematical development of the subject and on the acquisition of problem-solving skills. Topics include: mechanics, rotational motion, thermodynamics. Falls. *Prerequisite(s)*: MA 2550 or MA 2490 (may be taken concurrently). *Corequisite(s)*: PH 2430.

**PH2420 University Physics II** **3 credits**

Second semester of calculus-based general physics survey. Topics include: gravitation, fluids, periodic and wave motion, acoustics, electricity, and magnetism. Springs. *Prerequisite(s)*: PH 2410. *Corequisite(s)*: PH 2440.

**PH2430 University Physics Laboratory I** **1 credit**

Laboratory techniques and experience are designed to enable students to do experiments at an introductory level. Concepts presented

in PH 2410 are used and illustrated. Additional course fee required. Falls. *Corequisite(s)*: PH 2410.

**PH2440 University Physics Laboratory II** 1 credit  
Laboratory techniques and experience are designed to enable students to do experiments at an introductory level. Concepts presented in PH 2420 are used and illustrated. Additional course fee required. Springs. *Corequisite(s)*: PH 2420.

**PH3130 Mechanics** 4 credits  
Classical mechanics of particles, rigid bodies, systems, and continuous media. Topics include: 1, 2, and 3-dimensional particle motion, rigid body rotation, fluid dynamics and Lagrangian and Hamiltonian formulations. Emphasis on application of theory including numerical techniques. Recitation session devoted to problem-solving. Spring of odd years. *Prerequisite(s)*: PH 2420 and MA 2560.

**PH3520 Modern Physics** 4 credits  
Survey of modern physics including: historical development of theories of the nature of matter and radiation, relativity, atomic and nuclear structure, quantum mechanics and particles. Emphasis on the application of theory and problem-solving. Falls. *Prerequisite(s)*: PH 2420 and MA 2560.

**PH3900 Special Topics in Physics** 1–4 credits  
Students can pursue subjects of interest in Physics, augmenting the material covered in the introductory courses. Credit varies with amount of material covered. The course must be set up with the instructor before registration. *Prerequisite(s)*: (PH 2130 and PH 2140) or (PH 2410 and PH 2420).

**PH4910 Independent Study** 1–4 credits  
Ordinarily for natural science majors. Studies undertaken are defined by the students concerned, subject to approval by appropriate staff members. Work may involve reading, conferences, historical, experimental or theoretical projects, field investigations, statistical surveys or combinations of the foregoing. Consent required of the instructor who will supervise the independent study and the Department Chair.

## PO – Political Science

**PO1010 Politics and Government** 3 credits  
The primary concepts and methodology of political science. Falls and Springs.

**PO1020 American Government** 3 credits  
Analysis of structure, process and behavior in the American national government. Actual performance is evaluated in the light of the promise of democracy. Falls and Springs.

**PO1030 World Politics** 3 credits  
Why war? Is peace possible? Are relations among peoples predictable? How? Who has tried? Beginning steps toward an understanding of global political development. Falls. (GACO)

**POD1040 Terrorism and Counter-Terrorism** 3 credits  
Explores the historical and current terrorist threat, both on a domestic and international level. Investigates causes: terrorist group strate-

gies and targets; governmental and international responses and counterterrorist measures; and the multitude of challenges posted to the world community by terrorists. Topics include the attacks on the World Trade Center; Middle Eastern terrorism; right-wing terrorism in this country; the specific threat of terrorists using weapons of mass destruction, etc. Springs. (PPDI)

**POD1050 Global Problems, Power and Politics** 3 credits  
Focuses on current issues such as terrorism, war, poverty and pollution to demonstrate how global problems impact our lives and often require multileveled solutions. Examines several approaches to the study of international politics, including political realism and interdisciplinary approaches. Explores the roles of individuals, nation-states and international organizations in creating and resolving global problems. Falls. (SSDI)

**POD1055 Humanitarianism: Working in the Global Community** 3 credits  
Responses to environmental, hunger, refugee, and human rights programs are a global movement and industry. We must understand the evolution of humanitarianism to appreciate its current form and its future. We account for attitudes about charity and social welfare, and note turning points in international relations. Joining the humanitarian community is one outcome of the knowledge gained through this course. Springs. (PPDI)

**POD1060 Politics and Art** 3 credits  
Politics and art have always been entwined. Politicians quickly learned the usefulness of symbols. Artists appreciated the patronage of those in power. Looks at political expressions in various artistic areas including music, visual arts, theatre, poetry and movies to investigate the impact and meaning of the relationship between politics and art. Springs. (CTDI)

**POD1100 Citizen Politics** 3 credits  
An exploration of citizens' role in democracy, the interactions between citizens and their governments and the knowledge and skills required for effective citizenships. Falls and Springs. (SSDI)

**PO2020 Public Administration** 3 credits  
Analysis of the nature of bureaucracy; recruitment, training, management and organization of civil servants; public unionism, problems of communication, allocation of resources and public budgeting process, administrative law; problems of public support. Falls. (DICO)

**PO3010 Topics in Political Science** 1 credit  
Topics in political science not normally covered in depth in other political science courses. May be repeated with a different topic for no more than 12 credits.

**PO3020 Topics in Political Science** 2 credits  
Topics in political science not normally covered in depth in other political science courses. May be repeated with a different topic for no more than 12 credits.

**PO3030 Topics in Political Science** 3 credits  
Topics in political science not normally covered in depth in other political science courses. May be repeated with a different topic for no more than 12 credits.

**PO3100 American Political Thought 3 credits**

A survey of the major political writings in America from colonial to contemporary times. Included are the political ideas of Native Americans, African Americans and women. Fall 2014, Fall 2016.

**PO3120 Political Parties, Elections, and Interest Groups 3 credits**

The nature, functions, organizations, and activities of political parties and interest groups as well as the processes of nomination, campaigns, and elections in the American political systems. Springs. (TECO)

**PO3150 State and Local Politics 3 credits**

Critical analysis of the structure and behavior of subnational governments in the United States and their relationships within the federal system. Consideration is given to their historical evolution. The comparative approach highlights similarities and differences and attempts to account for these. Particular attention is focused on New England. Not open to students who have earned credit for PO 2010. Springs. *Prerequisite(s)*: PO 1020.

**PO3240 International Political Economy 3 credits**

A study of the tensions inherent in international relations because of our international economy, and how they are resolved. Highlights the dynamic interactions between politics and economics, states and markets, and society and individuals. Springs.

**PO3250 Model United Nations 3 credits**

Introduces students to the origins, functions, structure, and issues facing the contemporary UN. Combines both substantive knowledge and simulated debates of major issues in the UN agenda, including genocide, economic development, terrorism, environment, etc. Looks into relationship between the United States and the UN. Prepares a student delegation to the World Model UN conference. Because the course includes role-playing, it offers a chance to extend students' knowledge of international politics while developing proficiency in public speaking, policy formulation, parliamentary procedure, diplomacy, negotiation, and conflict resolution. The course is excellent preparation for a career in public policy or international affairs. Additional course fee required. Springs. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**PO3260 Model UN Lab 1 credit**

Introduces students to the origins, functions, structure and issues facing the contemporary United Nations. Prepares a student delegation to the World Model UN conference in an international setting, organized by Harvard University. Includes role-playing and offers a chance to extend one's knowledge of international politics while developing proficiency in public speaking, policy formulation, parliamentary procedure, diplomacy, negotiations, and conflict resolution. Excellent preparation for a career in public policy or international affairs. May be repeated for credit. Springs. *Prerequisite(s)*: PO 3250 (may be taken concurrently).

**PO3300 Latin American Politics 3 credits**

An introduction to the politics of Latin America. Explores contemporary trends in the region and provides a basis for understanding the unique political institutions, power relations and cultural diversity of selected countries. Emphasis on trends such as democratization, development and U.S. relations exposes students to important contemporary issues and controversies. Springs. (GACO)(WRCO)

**PO3350 Women in World Politics 3 credits**

Examines the roles of women as policy makers and the impact of policy on women. Using case studies and biographies, focuses on women chief executives, government officials and leaders of political organizations around the globe. Uses class discussions, readings and other materials to explore women's political participation in several regions and allow us to analyze how the policies of national governments and international organizations affect women. Fall 2015.

**PO3500 Politics and Conflict in the Middle East 3 credits**

Introduces students to the current political landscape, the main actors of the contemporary Middle East. Examines the history and culture of the region as well as its economics and politics. Explores important questions, including Islamic Fundamentalism, terrorism, and democracy. Looks into relationship between the Middle Eastern countries and societies and the rest of the world, specifically the United States. Falls. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**PO3510 Comparative Politics 3 credits**

The similarities and differences of the governments of contemporary states. Form and function of modern national governments in relation to dynamic political forces and institution in both the developed and underdeveloped areas of the world. Falls.

**PO3540 European Politics 3 credits**

Analyzes the politics of Europe as 3 distinct groups, with due attention to ongoing efforts toward complete integration. Emphasis on differing political cultures, economic systems and postures within world order. Prior completion of PO 1010 or PO 1030 strongly recommended. Fall 2014, Fall 2016.

**PO3580 Politics of the Pacific Rim – ASEAN 3 credits**

Analyzes the politics of the Association of Southeast Asian Nations (ASEAN) consisting of Brunei Darulsalam, Indonesia, Malaysia, the Philippines, Singapore, Myanmar, Vietnam, Laos, Cambodia, and Thailand. Emphasis is on the intra-political relations of ASEAN members and their political impact on the Pacific Rim. Prior completion of PO 1010 and PO 1030 is recommended. Springs. (WRCO)

**PO3590 The Congress 3 credits**

The politics and processes of the Congress. Analysis of the structure of the institution, its development, the limits placed on it, the recruitment and election of members, their functions, relationships to one another and to their constituents. Spring 2015, Fall 2016. *Prerequisite(s)*: PO 1020.

**PO3600 The Presidency 3 credits**

The evolution of the Presidency, its powers and constraints, organization and use of the White House staff, executive decision-making, contemporary views of the office. Fall 2015, Spring 2017. *Prerequisite(s)*: PO 1020.

**PO3630 Constitutional Law: Civil Liberties 3 credits**

Investigation of American courts with emphasis on the Supreme Court as it applies constitutional principles to conflict over personal rights. Major opinions of the Supreme Court provide most of the textual material. The Court is viewed as a highly political body with the task of resolving our most difficult social conflicts. Falls.

**PO3650 American Foreign Policy 3 credits**

Questions relating to the world role of the United States including what that role should be and how it is played. Includes further discussion of the balance of means against ends and the relationship between domestic politics and foreign policy. Fall 2014.

*Prerequisite(s)*: PO 1020.

**PO3660 Political Analysis 3 credits**

A study of the methodology and research techniques of political science. Explores approaches such as individualistic-psychological, rational, game theory, role theory and techniques such as research design and survey research. Discusses the basic principles and assumptions of political inquiry and the devices for gathering and analyzing data. Falls. *Prerequisite(s)*: MA 2300 or SS 3700.

**PO3680 Public Policy Analysis 3 credits**

Public policy as a process; how problems are defined, agendas set, policies formed, legitimated and evaluated. Several public policies are then analyzed and evaluated. An application of the basic knowledge of methods and sources acquired in introductory political science courses. Fall 2014, Spring 2016. *Prerequisite(s)*: PO 1020 and MA 2300. (WRCO)

**PO3810 Political Thought 3 credits**

A survey of major schools of political thought from ancient to modern times. Students are expected to reflect systematically on such issues as human nature, the role of the state, our relation to the state and principles of good government. Fall 2015.

**PO4010 Political Science Internship 1–12 credits**

Students engage in work programs and thereby apply knowledge gained from major and minor course areas or concentrations in Political Science. Qualifications to be an intern are determined by the supervising faculty member. Once placed, student interns have both an immediate supervisor and a supervising professor in Political Science. May be repeated for up to 12 credits. With permission. *Prerequisite(s)*: signature of the faculty supervisor.

**PO4530 Political Science Seminar 3 credits**

Exploration of special topics and/or problems in Political Science.

**PO4910 Independent Study 1–3 credits**

Background in political science through reading and research, supplementing previous course work in the field. A research paper, periodic conference and an oral examination may be required. Consent required of the instructor who will supervise the independent study and the Department Chair.

**PS – Psychology****PSDI1000 Who Am I?: Establishing Personal Identity in the Social Environment 3 credits**

An overview of how the individual develops a sense of self or identity within the context of the social environment. Falls and Springs. (SSDI)

**PS1110 Learning Laboratory 0 credit**

Falls and Springs. *Corequisite(s)*: PS 3210.

**PS1120 Cognitive Psychology Laboratory 0 credit**

Falls and Springs. *Corequisite(s)*: PS 3220.

**PS2010 Introduction to General Psychology 3 credits**

The scope and methods of psychology as a scientific study. Falls and Springs.

**PSDI2030 Mind, Brain, and Evolution 3 credits**

Examines questions that have long interested scientific psychologists: What is Mind? What is the relationship between mind and brain physiology? Where does knowledge come from? Do other animals possess mind? Are mental processes the result of evolution? Falls and Springs; also Summers and Winterims. (SIDI)

**PS2050 Life-Span Developmental Psychology 3 credits**

The principles underlying physical, cognitive, emotional and social development through the life-span. Falls and Springs.

**PS2100 Measuring Behavior 3 credits**

An introduction to contemporary strategies of measuring behavior and analyzing data. Includes appropriate use of technology. Falls and Springs. *Prerequisite(s)*: PS 2010. (TECO)

**PSDI2190 Quack Remedies, False Prophets, and Unwarranted Claims 3 credits**

Identifies common myths and misunderstandings about the scientific process and its rules of evidence, and helps students separate real science from pseudoscience, proven cures from quack remedies and legitimate dangers from media scares. Falls, Springs, and Winterim. (SIDI)

**PS3000 Human Memory 3 credits**

Critical overview of current theory and research on memory processes in adulthood. Emphasis on theoretical and empirical work in learning strategies, forgetting, neurological disorders, eyewitness testimony, and false memory. Falls and Springs.

**PS3030 Social Psychology 3 credits**

A psychological approach to social phenomena with emphasis on the concepts and methods used in the study of the behavior of individuals in various social situations. May be taken as SO 3030. Falls and Springs.

**PS3060 Educational Psychology 3 credits**

The psychology of learning and its application to the learning process in formal education.

**PS3100 Adolescent Psychology 3 credits**

A survey of physical, intellectual, social and ethical development between puberty and adulthood. Special attention is given to changes in values during adolescence, and relations with parents, peers and school. Falls.

**PS3130 Directed Research in Psychology 1–3 credits**

Under the supervision of the Psychology Department faculty, students assist with on-going faculty research projects. Duties typically include but are not limited to, data collection and analysis, library research and other prepublication tasks. May be repeated for credit. Falls and Springs.



**PS3140 Statistics in Psychology 3 credits**

Application of basic statistics to psychological variables. Falls and Springs. *Prerequisite(s)*: PS 2100. (QRCO)

**PS3150 Research Methods in Psychology 3 credits**

Application of research design and scientific method to research on psychological variables. Includes professional APA writing. Falls and Springs. *Prerequisite(s)*: PS 3140. (WRCO)

**PS3170 Child Development 3 credits**

The process of development from the end of infancy to the beginning of adolescence. Discusses factors affecting intellectual, social and physical development. Springs.

**PS3195 Development and Understanding 3 credits**

Covers physical, cognitive, social, emotional and personality development from the preschool period to the beginning of adulthood. Focuses on the interaction of physical and cognitive development. Concentrates on the relationship of wellness in physical growth to cognitive abilities, such as acquiring knowledge, solving problems, comprehending abstract concepts and social skills. An empirical approach is taken in the examination of these topics. Falls and Springs.

**PS3200 Psychology of Women 3 credits**

Lecture and discussion integrating biological, psychological and medical information to examine objectively the origin and development of sex differences. Topics include differences in biological makeup, personality, learning, aggression and achievement motivation. Springs. (DICO)

**PS3210 Learning 4 credits**

Basic processes and principles of learning which are fundamental to any organism's interaction with the environment. Laboratory experience is an integral component. Falls and Springs. *Prerequisite(s)*: PS 2010. *Corequisite(s)*: PS 1110.

**PS3220 Cognitive Psychology 4 credits**

Examination of processes basic to the acquisition, retention and reproduction of knowledge. Thinking, memory, language, problem-solving and decision-making are topics to be covered. Laboratory component. Falls and Springs. *Prerequisite(s)*: PS 2010. *Corequisite(s)*: PS 1120.

**PS3230 Motivation and Emotion 3 credits**

Physiological, personality and social approaches to the study of human motivation and emotion.

**PS3260 Perception 3 credits**

A survey of the underlying physiological processes, anatomical structures and information processing capacities of the visual, auditory, taste, smell, cutaneous, organic vestibular and kinesthetic sense systems. Springs. *Prerequisite(s)*: PS 2010.

**PS3340 Personality 3 credits**

Psychoanalytical, existential, social, behavioral and self theories and how they relate to the development and assessment of behavior. Falls and Springs.

**PS3370 Psychology of Love and Sex 3 credits**

Examination of human sexuality and intimate relationships from the psychological point of view. Topics include: human sexual response, sexual behavior through the life-span, sexual dysfunction and therapy, interpersonal attraction, communication between partners, success and failure in marriage. Falls and Springs.

**PS3460 Industrial/Organizational Psychology 3 credits**

A survey of applications of psychological principles to the work place. Topics include the role of the psychologist in industry; personnel testing and evaluation; the social context, e.g., motivation, attitudes and leadership; and human factors in job design, e.g., working conditions and safety. Falls.

**PS3530 Creativity 3 credits**

The nature of problem-solving and creativity, theories of creativity, personality characteristics of the creative person and exploration of methods used to increase creativity, such as brain-storming. Springs. *Prerequisite(s)*: Junior status.

**PS3560 Adulthood and Aging 3 credits**

Major developmental transitions between adolescence and the end of life. Physical, cognitive, personality, social and occupational development. Special topics covered are stress, changing life styles and death. Falls.

**PS3600 Behavioral Neuroscience 3 credits**

The neuroanatomical and physiological basis of physical movement, arousal, hunger, thirst, emotion, sleep, learning and memory. Falls and Springs. *Prerequisite(s)*: PS 2010.

**PS3700 Psychology and Law 3 credits**

Applies knowledge of psychological variables to various aspects of the law including eyewitness testimony, jury selection, police interrogations, repressed memories and the role the psychologist plays in the legal system. Falls and Springs.

**PS4010 History and Systems 3 credits**

The major trends of thought which have shaped the development of psychology as a science. The unifying theoretical systems and concepts which shape and structure contemporary psychology. Falls and Springs. *Prerequisite(s)*: PS 2010.

**PS4320 Abnormal Psychology 3 credits**

The categories, causes and methods of treatment of the major forms of psychopathology: neurosis, psychosis, personality disorders, addictions, sexual deviations, psychophysiological problems. Falls and Springs. *Prerequisite(s)*: PS 2010.

**PS4330 Community Mental Health 3 credits**

A comprehensive survey of community mental health as an applied and scientific discipline, emphasizing how community mental health works to prevent mental health problems and address the needs of diverse populations. Falls. *Prerequisite(s)*: PS 4320.

**PS4350 Treatment of Psychological Disorders 3 credits**

Surveys the major treatment methods for addressing psychological disorders; cognitive-behavioral, group, humanistic, psychiatric/medical, psychodynamic and systemic approaches are covered using

a bio-psycho-social perspective. Springs. *Prerequisite(s)*: PS 3340 or PS 4320.

**PS4360 Internship in Psychology 3–6 credits**

The undergraduate internship provides supervised field experience at a site related to the student's degree and option. Students participate in unpaid service in the community (100 hours for 3 credits or 200 hours for 6 credits) and attend class meetings. Students must apply for permission in the semester prior to their registration for this course. May be repeated for a maximum of six credits. *Prerequisite(s)*: permission of the instructor.

**PS4400 Psychology Seminar 3 credits**

Current topics in psychology. Topics selected and determined by students' backgrounds and interests. For psychology majors only. May be repeated for credit. Falls and Springs.

**PS4440 Psychological Measurement 3 credits**

Focus on the theoretical principles guiding the assessment of psychological attributes. Application to the construction, use and evaluation of intelligence, achievement, personality, attitude and vocational measures. Falls. *Prerequisite(s)*: PS 2010 and (PS 3140 or MA 2300).

**PS4800 Advanced Research Seminar in Psychology 3 credits**

Students conduct individual research projects under the supervision and guidance of faculty. Considers advanced topics in statistics. *Prerequisite(s)*: PS 2010, PS 2100, PS 3140 and PS 3150.

**PS4910 Independent Study 1–3 credits**

Advanced readings and research with conferences and oral examinations. Provides advanced students with background and specialized knowledge relating to an area in which an appropriate course is not offered or relating to a special individual interest. Consent required of the instructor who will supervise the independent study and the Department Chair.

**PS4940 Independent Research in Psychology 1–3 credits**

With the assistance and supervision of a member of the Psychology Department faculty, students design, execute, analyze and write a report on an original experimental research project. Repeatable for a maximum of 6 credits. *Prerequisite(s)*: permission of the instructor.

## PT – Photography

**PTDI2200 The Art of Photography 3 credits**

An introduction to photography as a visual language. Students gain technical skills with the camera, film, exposure developing and printing. Students explore use of the creative process as they develop personal imagery and learn to compose and apply principles of art and design to their work. Introduces the history and aesthetics of photography. A 35 mm camera with a light meter is necessary. Students purchase personal film and papers. Additional course fee required. Falls and Springs. (CTDI)

**PT2600 Photography I 3 credits**

An introduction to photography as a visual art. A study of the camera, film, exposure, developing and printing as well as the history and aesthetics of photography. A camera with a light meter is

necessary; a tripod is helpful. Students purchase most of their own supplies. Additional course fee required. Falls and Springs.

**PT3450 Digital Photography 3 credits**

Introduces students to digital photography and the use of digital cameras, computer software, scanners, and photo-quality ink-jet printers in order to be able to create high quality color and black and white photo images. Students learn how to scan negatives, transparencies, and prints to produce high resolution files and to manipulate these files in Adobe Photoshop. Covers equipment calibration, manipulation of color rendition, and selections of fine art paper surfaces. Students work with composition, lighting, critique, and study works of contemporary photographers while developing a personal body of professional quality photo images. Additional course fee required. Falls and Springs. *Prerequisite(s)*: PTDI 2200 or PT 2600. (TECO)

**PT3620 Photo Documentary and the Artist 3 credits**

Addresses the components of creating and editing photographs and pictorial narratives for the purposes of creating photographic documentaries, newspaper and magazine publications, and photo ethnographies. Addresses and applies to projects research methods and ethical issues facing photographers engaged in this form of work. Students work with choices of 35 mm and/or digital cameras to complete a variety of assignments that include current events, people and place, and social issues. Discusses equipment selection and use. Culminates in a personally selected final feature project. Additional course fee required. Springs. *Prerequisite(s)*: (PTDI 2200 or PT 2600) and PT 3450.

**PT4600 Special Topics in Photography 3 credits**

For students who have completed 9 credits of coursework in Photography and seek to continue to work at an advanced level. Students work with the instructor to address specialized topics that will enhance and challenge their personal artistry, technical and design skills, and photographic repertoire. May be repeated with a different topic for no more than 6 credits. Additional course fee required. *Prerequisite(s)*: (PTDI 2200 or PT 2600), PT 3450, and (PT 3620 or CM 3750).

## PY – Philosophy

**PY1010 Ultimate Questions 3 credits**

Explores some of humanity's biggest questions, such as: Does God exist? What are we, and do we survive the death of our bodies? Are right and wrong mere matters of social convention? What's the basis of a government's authority, and could a world government solve humanity's biggest challenges such as war, global inequality and environmental degradation? Students become aware of a rich diversity of philosophical opinion among some major thinkers in the Western tradition, and they too try to work out for themselves some answers to some of our ultimate questions. Falls. (GACO)

**PYDI1030 Thinking for Yourself 3 credits**

All educated people rightly value being able to think for themselves. This requires some understanding of the principles of good reasoning as well as the courage and confidence to question authority and the "received opinions" of the group. Builds on the skills of the First Year Seminar to help students become aware of themselves as critical thinkers in a society where critical thinking is crucial for us

as informed citizens and responsible participants in the business of the community. Students apply the principles of good reasoning—including fallacy-spotting and assessment of evidence—to the arguments and persuasive techniques of political leaders, advertisers, talk show hosts, news analysts, entertainers and others. Through short papers, oral reports, class discussions and debates, students apply the lessons of good critical thinking to some of the most important issues of the day. Falls and Springs. (SSDI)

**PYD11050 Building a Civil Society 3 credits**

Focuses on the role of the individual in creating a civil society leading toward the advancement of peace, human rights and democracy. A main premise is that the individual and society have a reciprocal influence: societies nurture and shape the individuals that comprise it; but individuals also have the power to change society in significant ways. The dynamic of social change from the point of view of both the society and the individual are explored, and ways are suggested for individuals to contribute to this social dynamic. Special topics include nonviolent societal transformation, institutional barriers to growth and change, and revolutionary techniques for the resolution of conflict. Falls. (SSDI)

**PY1120 Doing Right and Being Good 3 credits**

Explores various answers to the main questions of ethics, including: What is good? What actions are morally right? What is the good life for human beings? Students are encouraged to apply these theories in working out their own answers to such contemporary social issues as gay rights and our attitudes toward other societies and sub-cultural groups. Falls and Springs. (DICO)

**PYD11300 Perspectives on Religion 3 credits**

Introduces students to the interdisciplinary study of religion as informed by history, philosophy, the fine arts, and literature. Examines the development of select religions, noting their synthetic emergence from and reaction to pre-existing religions. Explores the complex causes of religious movements and societal attitudes towards both religious practices and differing conceptions of God/Ultimate Reality. Considers the relevance of religion to contemporary issues. Falls and Springs. (PPDI)

**PY1400 Women and Religion 3 credits**

Examines the contributions of women in religion from mainstream to evangelical to Native American spirituality, and attempts to see why their contributions have been, and continue to be, so important in what many would describe as “patriarchal” religious institutions. Students are presented with ‘raw’ material: the voices of women in religion over the course of American history. Includes most religious movements as well as traditional Christian, Jewish, Muslim and alternative religious institutions. Students hear women ‘in their own words’ and critically reflect on their contributions past and present.

**PY2200 Ideas of the Old Testament 3 credits**

An examination of the main themes and ideas in the Old Testament (Hebrew Scripture) from creation accounts to the major and minor Prophets. Seeks to increase awareness of this major influence on people, religions and traditions throughout the world as well as in our own society, concentrating on the foundational relevance of the story of the Biblical people of Israel and their journeys. Looks closely at the creation of a people and the stories which inspired them: stories that continue to inspire many. Fall of odd years. (GACO)

**PY2210 New Testament Thought 3 credits**

An introduction to the sources and formation of the New Testament dealing in particular with the philosophical dimensions of the basic teachings of the historical Jesus and the various ideas formed by the early Christian community. Also relates these ideas to contemporary values and settings, while exploring their influence on different parts of the world and the way in which both Jesus and Paul became the formative thinkers for many. Spring of even years. (GACO)

**PYD12280 Women Philosophers 3 credits**

Explores the contribution of women philosophers in various historical periods and their impact to ongoing contemporary philosophical debates and discourse. By understanding their contribution to philosophical discourse in the past and considering how their contributions impact the present, how their philosophical insight might envision the future is considered. Unscheduled. (PPDI)

**PY2305 Religion in America 3 credits**

An exploration of the diverse theological and religious elements in America. Deals with movements within the major religions as they have occurred in America and the United States, while providing insight into the newer forms of American theological expression. Focuses on the large numbers of religious experiments in this society and the modern day rise of new religious groups.

**PY2310 Elements of Logic 3 credits**

An introduction to the structure of correct reasoning, the problems of language, informal fallacies and the need for systematic and critical thinking. Includes both traditional logic and the methods of modern symbolic logic. Falls. (QRCO)

**PY2610 Eastern Philosophy 3 credits**

A study of central philosophical concepts and issues from the point of view of some of the major sources of Eastern thought, such as the Vedas, Upanishads, Bhagavad-Gita, Tao te Ching and Buddhist writings. Unscheduled.

**PY2630 The Concept of Death 3 credits**

Analysis and evaluation of various perspectives on death. Readings cover philosophical, psychological, sociological, practical and artistic aspects of death and different modes of response to human mortality. Unscheduled.

**PY2650 Mind and Machine 3 credits**

Discussion and critical examination of philosophical issues relating to the nature of the mind and to the possibility of artificial minds and artificial persons. Topics to be covered include thought, perception and intentionality, consciousness, the nature and theoretical limits of computation, animal minds, affect and emotion, freedom and mechanism, personal identity, function, teleology and the nature of interpersonal relationships. Readings will include both philosophical writings and fictional explorations of some of the philosophical themes covered. Springs. (TECO)

**PY3010 Topics in Philosophy 3 credits**

Explores in-depth some philosophical topic of the instructor's choosing. May be repeated for credit with a different topic. Unscheduled.

**PY3110 History of Philosophy I: Ancient 3 credits**

An introductory study of the beginning of the philosophic tradition in ancient Greece. Examines the concepts and theories of the Pre-Socratic philosophers, Socrates, Plato, Aristotle, etc. Selected original works of the major philosophers are read and discussed in detail. Fall of odd years. *Prerequisite(s)*: any other philosophy course and Junior status. (INCO)

**PY3120 History of Philosophy II: Modern 3 credits**

An introductory study of Western philosophy from the Renaissance to the 20th century. Includes introductory studies of Descartes, Spinoza, Leibnitz, Hobbes, Locke, Berkeley, Hume, Kant, Hegel and others. *Prerequisite(s)*: any other philosophy course and Junior status. (INCO)

**PY3140 Medieval Philosophy 3 credits**

Philosophical development of the medieval mind from the neo-Platonic thought of Saint Augustine through such luminaries as Erigena, Anselm, Aquinas and Duns Scotus. *Prerequisite(s)*: Junior status. (INCO)

**PY3150 Society, Ethics, and the Law 3 credits**

See CJ 3150 for course description. Not open to students who have earned credit for CJ/PY 2100. Falls. *Prerequisite(s)*: Junior status. (DICO)(INCO)

**PY3160 History of Philosophy III: Contemporary 3 credits**

Major influential movements in 20th century philosophy. Pragmatism, Logical Positivism, Philosophical Analysis and Existentialism. Fall of even years. *Prerequisite(s)*: any other philosophy course and Junior status. (INCO)

**PY3210 Comparing World Religions 3 credits**

Meant for students who wish to compare and contrast the major religious traditions of the world. Students read original texts from various religions. Each tradition is given equal weight during the reading, writing and class discussion. Students become familiar with figures of world religions. Deals with the resulting social behavior, artistic expression and concepts of the sacred, from Christianity and Judaism to Islam and Buddhism. Special attention is given to international and culturally diversifying implications of each tradition. Students are expected to write on a religious tradition during the semester and develop that writing to a full paper by the end of that semester. A student may elect to compare 2 different religious faiths and/or their religious expressions (literature, arts, etc.). The mid-semester test is on the basics of each world religion. Included as the major world religions are Hinduism, Buddhism, Christianity, Islam, Judaism, Taoism and Confucianism along with their scriptures/readings/literature and art. *Prerequisite(s)*: Junior status. (INCO)

**PY3390 Applied Ethics 3 credits**

Focuses on the analysis of values from the perspectives of ethics; various social institutions, e.g., business, law, medicine, government, journalism and education, etc.; physical science, with emphasis on environmental concerns. May be taken as IS 3390. *Prerequisite(s)*: Junior status. (INCO)

**PY3450 Enlightenment, Love, and Literature 3 credits**

A study of 3 related philosophical problems – evil in a supposedly just universe, and the fall and rise of human beings – as they are embodied in selected works from both philosophy and literature. (INCO)

Literary works such as Greek tragedy, Shakespearean tragedy, Goethe's *Faust*, Blake's *Songs of Innocence*, T.S. Eliot's *Four Quartets*, and Hesse's *Siddhartha* are used as concrete examples of the various interpretations of the philosophical issues. *Prerequisite(s)*: Junior status. (INCO)

**PY3465 Sexual Ethics 3 credits**

An examination of past and present sources of sexual ethics in the Judeo-Christian tradition, with an emphasis on present day sexual ethics and the dimensions of sexuality yet to be accepted by a given ethical framework. Integrates Literature and Philosophy as well as religious views and historical sources. Attempts to distinguish between the world of the secular and the religious, while analyzing both. *Prerequisite(s)*: Junior status. (INCO)

**PY3540 Philosophy of Religion 3 credits**

A critical analysis of the traditional and contemporary religious concepts and values that underlie the basic doctrines of the major religious faiths. Examines some contemporary religious and quasi-religious movements. *Prerequisite(s)*: Junior status. (INCO)

**PY3560 Philosophical Perspectives on War and Peace 3 credits**

Offers an integrated look at the problem of war and violence in the nuclear age, including historical, religious, psychological, political, economic and technological aspects. Helps students see the interrelationships among the many causal factors of war as well as to help them think philosophically about the problems of war and peace as global issues facing virtually all nations and, indeed, raising the most serious questions about the continued existence of life on earth. Readings are based on texts, handouts and web sites to ensure that students have information on current developments regarding arms trade, military budgets, United Nations activity, etc. May be taken as IS 3560. *Prerequisite(s)*: Junior status. (GACO)(INCO)

**PY3710 Philosophy, Science, and Superstition 3 credits**

What is it that distinguishes science from irrational opinion and superstition? Is science really a way to knowledge? The only way? What is a scientific theory, and how does science manage to explain things? What is superstition, and why have people found it so attractive? And where do so-called pseudoscientific ideas like creationism and astrology fit into our understanding of reality? Uses historical and current examples to illuminate the nature of science and superstition and attempts to find philosophical principles that can guide us in evaluating controversial beliefs. *Prerequisite(s)*: Junior status. (INCO)

**PY4770 Great Philosophers Seminar 3 credits**

The works of from 1 to 3 major philosophers. Different philosophers may be selected each offering of the course. May be repeated. Philosophy majors should consult with their advisor. Falls. (WRCO)

**PY4910 Independent Study 1–3 credits**

Limited to students who have demonstrated their ability to do superior work in philosophy and who are able to do independent work. Before registering for independent study, students should consult with a member of the Department concerning a program of study. Students are expected to work independently with tutorial guidance. Evidence of progress is demonstrated by papers and discussion. (INCO)

Offered by arrangement. Consent required of the instructor who will supervise the independent study and the Department Chair.

**PY4920 Internship in Philosophy and Applied Ethics 3 credits**

Students gain real world experience and reflect upon those experiences through philosophical and ethical studies in the Philosophy major. Students reflect upon their internship experience through various ethical lenses as they consider how their critical thinking skills, analytical skills, and problem solving skills shaped their engagement with others. Includes 120 hours of supervised work.

*Prerequisite(s)*: approval of Chair and advisor.

## RL – Reading

**RL1200 Children's Literature 3 credits**

A survey which deals with the selection, evaluation and utilization of literary materials for children from ages 5 to 13. Focus is on the different genres in children's literature. Discussion and projects are based on using a variety of classical and contemporary genres, technology and media. Extensive reading and critiquing of children's books are required with the aim of developing an appreciation and understanding of the value of children's literature in language and literacy development in a variety of settings. Participation activities with children are required. Springs.

**RL2500 Language and Literacy Development in Young Children 3 credits**

Examines language acquisition and literacy development of children birth through 8 years of age. Focuses on fostering language development and communication in the home and early childhood settings. Examines second language acquisition and the needs of young English language learners. Explores materials, environments and interactions that support literacy development in the home and early childhood settings. Requires 3 hours of field experiences in an approved early childhood setting. Springs. *Prerequisite(s)*: ER 2000.

**RL3040 Exploring Childhood Through Children's Literature 3 credits**

Introduces the foundations of children's literature in the context of children, families, and the larger community. Literature is the lens through which students explore contemporary issues in childhood studies (e.g., disability, diversity, advocacy, development). Students gain the knowledge and skills needed to critique, select, and use children's literature in a variety of educational settings. Springs.

**RL3050 Foundations of Reading and Writing 3 credits**

Examines the foundations of literacy instruction with an emphasis on curriculum, methods and materials for children in kindergarten through grade 3. Focuses on phonemic awareness, phonics, fluency, vocabulary, comprehension, core reading programs and stages of writing development in a balanced reading framework. Falls and Springs. *Prerequisite(s)*: CD 1000 and full acceptance to the Teacher Certification Option. *Corequisite(s)*: ED 3050, ED 3051, ED 3052, and ED 3055.

**RL3070 Language Arts and Reading in the Elementary School 3 credits**

Examines the integration of the language arts and reading for students in grades 1 through 6. Focuses on word study, content area reading and writing, study skills and literature study. Explores materials and methods for all learners in a balanced reading and

writing program. Candidates participate in a practicum in an assigned public school. Falls and Springs. *Prerequisite(s)*: completion of Cluster I; Elementary Education major or full acceptance to the Teacher Certification Option. *Corequisite(s)*: ED 3060, ED 3080, ED 3090, MA 3070, and SE 3070.

**RL3500 Reading, Writing, and Language Arts in the Primary Grades 3 credits**

Focuses on the underlying principles of effective reading and writing instruction in the primary grades. Emphasizes strategies for planning, implementing and assessing language arts experiences that integrate reading, writing, listening and speaking. Requires a practicum of 2 hours per week in a first, second or third grade classroom. Springs. *Prerequisite(s)*: Early Childhood Studies major and full acceptance into Teacher Certification Candidacy.

## SE – Special Education

**SE2080 Children with Disabilities 3 credits**

Provides students with the foundation for understanding social, family and educational contexts affecting the lives of children with disabilities. Students explore historical and social factors that have shaped policies toward children with disabilities and understand the provisions of state and federal legislation relevant to children with disabilities. Competencies to be addressed include understanding of family issues and development of strategies for collaborating with families, familiarity with disability labels identified in federal legislation, understanding of the pre-referral, referral, assessment and planning processes for the education of children with disabilities and familiarity with ways contexts are adapted and technology used to include children in active participation. Includes a 10-hour service learning experience outside of class. Falls and Springs.

*Prerequisite(s)*: restricted to Childhood Studies, Early Childhood Studies, Elementary Education, or Music Education majors.

**SE3070 Classroom Applications in Inclusive Education 3 credits**

Broadens students' understanding and knowledge of the nature and needs of children with disabilities in traditional educational settings. Emphasis is on providing specific instructional strategies, diagnostic and academic interventions, effective programming and remediation for students with exceptionalities. Students work extensively with Individual Education Plans, 504 plans, behavior plans, as well as a variety of assessment instruments. Includes the use of direct instruction, curriculum-based assessment and systemic observations. Students are required to do a field placement with their Integrated Curriculum and Assessment classes. Falls and Springs. *Prerequisite(s)*: SE 2080. *Corequisite(s)*: ED 3060, ED 3080, ED 3090, MA 3070, and RL 3070.

**SE3090 Introduction to Special Education: Middle and Secondary 3 credits**

Provides teachers and other social service professionals with the understanding and skill to work effectively with children with disabilities in integrated settings. Emphasis is placed upon the disabilities most prevalent in society, such as learning disabilities, behavior and emotional disorders and cognitive impairments. Other forms of disabilities to be discussed include sensory, neurological and musculoskeletal. Competencies to be presented and discussed are consistent with International Council for Exceptional Children standards and include: historical, philosophical and legal foundations of special education, characteristics of individuals with disabili-



ties, communication and collaborative efforts among professionals, understanding professionalism and ethical practices in special education. An observation component is integral to this course. This course is designed for K–12 Teacher Certification and Middle School majors only. The course is not intended for majors in the Early Childhood Studies or Elementary Education and Childhood Studies Departments. Falls and Springs.

## SO – Sociology

### **SOD1200 Exploring Social Life 3 credits**

American social life emphasizes an individual level perspective and as a result, many of us tend to overlook the role of broader social influences in shaping the self and life chances. Examines the social, economic, political and technological forces that influence our behavior, decisions and perceptions of our selves. Particular attention is given to exploring current topics, the rules that govern social interaction and group behavior and to issues involving class, race, gender and religion. Falls and Springs. (SSDI)

### **SO2220 Foundations of Sociology 3 credits**

Theories and methods of Sociology are applied to the analysis of such issues as social class, race, gender, religion and politics. Not open to students who earned credit for Introduction to Sociology. Falls and Springs. (DICO)

### **SO2380 Social Problems 3 credits**

A sociological investigation of problems that originate in human social interaction and have an undesirable impact on social life. Focuses on problems of poverty, ethnic relations, crime, inequality and alienation, and studies ways of coping with these problems. Springs.

### **SO2400 White Collar Crime 3 credits**

An examination of definitions of white collar crime, of the impact such crime has on society and of societal responses to white collar crime. May be taken as CJ 2400. Springs.

### **SO3030 Social Psychology 3 credits**

See PS 3030 for course description. Falls and Springs.

### **SO3070 The Sociology of the Family 3 credits**

Focuses on the social forces shaping the changing dynamics of contemporary family. Studies theoretical and conceptual frameworks. Addresses at length specific issues and problems such as abortion, single parenting, childcare and domestic violence. Falls.

### **SO3080 Juvenile Delinquency 3 credits**

See CJ 3080 for course description. Fall of even years. *Prerequisite(s)*: CJ 1010 or SO 2220.

### **SO3090 Criminology 3 credits**

See CJ 3090 for course description. Falls and Springs. *Prerequisite(s)*: AN 2210 or SO 2220.

### **SO3100 Urban Sociology 3 credits**

Provides students with an understanding of the growth of the modern city. Covers theoretical and conceptual frameworks as well as problems people face living and working in the urban environment.

Explores ways to improve urban living in specific countries. Fall of even years.

### **SO3160 Women in World Development 3 credits**

Examines women's changing role and status in developing countries. Issues covered and explored include sexual division of labor, relationship among classes and castes, gender and ethnicity, the household economy and subsistence production, migration, leadership roles and styles, women's role in development projects, internationalization of capital and women's work, and women and political power. Materials focus on women's experiences in Africa, Asia and Latin America. Springs.

### **SO3180 Sociology of Deviance 3 credits**

The sociology of deviance involves the study of differences between people. What differences matter to people? Why do some people choose to be different? Why do people react to difference the way they do? And how does societal reaction affect those who are different? These are some of the fundamental questions that are addressed. Falls. (DICO)

### **SO3210 Topics in Sociology 3 credits**

Examines specialized areas in sociology which are not covered in regularly scheduled courses.

### **SO3350 Sociology of Popular Culture 3 credits**

Examines the effects of popular culture on society and of society on popular culture; how does the popular culture industry work; and what makes a given artifact 'popular'? Fall of even years.

### **SO3370 Sociology of Race and Ethnicity 3 credits**

Examines the dynamics that produce and maintain structured social inequality based on minority status and the social consequences of such inequality. Topics include the nature and definition of race, the origins of prejudice, theories of discrimination, immigration, present-day problems and trends. Fall of odd years.

### **SO3380 Drugs and Society 3 credits**

Examines the role psychoactive substances have played in religions and cultures in world history and the history and politics of drug control today and in the past. Fall of even years. *Prerequisite(s)*: Junior status. (INCO)

### **SO3390 Environment and Society 3 credits**

A study of the relationships between social organization, culture and the environment. Current environmental problems and policy issues are debated, and their connections with society and culture are a focus. The meanings of nature and wilderness are also discussed. Other topics include: environmental justice, the history and workings of the environmental movement, greenwashing, public attitudes towards the environment and the idea of sustainability. Springs. *Prerequisite(s)*: Junior status. (INCO)

### **SO3400 Human Dimensions of Natural Resource Management 3 credits**

Throughout the world, natural resources such as forests, parks, wilderness areas, public lands, and water resources reflect the values of the people who create, use, manage, and support them. As a result, these dynamic socio-biological systems evolve and change in response to human needs, societal values, and political forces. Helps students articulate and evaluate these forces, and understand how

managers and agencies address them in the contexts of ecosystem and park management, community sustainability, and tourism. Includes a strong international and cross-cultural component, with examples from each of the continents. Spring of even years.

**SO3450 Social Stratification 3 credits**

A sociological analysis of the nature, causes and consequences of class and status differences within society. Focuses on concepts and theories of social stratification. Studies specific issues related to social mobility, class, status, differential power and poverty. Springs.

**SO3480 The Rural Community: Conflict and Change 3 credits**

Rural societies are outlined, for better or for worse, in terms of social interactions, natural and manmade environments, globalization, and technological change. Examines rural life in terms of the community, agricultural systems, natural resources, tourism, and development. Students engage and apply the tools and theories of multiple disciplines to critically analyze the social systems that impact rural people and rural communities at the local, national, and global level. Spring of odd years.

**SO3500 Illness, Wellness, and Healing 3 credits**

Concepts of illness, wellness, and healing reflect the societies and cultures in which they are found. Compares ways in which a variety of Western (e.g., France, Germany, United States) and non-Western (South American, African) societies and cultures think about and institutionalize health and illness. Selected topics include: changing health and nutritional status from human prehistory to the present, social and cultural definitions of health and illness, ritual healing practices, ethnomedicine, the relationships of social organization and stratification to health and illness; and the social and personal construction of medical knowledge. Not open to students who have earned credit for Medical Anthropology. Fall of odd years. *Prerequisite(s)*: AN 2210 or SO 2220. (WECO)

**SO4410 Methods of Social Research 3 credits**

See AN 4410 for course description. Falls. *Prerequisite(s)*: MA 2300 or SS 3700 or SW 3700.

**SO4600 Seminar: Theory and Practice 4 credits**

Capstone course for majors; provides an overview of sociological methodology and theory. Heavily emphasizes research and the practical applications of sociology. Springs. *Prerequisite(s)*: (AN 4400 or SO 4400) and Junior or Senior standing as a major. (WRCO)

**SO4610 Internship 1–12 credits**

Students engage in work programs and thereby apply knowledge gained from major and minor courses, areas, or concentrations. Qualifications to be an intern are determined by the Department Chair and a faculty member who acts as a supervising professor. Once placed, student interns have both an immediate supervisor and a supervising professor. With permission.

**SO4910 Independent Study 1–3 credits**

Provides a more intense background in some aspect of sociology through reading and research, supplementing previous courses or broadening the student's knowledge in some subject area not presently covered by SO courses. Consent required of the instructor who will supervise the independent study and the Department Chair.

## SP – Spanish

**SP1010 Fundamentals of Spanish I 4 credits**

Open to students with no more than 1 year of high school Spanish, or with no previous study of Spanish. Closed to students with any college-level study of Spanish. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Conducted in Spanish. Falls. *Corequisite(s)*: SP 1900. (DICO) (GACO)

**SP1020 Fundamentals of Spanish II 4 credits**

Continuation of SP 1010. Conducted in Spanish. An introductory course that focuses on development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Springs. *Prerequisite(s)*: SP 1010 or equivalent. *Corequisite(s)*: SP 1905. (DICO)(GACO)

**SP1030 Spanish for Health Professionals I 3 credits**

Open to students with no more than 1 year of high school Spanish, or with no previous study of Spanish. Focus on vocabulary, exchanges, and topics specific to the health care setting. An introductory course with 3 regular class meetings per week with the instructor. Emphasis on oral communication skills necessary for the health care professional. Conducted in Spanish. Falls.

**SP1035 Spanish for Health Professionals II 3 credits**

Continuation of SP 1030. Stresses oral communication skills necessary for the health care professional. Conducted in Spanish. Springs. *Prerequisite(s)*: SP 1030.

**SP1060 Conversational Spanish I 3 credits**

An introductory Spanish course for beginning students. Two regular class meetings per week. Emphasis on vocabulary building, basic grammar structures and oral fluency. Contemporary readings and discussions with parallel oral and written grammar review. Conducted in Spanish. Falls. (DICO)(GACO)

**SP1070 Conversational Spanish II 3 credits**

A continuation of SP 1060. Two regular class meeting per week. Emphasis on vocabulary building, grammar structures and oral fluency. Conducted in Spanish. Springs. *Prerequisite(s)*: SP 1060 or equivalent.

**SP1110 Continuing Spanish I 4 credits**

An introductory Spanish course for continuing students (no more than 2 years of high school study). Emphasizes oral and written communication skills. Further development of the 4 language skills: listening, speaking, reading, and writing. Emphasizes language in a cultural setting. Conducted in Spanish. Falls. *Corequisite(s)*: SP 1910. (DICO)(GACO)

**SP1120 Continuing Spanish II 4 credits**

A continuation of SP 1110. Conducted in Spanish. Springs. *Prerequisite(s)*: SP 1110 or equivalent. *Corequisite(s)*: SP 1915. (DICO) (GACO)

**SP1900 Fundamentals of Spanish I - Lab 0 credit**

Lab sessions in the Language Learning Resource Center (Hyde 221) with a supplementary instructor for review practice, and completion of course assignments. Falls. *Corequisite(s)*: SP 1010.

**SP1905 Fundamentals of Spanish II - Lab 0 credit**

Lab sessions in the Language Learning Resources Center (Hyde 221) with a supplementary instructor for review practice and completion of course assignments. Springs. *Corequisite(s)*: SP 1020.

**SP1910 Continuing Spanish I - Lab 0 credit**

Lab sessions in the Language Learning Resource Center (Hyde 221) with a supplementary instructor for review practice, and completion of course assignments. Falls. *Corequisite(s)*: SP 1110.

**SP1915 Continuing Spanish II - Lab 0 credit**

Lab sessions in the Language Learning Resources Center (Hyde 221) with a supplementary instructor for review practice and completion of course assignments. Springs. *Corequisite(s)*: SP 1120.

**SP2030 Intermediate Spanish I 3 credits**

Enhancement of Spanish skills. For students with sufficient control of Spanish fundamentals. Vocabulary building. Oral and written grammar review, selected literary and cultural readings. Conducted in Spanish. Falls. *Prerequisite(s)*: no more than 3 years of high school Spanish, or 1 year of university first year Spanish. (DICO)(GACO)

**SP2040 Intermediate Spanish II 3 credits**

Continuation of SP 2030. Conducted in Spanish. Springs. *Prerequisite(s)*: SP 2030 or equivalent. (DICO)(GACO)

**SP2910 Intermediate Spanish Language Lab 1 credit**

A self-directed lab, designed to accompany Intermediate Spanish I or Intermediate Spanish II. For students who need supplementary material to further develop their language skills at the intermediate level. Provides online language assignments and practice in conjunction with the classroom course. To be taken upon recommendation of the Spanish course instructor and the Department of Languages and Linguistics Chair. Pass/No Pass. Repeatable for a maximum of 2 credits. Falls and Springs. *Corequisite(s)*: SP 2030 or SP 2040.

**SP3030 Advanced Spanish 3 credits**

One-semester sequel to Intermediate Spanish or for advanced placement of incoming students. Review of all skills with attention to vocabulary expansion and the introduction of more sophisticated grammatical constructions. Development of composition and communication skills and preparation for reading authentic texts of diverse types. Students compare and contrast the role of technology in our culture with that of various countries of the Spanish-speaking world. Hands-on experience using current technologies to present and archive student work. Conducted in Spanish. Falls. (GACO) (TECO)

**SP3080 Spanish for Criminal Justice I 3 credits**

For students who wish to enhance their Spanish skills within the context of the criminal justice environment. Objectives include attaining advanced level oral proficiency by developing the student's ability to create with the language, to participate in conversations, to ask and answer questions by using specialized law enforcement

vocabulary in Spanish. Grammatical accuracy is sought through a selective review of basic constructions. Conducted in Spanish. Fall of odd years. *Prerequisite(s)*: minimum of 4 years of high school Spanish or completion of college-level (2000 level) intermediate Spanish. (DICO)(GACO)

**SP3090 Spanish for Criminal Justice II 3 credits**

A continuation of SP 3080. Spring of even years. *Prerequisite(s)*: SP 3080. (DICO)(GACO)

**SP3120 Spanish Culture and Civilization 3 credits**

Investigates the culture and civilization of Spain. Conducted in Spanish. Unscheduled.

**SP3140 Spanish American Culture and Civilization 3 credits**

Investigates the culture and civilization of Spanish America. Conducted in Spanish. Unscheduled.

**SP3170 Spanish for Social Services 3 credits**

Students increase their oral and written proficiency in Spanish by developing their ability to communicate through the use of specific vocabulary related to social services. Participation in role-play situations, debates and short individual/group oral presentations. Service-learning component, including a written journal and final presentation, to tie in with classroom study. Conducted in Spanish. Unscheduled. (DICO)(GACO)

**SP3190 Spanish for Business 3 credits**

Students increase their oral and written proficiency in Spanish by developing their ability to communicate through the use of specific vocabulary related to the world of business. Participation in role-play situations, debates and short individual and group oral presentations. Class project requires students to research how a local company does business as opposed to one specifically targeting Spanish-speaking populations in the United States or abroad. Includes a final presentation, to tie in with classroom study. Conducted in Spanish. Unscheduled. (DICO)(GACO)

**SP3220 Advanced Spanish Composition 3 credits**

Attention to developing clarity, accuracy and proficiency in written composition. From guided writing by models to free expression. Conducted in Spanish. Springs. (WRCO)

**SP3250 Ibero-American Women in Literature, Art, and Film 3 credits**

A study of images of women through the ages in Spain and the Americas, as a way of better understanding Spanish and Latinoamerican cultures as a whole. Taught in Spanish. Unscheduled.

**SP3330 Spanish Conversation, Phonetics, and Phonology 3 credits**

Attention to organization and presentation of oral expression, as well as accuracy and fluency in discussion and repartee. Additional focus on the linguistic study of the Spanish sound system (pronunciation), articulatory phonetics (how sounds are pronounced), and phonology (how sound patterns are formed and organized in Spanish). Conducted in Spanish. Falls.

**SP4200 Survey of the Literary Masterpieces of Spain I 3 credits**

An overview of the literary movements and representative works of principal authors from Spain, from the beginnings of medieval Spanish literature (the 11th century) to the end of the golden Age (the end of the 17th century). Conducted in Spanish. Not open to students who have earned credit for SP 3200. Fall of even years.

**SP4210 Survey of the Literary Masterpieces of Spain II 3 credits**

An overview of the literary movements and representative works of principal authors from Spain from the 18th, 19th, 20th, and 21st centuries. Conducted in Spanish. Spring of odd years.

**SP4400 Survey of the Literary Masterpieces of Spanish America I 3 credits**

An overview of the literary movements and representative works of principal authors from Spanish America, from indigenous literature to literature of the mid 19th century: Nationalism, Romanticism, and Modernism. Conducted in Spanish. Not open to those who have earned credit for SP 3300. Fall of even years.

**SP4450 Survey of the Literary Masterpieces of Spanish America II 3 credits**

An overview of the literary movements and representative works of principal authors from Spanish America from Modernism to the 21st century. Conducted in Spanish. Spring of odd years.

**SP4500 Spanish Seminar 3 credits**

Open to especially able and interested students with initiative for advanced study and seminar discussion. Promotes further studies to increase knowledge in the realms of culture, film, art, and literature. Seminar discussions along with technological presentations enhance and deepen student awareness and appreciation of the artistic, social, and academic Spanish-speaking world. Conducted in Spanish.

**SP4800 Spanish Capstone Seminar 3 credits**

To be taken the final semester of the major program. Designed to be a culmination of the language and cultural program of study. Foregrounds practical application of language knowledge and skills. Culminates in a final public presentation. Options include: an individualized self-directed service learning project; an advanced research study; creation and implementation of a community linguistic/cultural event; other options based on student interests and in consultation with course faculty. Restricted to senior majors only. Falls beginning 2015 and Springs. Prerequisite: Praxis II Spanish Exam to be completed upon Capstone Seminar registration; Oral Proficiency Exam in Spanish; completion of a minimum of 30 Spanish credits; instructor signature required.

**SP4910 Independent Study 1–3 credits**

Emphasis may be in either literature or language. Consent required of the instructor who will supervise the independent study and the Department Chair.

**SS – Social Science****SS3482 History of Science 3 credits**

Historical development of scientific understanding traced from earliest records to modern times revealing the nature of scientific inquiry, the methods of scientific inquiry, the methods of scientific creativity, and the implications of enlightenment in science for society. Science in representative periods of human development and interactions between science and human progress are considered. Falls and Springs. *Prerequisite(s)*: Junior status.

**SS3620 Archaeological Field Methods: Prehistory 2–9 credits**

Depending on the investigative circumstances, provides an opportunity to acquire field experience—survey, mapping, excavation, material analysis—at land or underwater sites from the Prehistoric period. Additional course fee required. Division of Continuing Education only. Summers.

**SS3630 Archaeological Field Methods: Historical 2–9 credits**

Depending on the investigative circumstances, provides an opportunity to acquire field experiences—survey, mapping, excavation, material analysis—at land or underwater sites from the Historical period. Additional course fee required. Division of Continuing Education only. Summers.

**SS3640 Archaeological Field Methods: Nautical 2–9 credits**

Depending on the investigative circumstances, provides an opportunity to acquire field experience—survey, mapping, excavation, material analysis—at land or underwater sites. Additional course fee required. Division of Continuing Education only. Summers.

**SS3700 Social Statistics 3 credits**

Introduces the Social Science student to the importance and uses of Statistics in disciplines such as History, Geography, Sociology, Anthropology, Social Work and Political Science. Focuses on a beginning level understanding of probability, descriptive statistics and inferential statistics using applied examples from Social Science disciplines. Students are also introduced to computer applications for Social Science Statistics. May be taken as SW 3700. Falls and Springs. *Prerequisite(s)*: Mathematics Foundations. (QRCO)

**SS3910 Internship 1–6 credits**

Students engage in work programs and thereby apply knowledge gained from major or minor course areas or concentrations. Qualifications to be an intern are determined by the Department Chair and a faculty member who acts as a supervising professor. Once placed, student interns have both an immediate supervisor and a supervising professor.

**SS4350 Social Studies Theory and Practice: 5–12 3 credits**

Serves as the capstone experience for the Social Studies Teacher Certification Option. Students have an opportunity to learn and apply social studies theory to the experience gained in previous courses, developing methodology and presentation skills needed to prepare for the student teaching experience. Students develop and present interdisciplinary lessons and units, integrating the skills and content of the various disciplines encompassed in the social studies as outlined in the New Hampshire Social Studies Framework and NCSS Standards. Students complete at least 20 hours in a classroom setting, actively participating in Social Studies classes

in a middle or secondary school. Falls. Last offering Fall 2014.  
*Prerequisite(s)*: SS 2500 and permission of instructor.

**SS4850 Social Studies Student Teaching: 5–12 12 credits**

The culminating field-based clinical experience for all students completing the Social Studies Teacher Certification (5-12) option of the BS Social Science major. It is a continuous, full-time (5 days per week) experience of 12 credits during which, after a period of structured observation, teacher candidates gradually assume responsibility for a full range of Social Studies teaching activities encountered in a middle or high school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful teaching of diverse populations of students. Student Teaching is conducted under the supervisory guidance of School Faculty and Plymouth State Clinical Faculty in Social Science. Required periodic seminars complement the experience. Falls and Springs. Last offering Spring 2015. *Prerequisite(s)*: minimum 2.50 cumulative GPA; completion of all other curricular requirements in Social Studies Teacher Certification (5-12) Option by the beginning of the student teaching experience; permission of the Coordinator of Teacher Certification and Clinical Experiences.

**SS4910 Independent Study 1–3 credits**

Consent required of the instructor who will supervise the independent study and the Department Chair.

**SS4950 Community Research Experience 4 credits**

Engages students in experiential learning about the challenges of working in interdisciplinary teams and perspectives. Provides students with opportunities to research significant issues of local or regional scale using multiple perspectives in a collaborative. Each spring 1 or more research teams are formed to conduct a project often developed in cooperation with an NGO or government agency to meet the needs of that organization and/or a community in the region. The projects are not theoretical or broad in scope, but rather focused on the kinds of problems that graduates might expect to face. Falls and Springs. *Prerequisite(s)*: Junior status; permission of the instructor. (INCO)

## SSE – Social Studies Education

**SSE2500 Planning, Management, and Organization of Social Studies Curriculum 3 credits**

Provides an overview of the professional and pedagogical responsibilities of teachers in social studies education. Topics include curriculum analysis and selection, fundamentals of lesson planning, classroom management, portfolio development, legal rights and responsibilities, and reflective practice. Special attention is given to design principles for instruction in middle and high school social studies classes. Springs. *Corequisite(s)*: SSE 2510.

**SSE2510 Teaching Lab I in Social Studies 1 credit**

Taken in conjunction with the pedagogy-centered SSE 2500. Helps students develop practices, strategies, and tools to enact in the classroom. Facilitates the development of high-leverage practices. Students learn high-leverage practices that are research-based and have the potential to improve student achievement. Springs. *Corequisite(s)*: SSE 2500.

**SSE3010 Theories of Learning and Assessment in Social Studies 3 credits**

Engages in critical inquiry to identify factors that contribute to student achievement. Analyzes essential skills and knowledge social studies teachers develop in the classroom from the perspectives of the learning sciences and educational psychology. Students evaluate educational research, learn processes to analyze quantitative and qualitative data, and develop multiple forms of assessment. Springs. *Prerequisite(s)*: SSE 2500. (QRCO)

**SSE3500 Diversity in Social Studies Education 3 credits**

Examines pre-service teachers' beliefs and attitudes about diversity. Students study the ways in which teachers are prepared for cultural diversity, working with English language learners, teaching exceptional children, and how those experiences impact their actual practice through analytical lenses in history, social psychology, and sociology. Falls. *Prerequisite(s)*: SSE 2500. *Corequisite(s)*: SSE 3510. (DICO)

**SSE3510 Teaching Lab II in Social Studies 1 credit**

Taken in conjunction with the pedagogy-centered SSE 3500. Helps students develop practices, strategies, and tools to enact in the classroom. Facilitates the development of high-leverage practices. Students learn high-leverage practices that are research-based and have the potential to improve student achievement. Falls. *Corequisite(s)*: SSE 3500.

**SSE4500 Advances in Social Studies Pedagogy and Learning 3 credits**

Students demonstrate professional and pedagogical responsibilities of teachers by involving students in critical inquiry of the history of social studies education, analyzing court cases and government decisions that define the legal rights and responsibilities of teachers, increasing students' capacity to integrate technology for instruction, conducting original action research, and practicing advanced methods of instruction. Falls. *Prerequisite(s)*: SSE 3010 and SSE 3500; junior status. *Corequisite(s)*: SSE 4510. (INCO)

**SSE4510 Teaching Lab III in Social Studies 1 credit**

Taken in conjunction with the pedagogy-centered SSE 4500. Helps students develop practices, strategies, and tools to enact in the classroom. Facilitates the development of high-leverage practices. Students learn high-leverage practices that are research-based and have the potential to improve student achievement. Falls. *Corequisite(s)*: SSE 4500.

**SSE4630 Social Studies Seminar 1 credit**

Teacher candidates discuss, process, and receive feedback intended to support: the impact on student learning assessment, reflective practice, and professional responsibilities and ethics of teaching. Candidates continue the process of developing their teacher licensure portfolio with peer and instructor feedback. Falls and Springs. *Corequisite(s)*: SSE 4640.

**SSE4640 Internship in Secondary Social Studies 12 credits**

As their capstone experience in Social Studies Education, students gradually take on classroom responsibilities and assume full responsibility for classes. Requirements include: supervisor visits and evaluations, ongoing reflections, portfolio development, development of lesson plans and instructional materials, and unit plan demonstrate the skills and dispositions appropriate for a beginning



teacher. Falls and Springs. *Prerequisite(s)*: SSE 4500; minimum 2.70 cumulative GPA; minimum grade of C in required courses. *Corequisite(s)*: SSE 4630.

## SV – Study Abroad: Mexico

### SV1030 Regular Spanish Program 4 credits

Individualized instruction in a small-size class environment. A total immersion experience for beginning students. Offered through Plymouth's Study Abroad Program in Cuernavaca, Mexico. Four weeks at this program is equivalent to a one-semester course at PSU and can be used to complete one half of the BA language requirement; can fit either the SP 1010-1020 or the SP 1110-1120 sequence. Please see the Languages and Linguistics Department Chair for information on this program. Winterim or Summer.

### SV3000 Advanced Spanish Program 4 credits

Individualized instruction in a small-size class environment. A total immersion experience for students beyond the beginning level. This course is offered through Plymouth's Study Abroad Program in Cuernavaca, Mexico. Four weeks at this program is equivalent to a one-semester course at PSU, can be used to complete one half of the BA language requirement and can be applied to the Spanish major or minor; can fit the SP 2010-2020 sequence or above. Please see the Languages and Linguistics Department Chair for information on this program. Winterim or Summer.

## SW – Social Work

### SW2050 Introduction to Social Welfare Policy 3 credits

Introduces students to the history and conceptions of social welfare and the role of government in the U.S. in meeting basic human needs and promoting human development. *Unscheduled*.

### SW2200 Introduction to Social Work 4 credits

Introduces students to the history, practice, values and perspective of social work. Provides an overview of social problems and social services for different populations with an emphasis on advancing social and economic justice. Students participate in an observational service learning component (2 hours/week or 30 hours/semester) arranged individually with the instructor. Falls and Springs.

### SW2500 Human Biology for Social Workers and the Social Sciences 3 credits

Gives students a basic understanding of human biology and how it relates to human behavior and the social environment. Integrates social work theory with human biology theory and helps students understand the role of human biology in social work's biopsychosocial perspective. Falls.

### SW3050 Perspectives on Aging 3 credits

Examines concepts of aging, the aging process and its impact on individuals, families and society, and differences and disparities in aging by race, class and gender. Students examine demographic trends, as well as physical, social and emotional changes associated with aging. Political and economic issues of aging and older adulthood in modern society are also considered from both an historical and contemporary perspective. Springs. (WECO)

### SW3130 Child Welfare and Family Services 3 credits

Provides an overview of the development of the child welfare system in the US from institutional care in the 1800s to the current system of supportive, foster care, adoption and protective services. Emphasizes the economic condition of children and families that underlie the problems of child welfare. Reviews the organization and delivery of child welfare services in NH. Falls and Springs. (DICO)

### SW3150 Child Maltreatment 3 credits

A critical examination of the etiology of child maltreatment. Explores causality, interventions to prevent or remedy child maltreatment, abuse, neglect, family violence and psychological maltreatment. Considers oppression, poverty and cultural factors relevant to child maltreatment. Falls and Springs.

### SW3250 Families, Schools, and Community 3 credits

Focuses on family systems (functions, stages and types) and their interface with school and community (functions, types, issues). Examines problems and issues, including effective parenting, abuse and neglect, substance abuse, juvenile delinquency and insufficient family supports and resources. Provides overview of role of schools and communities in promotion of healthy families and considers models for prevention, assessment, intervention, and evaluation. Falls.

### SW3300 Mental Health and Society 3 credits

Examines current issues and problems in mental health, mental illness and health care delivery from a domestic and global perspective. Studies the impact of social life, including culture, social class, race and ethnicity, gender and age on physical and emotional health. Studies the history and current status of mental health care and service delivery in the United States and other nations. Addresses cross-cultural issues and challenges, epidemiological trends, treatment methods and interventions and mental health outcomes. Springs. (GACO)

### SW3340 Human Behavior and the Social Environment I 3 credits

The study of human behavior as it influences and is influenced by the social environment, including factors such as race, age, social class, gender and geographic location. Provides an understanding of the impact of these factors from birth to adolescence. A social systems model is used to study the impact of these influences on individuals, families, groups, organizations and community. Open to majors and Interdisciplinary majors with Social Work as one area of concentration, or permission of the instructor. Falls. *Prerequisite(s)*: PS 2010, SO 2220, SW 2200, and SW 2500.

### SW3350 Human Behavior and the Social Environment II 3 credits

The study of human behavior as it influences and is influenced by the social environment, including factors such as race, age, social class, gender and geographic location. Provides an understanding of the impact of these factors from adolescence to old age. A social systems model is used to study the impact of these influences on individuals, families, groups, organizations and community. Open to majors and Interdisciplinary majors with Social Work as one area of concentration, or permission of the instructor. Springs. *Prerequisite(s)*: SW 2200, SW 2500, PS 2010, SO 2220.

**SW3440 Topics in Social Work 3 credits**

Specialized topics in social welfare and social work not normally covered in depth in other Social Work courses. Possible topics include: substance abuse, income maintenance, administration, school social work. Course may be repeated with a different topic. *Prerequisite(s)*: SW 2200.

**SW3450 Social Welfare Policy and Services 3 credits**

The study of major social welfare policies (income maintenance, health care, employment, social services) in the United States. Policies and services reviewed in historical perspective. Falls. Open to majors and Interdisciplinary majors with Social Work as one area of concentration, or permission of the instructor.

**SW3460 Human Diversity and the Social Environment 3 credits**

The study of human behavior as it influences and is influenced by cultural and social diversity. Helps students develop an understanding and appreciation for human diversity. Provides an orientation to culturally-sensitive social work practice. Gives special attention to the consequences of prejudice and discrimination, especially for people of color, women and gay/lesbian individuals. Open to majors and Interdisciplinary majors with Social Work as one area of concentration, or permission of the instructor. *Prerequisite(s)*: SW 3340 or SW 3350. (DICO)

**SW3480 Exploring the Dominican Republic: Culture and Social Justice in a Developing Nation 3 credits**

Service learning travel course to the Dominican Republic. Examines issues of culture, poverty, social development, and social justice. Includes work on a designated construction project and in a local elementary school, interaction with local community leaders, and a variety of cross-cultural activities such as visiting a Haitian community, touring local schools and orphanages, and meeting local families. There is a fee for travel. Springs or Summers. (DICO)(GACO)

**SW3500 Health and Society 3 credits**

Examines current issues and problems in health, illness and health care delivery from a domestic and global perspective. Studies the impact of social life, including culture, social class, race and ethnicity, gender and age on physical and emotional health. Examines illness in developing countries, disparities in the health of populations and health care systems and policies in other nations. Falls. (GACO) (WECO)

**SW3510 Theory and Practice of Social Work Intervention I 3 credits**

The application of social work theory in micro practice contexts. Generalist social work practice skills, knowledge and values as applied to individuals and families. Use of problem solving approach with attention to engagement, contract, intervention and termination in a professional relationship. Falls. *Prerequisite(s)*: Social Work majors only; SW 2200; completion of the Social Work Application and Interview; permission of instructor.

**SW3520 Theory and Practice of Social Work Intervention II 3 credits**

The application of social work theory in mezzo (group) practice contexts. Knowledge of group work as applied within agency and community contexts. Springs. *Prerequisite(s)*: SW 3510; Social Work majors only.

**SW3530 Theory and Practice of Social Work Intervention III 3 credits**

The application of social work theory in macro contexts. Knowledge of community development and organization as applied within agency and community contexts. Falls. *Prerequisite(s)*: SW 3510 and SW 3520; Social Work majors only.

**SW3700 Social Statistics 3 credits**

See SS 3700 for course description. Falls and Springs. *Prerequisite(s)*: Mathematics Foundations. (QRCO)

**SW3800 Social Work Internship 1–9 credits**

The internship engages students in workplace settings and provides an opportunity to learn about various fields of practice. Individually arranged with instructor who will supervise internship. Does not fulfill requirements of Social Work Practicum courses (SW 4430, SW 4440, SW 4450, SW 4460, SW 4470). Letter graded. Repeatable for credit. Division of Continuing Education. Summer or Winterim. *Prerequisite(s)*: Junior or Senior status and permission of the Department Chair.

**SW4020 Social Work Research Methods 3 credits**

Helps students develop an understanding of and appreciation for an empirical approach to building knowledge for practice and evaluating the delivery of services. Content includes quantitative and qualitative methodologies, data analysis, evaluation of practice, analysis and evaluation of research reports and a review of relevant technological advances. Springs. *Prerequisite(s)*: SW 2200 and (MA 2300 or SS 3700 or SW 3700). (TECO)

**SW4430 Social Work Practicum 12 credits**

The practicum engages students in 450 hours of supervised social work practice and provides opportunities to apply classroom learning in the field setting. Placement occurs in senior year; taken concurrently with SW 4550. Practicum is arranged on an individualized basis in consultation with the faculty Field Education Director. Transfer credit cannot be applied to the Practicum. Paid field placements are prohibited. In special circumstances, with the permission of the Field Education Director, students may secure a stipend or scholarship from the field agency. Existing paid employment cannot qualify as a field placement. For majors only. Pass/No Pass. Springs. *Prerequisite(s)*: permission of Field Education Director. *Corequisite(s)*: SW 4550.

**SW4440 Social Work Practicum: Child and Family Services 12 credits**

The practicum engages students in 450 hours of supervised social work practice and provides opportunities to apply classroom learning in the field setting. This practicum is for students in the Child and Family Services Option and includes settings that provide services for child protection, runaway and homeless youths, homeless families, foster care, home finding, child care, domestic violence, school social work, rape crisis services, teen pregnancy and juvenile justice. Placement occurs in the senior year; taken concurrently with SW 4550. The practicum is arranged on an individualized basis in consultation with the faculty Field Education Director. Transfer credit cannot be applied to the Practicum. Paid field placements are prohibited. In special circumstances, with the permission of the Field Education Director, students may secure a stipend or scholarship from the field agency. Existing paid employment cannot qualify as a field placement. For majors only. Pass/No Pass.

Springs. *Prerequisite(s)*: permission of Field Education Director.  
*Corequisite(s)*: SW 4550.

**SW4450 Social Work Practicum: Health Services 12 credits**

The practicum engages students in 450 hours of supervised social work practice and provides opportunities to apply classroom learning in the field setting. This practicum is for students in the Health Services Option and includes hospitals, hospices, medical clinics, including family planning clinics and neighborhood clinics, health maintenance organizations (HMO's), nursing homes and health organizations. These settings fall under public, private-nonprofit and for-profit auspices. Diverse services are provided such as maternal and child health services, hospital discharge planning, hospice care, AIDS clinics and support groups related to specific diseases. Placement occurs in the senior year; taken concurrently with SW 4550. The practicum is arranged on an individualized basis in consultation with the faculty Field Education Director. Transfer credit cannot be applied to the Practicum. Paid field placements are prohibited. In special circumstances, with the permission of the Field Education Director, students may secure a stipend or scholarship from the field agency. Existing paid employment cannot qualify as a field placement. For majors only. Pass/No Pass. Springs. *Prerequisite(s)*: permission of Field Education Director. *Corequisite(s)*: SW 4550.

**SW4460 Social Work Practicum: Aging Services 12 credits**

The practicum engages students in 450 hours of supervised social work practice and provides opportunities to apply classroom learning in the field setting. This practicum is for students in the Aging Services Option and includes hospitals, nursing homes, hospices, retirement communities, family service agencies, state departments of aging and area agencies on aging. Services include long-term care, recreation and quality of life activities, death and dying counseling, adult daycare, nutrition services, housing, adult foster care, case management and adult protection. Placement occurs in the senior year; taken concurrently with SW 4550. The practicum is arranged on an individualized basis in consultation with the faculty Field Education Director. Transfer credit cannot be applied to the Practicum. Paid field placements are prohibited. In special circumstances, with the permission of the Field Education Director, students may secure a stipend or scholarship from the field agency. Existing paid employment cannot qualify as a field placement. For majors only. Pass/No Pass. Springs. *Prerequisite(s)*: permission of Field Education Director. *Corequisite(s)*: SW 4550.

**SW4470 Social Work Practicum: Mental Health Services 12 credits**

The practicum engages students in 450 hours of supervised social work practice and provides opportunities to apply classroom learning in the field setting. This practicum is for students in the Mental Health Services Option and includes community mental health centers, family and child service agencies, inpatient psychiatric facilities, employee assistance programs, Veterans Administration hospitals and inpatient/outpatient psychiatric units of public/private hospitals. Mental Health social workers frequently work as part of a team composed of a psychiatrist, social worker, psychologist and nurse. Placement occurs in the senior year; taken concurrently with SW 4550. The practicum is arranged on an individualized basis in consultation with the faculty Field Education Director. Transfer credit cannot be applied to the Practicum. Paid field placements are prohibited. In special circumstances, with the permission

of the Field Education Director, students may secure a stipend or scholarship from the field agency. Existing paid employment cannot qualify as a field placement. For majors only. Pass/No Pass. Springs. *Prerequisite(s)*: permission of Field Education Director. *Corequisite(s)*: SW 4550.

**SW4480 Social Work Practicum: Social Services for Hispanic Communities 12 credits**

The practicum engages students in 450 hours of supervised social work practice and provides opportunities to apply classroom learning in the field setting. This practicum is for students in the Social Services for Hispanic Communities Option. Students must complete their practicum in an agency that provides services to Latinos and incorporates cultural awareness and knowledge of Hispanic communities in their field experience. Placement occurs in the senior year; taken concurrently with SW 4550. The practicum is arranged on an individualized basis in consultation with the faculty Field Education Director. Students are required to pay a liability insurance fee. Transfer credit cannot be applied to the Practicum. Paid field placements are prohibited. In special circumstances, with the permission of the Field Education Director, students may secure a stipend or scholarship from the field agency. Existing paid employment cannot qualify as a field placement. For majors only. Pass/No Pass. Springs. *Prerequisite(s)*: permission of Field Education Director. *Corequisite(s)*: SW 4550.

**SW4550 Social Work Seminar 3 credits**

The Seminar facilitates the integration of the knowledge-skills-and-values-base of the profession gained from the Social Work foundation and helps students make the transition into the profession. Transfer credit cannot be applied to the Seminar. For majors only. To be taken in the senior year. Springs. *Prerequisite(s)*: minimum grade of C in required Social Work (SW) foundation courses (SW 2200, SW 3340, SW 3350, SW 3450, SW 3510, SW 3520, SW 3530, SW 4000); minimum GPA of 2.50 in courses required for the major; permission of Field Education Director and instructor. (WRCO)

**SW4910 Independent Study 1–3 credits**

Provides students with specialized knowledge in an area of social work practice not covered in available courses or relating to a student's special interests. Consent required of the instructor who will supervise the independent study and the Department Chair.

## TH – Theatre

**THD1300 The Theatrical Experience 3 credits**

An introduction to the appreciation of the theatrical experience and the dramatic arts as creative expression. Gives the student a sense of the integration of theatre and life, guides the student in understanding various types of plays and introduces the student to the background, theories and methods involved in the practice of making theatre art. Attending and critiquing PSU student productions are required. Culmination is the creation and development of productions written, directed, designed and performed by the students. Falls and Springs. (CTDI)

**TH1600 Introduction to Theatre 3 credits**

Appreciation of the many arts involved in play production from the audience point of view. Script, theatre structure, scenery, costume, lighting, makeup, acting and directing studied against the historical background of the theatre. Not a performance course. Falls.

**TH1650 Practicum in Production 1 credit**

Practical applications and an extension of theory and technique covered in theatre courses in production. Experiences include all aspects of theatre production. Offered by individual enrollment. May be repeated for credit. Pass/No Pass. With permission for non-majors. Falls and Springs.

**TH2100 Technology for Theatre Professionals 3 credits**

How to use computers and the internet to facilitate career development and functionality within the theatre industry. Springs.

*Prerequisite(s)*: TH 1600 (TECO)

**TH2200 Stage Management/Arts Management 3 credits**

An introductory course intended to familiarize students with the operation of performing arts organizations and management of theatrical productions. Stage Management examines production planning, organizational, interpersonal, and documentation skills necessary for planning, rehearsing, touring, and performing a play. Arts Management addresses facility administration skills such as financial/contract management, marketing, development, and technology required to maintain a viable organization. Springs.

*Prerequisite(s)*: TH 1600.

**TH2230 American Musical Theatre 3 credits**

American Musical Theatre, a unique art form combining script, music, lyrics and dance, found its roots in European musical and dramatic traditions and its inspiration and voice in the diverse fabric of humanity that defines the United States. With operetta as its basis, musical theatre developed into a form that embraced the musical, cultural and societal differences of the United States. Focusing on dramatic themes, musical styles, dance innovations and the artistic elements of musical theatre, explores the artists, producers and audiences that reflected the changing viewpoints, beliefs and lifestyles of the nation. Falls. *Prerequisite(s)*: EN 1200. (DICO)(WRCO)

**TH2260 Voice and Diction I 3 credits**

Beginning course in principles and practices of vocal production and speech. Techniques of breath support and control as well as on articulation. Introduction to the International Phonetic Alphabet. Students learn to analyze their own voice and speech patterns and to make necessary corrections. Falls.

**TH2500 Stagecraft Fundamentals 3 credits**

An introduction to the planning and logistics of scenery construction techniques. Includes the choosing and budgeting of materials; electricity and lighting; the interpretation and engineering of theatrical working drawings; the actual implementation of scenery. Falls and Springs. (QRCO)

**TH2540 Introduction to Theatre Design 3 credits**

Basic design course for all Theatre majors and others interested in the field. Curriculum consists of an overview of the design process from initial play reading and discussions with the director through the execution of the final design. Utilizing various scripts, students learn to research, to "rough out" ideas, to express those ideas through drawings and models and to implement design concept. Falls.

**TH2600 Fundamentals of Costume Construction 3 credits**

An introduction to the fundamentals of costume construction. Topics include costume shop organization and scheduling, costume budgeting, hand and machine sewing, cutting, draping, fitting, alterations, theatrical makeup and costume accessories. Students become familiar with the basic tools and materials involved in this area. There is practical application of skills learned. Falls and Springs.

**TH2820 Acting I 3 credits**

Acting for the theatre including work in the areas of physical control, vocal production, sensory awareness, the development of the creative imagination, ensemble work, improvisation, script analysis, characterization and scene study. Concentrates on the relationship of wellness for occupational health and incorporate activities to foster physical, spiritual, and emotional health to enhance self care, personal development, and creativity. Trains students in the basic skills of theatrical performance. Falls and Springs. (WECO)

**TH2860 Acting for the Camera 3 credits**

Exploration and discovery of student actor's unique talent and individual identity through practical application of on-camera work. Exploration of skills through regular performance presentations. Students learn to utilize equipment and set up an on-camera shoot. Additional course fee required. Fall of odd years.

**TH2960 World Drama 3 credits**

Reading and discussion of significant plays in Western literature, from the Greeks to the present. The plays are viewed within their historical and social contexts, with an emphasis on the relationship between their literary and theatrical forms.

**TH3160 Stage Movement 2 credits**

Emphasis on relaxation, posture, balance and alignment, rhythm, strength and flexibility. Movement as an element of characterization. Some basic dance steps and patterns introduced, although students need not be 'dancers' to enroll in this course. Falls.

**TH3170 Musical Theatre Singing Techniques 2 credits**

A survey of Musical Theatre song literature and a workshop in Musical Theatre singing techniques and styles. Students are assigned repertory appropriate to their current level and prior experience. In-class performance is an important element. Ability to read music not essential but helpful. May be taken as MU 3170. Unscheduled. *Prerequisite(s)*: permission of the instructor.

**TH3210 Script Analysis 3 credits**

Fundamental analysis course to develop skills needed to interpret dramatic material for direction, performance and design. Investigation of thought process involved in discovering the structure of script and in breaking it down in terms of Action, Objective and Motivational Units. Preparatory to transforming a script from page to production. This course is a prerequisite for all directing courses. Falls. *Prerequisite(s)*: Theatre majors only.

**TH3270 Voice and Diction II 3 credits**

Continuation of Voice and Diction I. Particular attention paid to intonation patterns and coloration as well as to dialects. Intensive work to correct individual and regional speech patterns and to

extend range, flexibility and vocal power. Spring of even years.  
*Prerequisite(s)*: permission of the instructor.

**TH3300 Design for the Theatre (Topics) 3 credits**

Students examine various areas of theatrical design (principally scenic, lighting and costume design). Depending upon the specific "topic" covered by this course during any given semester, students investigate the relationship between theory and practice, developing expertise in the appropriate techniques and methods involved. Examples of topics might include: scene design (model making, drafting, painting, design for musical theatre); lighting design (lighting for dance, design for arena theatre, lighting for outdoor theatre); costume design (period costuming, rendering techniques). May be repeated for no more than 12 credits. *Prerequisite(s)*: permission of the instructor.

**TH3310 Theatre Technology: Topics 3 credits**

An introduction to areas of Theatre Technology and Production Crafts. Topics covered might include: scene painting, advanced costume crafts and production problems in electrics and audio. The purpose of this series is to enable a student to execute a specific product idea based on a theatrical design. May be repeated up to 12 credits. *Prerequisite(s)*: permission of the instructor.

**TH3340 Writing for Performance (Topics) 3 credits**

Each topics course provides in-depth study and application of writing skills for specific venues. Topics covered include playwriting, screenwriting, writing adaptations and libretto development. May be repeated with a different topic. *Prerequisite(s)*: EN 1200, TH 1600, and permission of the instructor.

**TH3660 Audition Techniques 3 credits**

Students develop a repertoire of material chosen to highlight the actor's strengths, which can be utilized in a variety of audition situations. The performer explores the business, maintenance, and promotion of one's professional career. Spring of odd years. *Prerequisite(s)*: TH 2820 and TH 3900.

**TH3670 Advanced Practicum in Production 1–2 credits**

Practical applications and an extension of theory and technique covered in theatre courses in production. Experiences include technical and/or design work. Offered by individual enrollment. May be repeated for credit. With permission for non-majors. Falls and Springs.

**TH3900 Acting II 3 credits**

Techniques of rehearsal, script analysis, role research and ensemble performance. Course consists of rehearsal and performance of short plays or cuttings from longer scripts. Acting II is a required course for students wishing to continue in the Performance Option. Open to the general PSU student population. Springs. *Prerequisite(s)*: students must audition and receive permission of the instructor.

**TH3930 American Drama 3 credits**

American Drama developed mirroring its first cousin English Drama. Slowly the American dramatists developed a unique voice, defining our nation's beliefs, issues and mores as well as its drama. Starting with America's first indigenous plays and concluding with contemporary works, investigates the 250 year history of changing viewpoints, beliefs and life-styles of our diverse nation. Spring of odd years. *Prerequisite(s)*: EN 1200. (DICO)(WRCO)

**TH3950 Acting: Topics 1–3 credits**

An in-depth study of selected acting styles. The purpose of this series is to give students the opportunity to learn various specific acting techniques not taught in the basic acting sequence. Topics covered might include audition techniques, Absurdist acting technique, commedia, chamber theatre and movement theatre. May be repeated for no more than 12 credits. *Prerequisite(s)*: TH 3900 and permission of the instructor.

**TH4410 Theatre Internship 3–12 credits**

The Theatre Internship is an opportunity for students to gain meaningful work experience by applying the knowledge and skills learned in course work to on-the-job assignments in host organizations. Includes self-assessment, the design of a learning contract, reflection, synthesis and assessment. The internship is a supervised assignment for a prescribed number of working hours. Internships are established and supervised by the internship advisor. Repeatable for up to 12 credits. Enrollment for internships must be completed during the first 2 weeks of the registration period. *Prerequisite(s)*: Junior status; must be taken before the semester immediately prior to graduation; departmental approval; minimum 2.50 cumulative GPA.

**TH4510 Theatre History I 3 credits**

The study of the history of the theatre from its origins to the 18th century. Discussion of the significant elements of theatrical art, including production methods; acting styles; design components; influential dramatists, directors and theorists; and theatre architecture. Theatre is viewed from the broader historical perspective with an emphasis on its role in individual societies, the composition of its audiences and methods used to analyze and classify various movements and periods. Fall of odd years. *Prerequisite(s)*: TH 1600.

**TH4520 Theatre History II 3 credits**

The study of the history of the theatre from the Romantic Period to the present day. Discussion of the significant elements of theatrical art including production methods; acting styles; design components; influential dramatists, directors and theorists; and theatre architecture. Theatre is viewed from the broader historical perspective with an emphasis on its role in individual societies, the composition of its audiences and methods used to analyze and classify various movements and periods. Spring of even years. *Prerequisite(s)*: TH 1600.

**TH4610 Directing for the Stage 3 credits**

Examines the theory and practice of stage directing. Significant attention is given to the role of the director, to directorial technique and practices, to script analysis and to the director's work with actors. Springs. *Prerequisite(s)*: TH 3210 and Junior status. (INCO)

**TH4810 Acting III 3 credits**

Continuation of Acting I and II. Emphasis on scene work, characterization, and use of more complex linguistic material. Fall of even years. *Prerequisite(s)*: permission of the instructor.

**TH4910 Independent Study 1–3 credits**

Advanced work in specialized area of interest, selected and pursued in consultation with a faculty advisor. Consent required of the instructor who will supervise the independent study and the Department Chair.



## TMP – Tourism Management and Policy

### TMP2750 Introduction to Travel and Tourism 3 credits

Designed to provide an overview of the processes that shape global travel and tourism patterns and their consequences. Falls and Springs. (GACO)

### TMP2850 Tourism/Hospitality Practicum 1 credit

Exposes students to the inner workings of tourism destinations, attractions, and accommodations. Following a preliminary course meeting to review the travel and tourism industry, students schedule pre-approved (i.e., by the instructor) appointments and meet with owners or general managers of a destination, an attraction, and an accommodation. Students complete a written and an oral report about each site visit. Fall of even years. *Prerequisite(s)*: TMP 2750, TMP majors with a minimum 2.50 major GPA, and permission of the instructor.

### TMP2860 Introduction to Hospitality Management 3 credits

Provides an overview of the hospitality industry today looking at key sectors: lodging, food and beverage, casino, time share, franchising, meetings and conventions, incentive travel, water parks, resorts, spas. Springs.

### TMP3000 Topics in Hospitality and Tourism Management 3 credits

Focuses upon current issues that are affecting the tourism industry. Among the potential topics are: ecotourism, sustainability, heritage preservation and tourism, and hospitality issues. May be repeated for credit with a different topic. *Prerequisite(s)*: TMP 2750.

### TMP3100 Lodging Operations Management 3 credits

Teaches students the duties and workings of the management in a full service hotel. Concentrates on the actual operation of a front office and how the front office function relates to the other departments in a hotel. Falls. *Prerequisite(s)*: TMP 2860.

### TMP3750 Tourism Marketing Analysis 3 credits

Focuses upon efforts to lure visitors to travel/tourism attractions, events, and accommodations. Students examine the characteristics of private commercial services and activities, then conduct pertinent research and design marketing/promotion strategies. *Prerequisite(s)*: (GE 2730 or TMP 2750) or BU 2450.

### TMP4000 Tourism Management and Policy Internship 3–12 credits

Students engage in an individualized work program (40 hours per credit) at an agency that emphasizes some aspects of tourism planning, marketing or policy formulation. May be repeated for a total of 12 credits. *Prerequisite(s)*: approval of the discipline's Internship Program Coordinator; 2.50 grade point average in all TMP courses.

### TMP4750 Tourism Planning and Development 3 credits

Examines the phenomenon of tourism development at the community and sub-state regional scales, as well as planners' efforts to mitigate negative impacts. Presents an objective viewpoint of developers' and planning boards' motivations and actions. Using a series of empirical case studies, class members have an opportunity to evaluate the actions of the respective groups. Class members apply the techniques they have learned to address the tourism development

issues of a community in northern New England. *Prerequisite(s)*: EPL 2100 or PO 2020.

## WS – Women's Studies

### WSDI1500 The Contemporary American Male: His Issues, His Desires 3 credits

Examines what it means to be "an American male" and how masculinity has been and is constructed by our culture. Analyzes, through examples taken from a range of written and visual texts, the contemporary American male as he seeks to understand and to place himself within a dynamically evolving society, one, it seems, that is inducing, at increasing rates, suicide, homicide, substance abuse, sports injuries, work-related stress, heart attacks and failure at relationships. Explores diverse expressions of masculinity across the lifespan of the individual and in terms of race, class, wealth and sexual orientation. Springs. (SSDI)

### WSDI2500 The F Word: Feminism in the United States 3 credits

Focuses on the development of United States feminism and feminist theory, the lives and work of American women and the significance and meaning of "sex" and "gender" at different periods in American history. In this interdisciplinary course, students read essays from cultural studies, biology, history, philosophy, political theory, literature, psychology and view films and artwork. Central questions include: What does "Women's Lib" have to do with our world today? Is "feminism" something to believe in or something to do? How does gender affect your understanding of who you are as a person? Through the study of historical accounts, theoretical articles and contemporary issues and representations, foregrounds gender as a lens through which we, as men and women, can understand our society and ourselves in new and useful ways. Falls. (SSDI)

### WS3300 Women and Sport Cultures 3 credits

See PE 3300 for course description. Fall of odd years. *Prerequisite(s)*: Junior status. (DICO)(WECO)

### WS3500 Topics in Women's Studies 3 credits

Surveys a number of Women's Studies topics and will vary in its specific content between offerings. All topics address women's roles in various aspects of society and how past conditions have influenced the present social, political, intellectual and/or economic state of affairs. May be repeated with a different topic for no more than 6 credits. Spring of odd years.

### WS4000 Internship 1–15 credits

A culminating educational experience to apply the knowledge and skills gained from course work. Placements are in an institution, business or agency delivering services to women. Placements are made by the Bagley Center. May be repeated for a maximum of 15 credits. Only 3 credits may be used to complete the Women's Studies minor. Springs. *Prerequisite(s)*: students must have declared the Women's Studies Minor and completed 12 credits in the Minor to be eligible for an internship.

### WS4010 Women and the Economy 3 credits

Provides an in-depth understanding of the facts of the economic gaps between the genders, some theoretical approaches to "explaining" them and the possible policies toward and visions of overcoming them. This is accomplished primarily in the context of the historical experience in the United States and secondarily in the

context of the current world experience. Prior completion of MA 2300 is recommended but not required. Fall of even years.

**WS4910 Independent Study****1–3 credits**

Students may elect to undertake a self-directed program of study in order to gain a more comprehensive understanding of the scholarship on women through reading and research. The proposal for this independent study should be designed in consultation with a Women's Studies faculty member and presented for approval to the Women's Studies Council. The proposal should outline the topic or topics of investigation, tentative reading list and methods of evaluation. The consulting faculty member will serve as the study supervisor and be responsible for grading. Students also have an opportunity for an oral presentation of their study to the Women's Studies Council. Consent required of the instructor who will supervise the independent study and the Women's Studies Council Chair.

**WS4990 Women's Studies Senior Project****1 credit**

Capstone experience required for all Women's Studies minor students. Students synthesize the knowledge gained from the courses taken as part of the minor. Students work with a Faculty Mentor from the Women's Studies Council to complete the project. Registration is by Individual Enrollment. Prerequisite(s): WSDI 2500 and permission of the Chair of the Women's Studies Council.

## University Administration and Faculty

### Principal Administrators

#### Sara Jayne Steen (2006)

*President; Professor of English*  
BS, Bowling Green State University; MA, The Ohio State University; PhD, Bowling Green State University

#### Julie N. Bernier (1988)

*Provost and Vice President for Academic Affairs, 2006; Professor of Athletic Training; 2003 Distinguished Graduate Teaching Award in Education*  
BS, MEd, Keene State College; EdD, University of Virginia

#### Stephen P. Barba (2006)

*Executive Director of University Relations*  
BA, Michigan State University

#### Jim Hundrieser (2012)

*Vice President for Enrollment Management and Student Affairs*  
BS, Northern Michigan University; MEd, Plymouth State College; PhD, Barry University

#### Stephen J. Taksar (2008)

*Vice President for Finance and Administration*  
BA, Central Connecticut State University; MEd, Northeastern University; MBA, Providence College

### Vice Provost

#### Thaddeus C. Guldbrandsen (2005)

*Vice Provost for Research and Engagement, 2012; Research Assistant Professor, Center for Rural Partnerships*  
BA, University of New Hampshire; PhD, University of North Carolina–Chapel Hill

### Associate Vice Presidents

#### Linda S. Dauer (2006)

*Associate Vice President for Finance and Administration, 2009*  
BA, Westminster College; MBA, Plymouth State University; CPA

#### Gail F. Mears (1999)

*Interim Associate Vice President for Graduate Studies, 2014*  
*Dean, College of Education, Health, and Human Services, 2011; Professor of Counselor Education; 2009 Distinguished Graduate Teaching Award*

BA, Plymouth State College; MEd, CAGS, University of New Hampshire; PsyD, Antioch New England Graduate School

#### Ann E. Thurston (1981)

*Associate Vice President for Academic Administration and Finance, 2012; 2003 Distinguished Professional, Administrative, Technical Staff Award; 2011 Patricia Storer PAT Award*  
BA, MBA, CAGS, Plymouth State University

#### H. David Zehr (1985)

*Associate Vice President for Undergraduate Studies, 2009; Professor of Psychology; 2004 Distinguished Teaching Award*  
BA, Pennsylvania State University; MA, University of Dayton; PhD, Kent State University

### Assistant Vice Presidents

#### Frank L. Cocchiarella (1987)

*Assistant Vice President for Student Affairs-Residential Life, 2011; 1999 Distinguished Professional, Administrative, Technical Staff Award; 2008 Patricia Storer PAT Award*  
BS, St. Cloud State University; MEd, Plymouth State College

#### Richard G. Grossman (2012)

*Assistant Vice President and Chief Information Officer*  
BS, Emerson College; JD, Suffolk University Law School

#### Andrew B. Palumbo (2013)

*Assistant Vice President for Enrollment Management and Director of Admissions*  
BA, Union College; MS, The Sage College of Albany

#### Teresa L. Potter (1992)

*Assistant Vice President for Student Affairs-Hartman Union Building, 2011*  
BA, Augustina College; MA, Bowling Green State University

### Deans

#### David A. Beronā (2005)

*Dean of Library and Academic Support Services*  
BS, Wright State University; MS, Simmons College; MALS, University of New Hampshire

#### Nancy S. Betchart (2006)

*Dean of the Division of Online and Continuing Studies*  
BA, Colorado College; MS, PhD, University of Rochester

#### Trent E. Boggess (1983)

*Dean, College of Business Administration, 2009; Professor of Economics*  
BA, MA, Bowling Green University; PhD, University of Kansas

#### Timothy C. Keefe (1977)

*Dean of Student Affairs, 2002; 1998 Distinguished Professional, Administrative, Technical Staff Award*  
BS, SUNY College-Potsdam; MEd, Plymouth State College

#### Cynthia W. Vascak (1991)

*Dean, College of Arts and Sciences, 2011; Professor of Art Education; 2009 Distinguished Teaching Award*  
BA, Pan American University; MFA, Boston University; PhD, University of New Hampshire

### Administrative Staff

#### Catherine S. Amidon (1999)

*Director of the Museum of the White Mountains*  
BA, University of New Hampshire; Diplome d'Etudes Approfondies, Licence and Maitrise, University of Paris I, Panthéon-Sorbonne; Doctorat, University of Paris I, Panthéon-Sorbonne

#### Joseph N. Boyer (2012)

*Director of the Center for the Environment*  
BS, American University; PhD, College of William and Mary

#### Mary E. Campbell (1974)

*Director of Curriculum Support, 1991; 2006 Distinguished Professional, Administrative, Technical Staff Award; 2009 Patricia Storer PAT Award*  
AA, Massachusetts Bay Community College; BS, Boston State College; MEd, Plymouth State College

#### Gail D. Carr (1974)

*Director of Continuing Education, 1993; Teaching Lecturer, Business; 2002 Distinguished Professional, Administrative, Technical Staff Award*  
BS, MEd, CAGS, Plymouth State College

**Patrick F. Cate (2006)**

*Director of the Department of University Studies, 2009*  
BA, Keene State College; MEd, Plymouth State University

**John P. Clark (1971)**

*Director of Athletics, 2001; 2010 Patricia Storer PAT Award*  
BA, MEd, Plymouth State College

**Elaine L. Doell (2002)**

*Director of Human Resources (2011)*  
AS, SUNY Alfred State College; BS, St. John Fisher College; MBA, Plymouth State University

**Rodney A. Ekstrom (2002)**

*Director of Alumni Relations, 2012; 2007 Distinguished Professional, Administrative, Technical Staff Award*  
BA, University of Nebraska at Omaha

**Crystal L. Gaff (2000)**

*Director of Financial Aid, 2013; 2009 Distinguished Professional, Administrative, Technical Staff Award*  
BS, MBA, Southern New Hampshire University; MS, Capella University

**George T. Gilmore (2011)**

*Registrar*  
BA, Towson University; MEd, University of Massachusetts, Amherst

**Diane Jeffrey (1993)**

*Director of the Silver Center for the Arts, 1997; 2001 Distinguished Professional, Administrative, Technical Staff Award*  
BA, Plymouth State College

**Susan M. Keefe (1984)**

*Director of Plymouth Academic Support Services (PASS), 2008*  
BA, SUNY-Potsdam; MEd, Plymouth State College

**Timothy L. Kershner (2010)**

*Chief Public Relations Officer*  
BA, Elizabethtown College; MBA, St. Joseph's University

**Debra A. Regan (1998)**

*Director of the Global Education Office, 2009*  
BS, University of Massachusetts Lowell; MS, Fitchburg State College

**Cynthia Robinson (2013)**

*Director of the Karl Drerup Art Gallery*  
BS, Skidmore College; MFA, Vermont College of Fine Arts

**Scott A. Robison**

*Director of Learning Technologies and Online Education; Co-Director of the Center for Excellence in Teaching and Learning*  
BS, Taylor University; MS, PhD, Ohio University

**Karen L. Sanders (1998)**

*Director of the Center for Young Children and Families, 2001*  
BS, Plymouth State College; MEd, Plymouth State University

**Ellen M. Shippee (1979)**

*Director of the Physical Plant, 2000*  
BS, Plymouth State College

**Michael J. Tentnowski (2012)**

*Executive Director, Enterprise Center at Plymouth; Contract Faculty in Business*  
BS, MBA, University of Montana

**Jane L. Weber (2007)**

*Director of the Writing Center*  
BA, Clark University; MST, University of New Hampshire

**Faculty**

(Year of appointment in parenthesis)  
(Faculty listed are as of March 26, 2014)

**Adams, Barbara J. (2010)**

*Teaching Lecturer, Ice Skating*

**Ahl, Elizabeth A. (2001)**

*Professor of English; Sabbatical Fall 2014–Spring 2015*  
BFA, Emerson College; MFA, University of Pittsburgh; PhD, University of Nebraska

**Alander, Vanessa J. (2009)**

*Teaching Lecturer, English*  
BA, MEd, Plymouth State University

**Alba, James J. (2006)**

*Teaching Lecturer, Guitar*  
ALA, North Shore Community College

**Allard, Elaine S. (1988)**

*Associate Professor of Library and Information Science*  
BS, Plymouth State College; MLIS, University of Rhode Island

**Allen, C. Bradford (2001)**

*Associate Professor of Management*  
BS, Merrimack College; MS, MBA, New Hampshire College; DBA, Southern New Hampshire University

**Alosa, Rebecca A. (2006)**

*Teaching Lecturer, English*  
BA, MEd, Plymouth State University

**Amsden, Benoni L. (2009)**

*Research Assistant Professor of Tourism Policy; Interim Director, Center for Rural Partnerships*  
BS, Rochester Institute of Technology; MS, Michigan State University; PhD, Pennsylvania State University

**Anderson, John S. (2004)**

*Teaching Lecturer, Photography*  
BFA, Rhode Island School of Design

**Anneser, Pamela P. (2007)**

*Assistant Professor of Graphic Design, 2011*  
BFA, University of Hartford; MFA, Yale University

**Arecchi, Arcangelo V. (2004)**

*Teaching Lecturer, Business*  
BS, US Coast Guard Academy; MS, University of Rochester; MBA, Plymouth State College

**Arecchi, Kathleen H. (1979)**

*Professor of Music (Voice and Musical Theatre); 2012 Distinguished Teaching Award; Sabbatical Spring 2015*  
BA, St. Joseph College; MM, Eastman School of Music; DMA, University of Maryland

**Aviles, Lourdes B. (2004)**

*Associate Professor of Meteorology*  
BS, MS, University of Puerto Rico; PhD, University of Illinois-Urbana-Champaign

**Babin, Esq., Roger O. (1979)**

*Associate Professor of Business*  
BS, Plymouth State College; JD, Boston College Law School; MST, Bentley College

**Bahr, Annie (2012)**

*Teaching Lecturer, French*  
BA, Wheaton College

**Bailey, Donald H. (1990)**

*Teaching Lecturer, Computer Science and Technology*  
BS, University of New Hampshire

**Bantell, Mary D. (2011)**

*Associate Professor of Nursing; Director of Nursing*  
BS, MS, Wilkes University; EdD, Columbia University

**Barbeau, Thomas P. (2002)**

*Teaching Lecturer, Physical Education*  
BEd, MS, McGill University

**Bartlett, Olivia L. (2013)**

*Teaching Lecturer, Geography*  
BA, Rice University; MS, Plymouth State University

- Bass, Janis H. (1994)**  
*Teaching Lecturer, Health Education; 2010 Distinguished Adjunct Teaching Award*  
BA, Bates College; MEd, Plymouth State College
- Bates, Lynne C. (2007)**  
*Teaching Lecturer, Health Education*  
BS, Plymouth State University
- Bechard, Bonnie L. (1982)**  
*Professor of Business; 2010 Distinguished Graduate Teaching Award*  
BS, MS, SUNY-Albany; EdD, Arizona State University
- Bennett, Eileen F. (1997)**  
*Contract Faculty in Marketing; Director of Students, College of Business Administration*  
BA, Keene State College; MBA, Plymouth State College
- Benoit, Elizabeth B. (2007)**  
*Teaching Lecturer, Psychology*  
BA, St. Louis University; MA, University of Massachusetts-Lowell
- Berry, Ann Bassett (2010)**  
*Assistant Professor of Special Education, College of Graduate Studies*  
BA, Skidmore College; MS, Southern Illinois University-Carbondale; PhD, Pennsylvania State University
- Birch, Megan L. (2007)**  
*Associate Professor of English Education*  
BS, Pennsylvania State University; MEd, University of Maryland; PhD, Michigan State University
- Bisson, Christian (2004)**  
*Associate Professor of Adventure Education; 2013 Distinguished Teaching Award*  
BS, Université de Sherbrooke, Quebec; MS, Northern Illinois University; EdD, University of Northern Colorado
- Bisson, Julie G. (2005)**  
*Teaching Lecturer, Adventure Education*  
BA, Northern Illinois University; BA, Northland College; MA, University of Northern Colorado
- Blaine, Larry G. (1985)**  
*Professor of Mathematics*  
BS, Bowling Green University; MS, PhD, Michigan State University
- Blaine, Marcia Schmidt (2004)**  
*Professor of History; Department Chair, History, Philosophy, and Social Studies Education*  
BA, College of William and Mary; MA, PhD, University of New Hampshire
- Blake, Alan K. (2007)**  
*Teaching Lecturer, Organizational Communications*  
BA, MEd, Plymouth State University
- Blake, Annette A. (2012)**  
*Teaching Lecturer, Counselor Education, College of Graduate Studies*  
BS, Plymouth State College; MA, Notre Dame College
- Blake, Roger E. (2002)**  
*Contract Faculty in Business and Social Science*  
BA, University of New Hampshire; MEd, Plymouth State University
- Blake, Susan K. (2011)**  
*Teaching Lecturer, Mathematics*  
BS, Union College; MEd, Plymouth State University
- Bradbury, Christina J. (2007)**  
*Assistant Professor of Accounting (2014)*  
BS, Plymouth State College; MS, Southern New Hampshire University; DBA, Anderson University
- Braman, Robert G. (2007)**  
*Teaching Lecturer, English*  
AB, Princeton University; MA, Indiana University; PhD, Pennsylvania State University
- Breen-Wagner, Bonnie W. (1994)**  
*Professor Emerita of English; Teaching Lecturer, English (2013)*  
BA, MEd, Plymouth State College; PhD, Union Institute
- Brennan, Matthew C. (2012)**  
*Teaching Lecturer, Business*  
BA, University of Massachusetts-Amherst; MBA, Plymouth State University
- Brickley 2nd, Esq., Samuel D. (2005)**  
*Associate Professor of Business Law*  
AB, Cornell University; MBA, JD, University of San Diego
- Brownstein, Deborah J. (2010)**  
*Associate Professor of Business*  
BS, MBA, Minnesota State University; PhD, University of Maryland
- Bruemmer, Robert A. (1998)**  
*Teaching Lecturer, Theatre*  
BA, Plymouth State College
- Buchholz-Jones, Susan (2011)**  
*Clinical Associate Professor of Nursing*  
BSN, University of New Hampshire; MSN, University of Massachusetts-Lowell
- Buckley, Christopher A. (2003)**  
*Teaching Lecturer, English*  
BA, Plymouth State College; MFA, Eastern Washington University
- Bullek, Michael D. (2008)**  
*Teaching Lecturer, Health Education*  
BS, Massachusetts College of Pharmacy
- Burckes-Miller, Margaret E. (1987)**  
*Professor of Health Education*  
BS, University of Vermont; MS, University of Oregon; EdD, Oklahoma State University
- Burnell, Deborah M. (2003)**  
*Contract Faculty in Business*  
AS, BS, MBA, Plymouth State College
- Busanich, Brian M. (2011)**  
*Teaching Lecturer, Athletic Training*  
BS, Northeastern University; MS, University of Oregon
- Busanich, Rebecca L. (2011)**  
*Assistant Professor of Applied Health Fitness; Associate Director of the Center for Active Living and Healthy Communities*  
BS, University of Michigan-Ann Arbor; MS, University of Oregon; PhD, University of Iowa
- Bush, Kathleen F. (2013)**  
*Research Assistant Professor of Environmental Science*  
BS, William Smith College; PhD, University of Michigan-Ann Arbor
- Buteau, Gerard E. (1991)**  
*Professor of Elementary Education and Childhood Studies; Sabbatical Spring 2015*  
BS, MEd, Plymouth State College; EdD, Boston University
- Cantor, Patricia A. (1990)**  
*Professor of Early Childhood Studies; Department Chair, Early Childhood Studies; 2002 Distinguished Teaching Award; 2010 Distinguished Service Award*  
BA, Harvard University; MEd, Plymouth State College; EdD, Boston University
- Cantor, Stephen R. (2008)**  
*Teaching Lecturer, Physics*  
BSEE, Tufts University; MS, Johns Hopkins University
- Capsalis, Michael P. (2008)**  
*Teaching Lecturer, Community Planning*  
BS, Plymouth State University
- Carmichael, RYANNE (2012)**  
*Assistant Professor, Health and Human Performance, 2013*  
BA, Lehigh University; MS, Bridgewater State University; PhD, Springfield College
- Carrier, Linda (2013)**  
*Assistant Professor of Educational Leadership, College of Graduate Studies*  
BMus, University of Hartford; MA, Westfield State College; EdD, University of Massachusetts-Amherst



- Chabot, Christopher C. (1992)**  
*Professor of Biology; 2007 Distinguished Teaching Award; 2012 Award for Distinguished Scholarship*  
BA, Colby College; PhD, University of Virginia
- Chenard, Christin (2013)**  
*Assistant Professor and Metadata Resource Librarian*  
BA, University of New Hampshire; MLIS, University of Rhode Island
- Cheney, Matthew A. (2008)**  
*Teaching Lecturer, English*  
BA, University of New Hampshire; MA, Dartmouth College
- Chesebrough, Constance D. (2004)**  
*Contract Faculty in Music; Collaborative Pianist; Coordinator of Collaborative Piano*  
BME, Heidelberg College; MM, University of Cincinnati
- Childs, Pamela A. (2007)**  
*Contract Faculty in Physical Education*  
BS, Rutgers University; MEd, Springfield College
- Chong, Peng-Khuan (1966)**  
*Associate Professor of Political Science; 1988 Distinguished Teaching Award*  
BA, Cornell University; MA, University of New Hampshire
- Cintron, Eric O. (2007)**  
*Contract Faculty in Spanish*  
BA, University of Puerto Rico; MAT, Rivier College
- Clogston, Heather M. (2007)**  
*Teaching Lecturer, Health Education*  
BS, MEd, Plymouth State University
- Coker, Cheryl A. (2009)**  
*Professor of Physical Education*  
BS, Louisiana State University–Baton Rouge; MEd, PhD, University of Virginia
- Cole, Victoria (2008)**  
*Instructor of Voice Performance Studies*
- Conner, Bethen O. (2007)**  
*Teaching Lecturer, Communication and Media Studies*  
BA, Plymouth State University
- Coppolla, Andrew (2010)**  
*Instructor of Bassoon Performance Studies*
- Corcoran, Kenda L. (1993)**  
*Instructor of Oboe Performance Studies; Oboe and Woodwind Ensembles*
- Cordeira, Jason (2013)**  
*Assistant Professor, Meteorology*  
BS, Plymouth State University; MS, PhD, SUNY–Albany
- Cornish, Mary M. (2000)**  
*Professor of Early Childhood Studies; 2013 Award for Excellence in Faculty Service*  
BS, University of Maine; MEd, Tufts University; PhD, University of North Carolina
- Costa, Karen J. (2009)**  
*Teaching Lecturer, Business*  
BS, MBA, Plymouth State University
- Cote, Ann Marie (2011)**  
*Clinical Assistant Professor of Nursing*  
BSN, MSN, University of Phoenix
- Couser, Jonathan B. (2013)**  
*Teaching Lecturer, History*  
BA, MDiv, Yale University; MA, PhD, University of Notre Dame
- Couvillion, L. Michael (1980)**  
*Associate Professor of Economics; 2000 Distinguished Graduate Teaching Award in Business*  
BA, MBA, PhD, Louisiana Technical University
- Coykendall, Scott R. (2002)**  
*Associate Professor of Professional Writing*  
BA, Missouri Western State College; MFA, Bowling Green State University
- Crompton, Gregory M. (2006)**  
*Teaching Lecturer, Criminal Justice*  
BS, MEd, Plymouth State College
- Crosier, Benjamin S. (2010)**  
*Teaching Lecturer, Psychology*  
BA, SUNY–Plattsburg; MA, SUNY–New Palz
- Crowell, Marguerite A. (1993)**  
*Technical Specialist, Chemistry*  
BS, Plymouth State College; MS, Plymouth State University
- Crowell, Stuart E. (1990)**  
*Teaching Lecturer, Theatre*  
BS, Plymouth State College
- Cucina, Irene M. (1998)**  
*Professor of Health and Physical Education; Assistant Department Chair of Health and Human Performance; 2011 Distinguished Teaching Award; Sabbatical Spring 2015*  
BS, Northeastern University; MEd, Cambridge College; DPE, Springfield College
- Curdie-Mead, Stacey L. (2003)**  
*Teaching Lecturer, Communication and Media Studies, English*  
BA, Plymouth State College; MA, University of the West Indies; CAGS, Plymouth State University; EdD, Argosy University
- Curran-Kondrad, Eileen P. (2008)**  
*Teaching Lecturer, English*  
BA, Immaculata College; MA, Northeastern University; MEd, Plymouth State University
- Cushing, Darcy J. (2004)**  
*Teaching Lecturer, T'ai Chi*  
BS, Knox College
- Daily, Elizabeth A. (1999)**  
*Professor of Theatre; 2008 Distinguished Teaching Award*  
AB, MEd, University of Missouri, Columbia; MFA, University of North Carolina–Greensboro
- D'Aleo, Judith A. (1994)**  
*Teaching Lecturer, Biology*  
BA, MA, SUNY–Geneseo
- D'Amico, Elizabeth E. (2002)**  
*Teaching Lecturer, Art*  
BS, Syracuse University; MA, Columbia University
- Dautcher, Terri L. (2007)**  
*Contract Faculty in Business*  
BA, Dickinson College; MBA, Temple University
- Davis, Jane M. (2011)**  
*Teaching Lecturer, Mathematics*  
BA, University of New Hampshire; MEd, Plymouth State College
- Del Rossi, Gabriel (2011)**  
*Teaching Lecturer, Italian*  
BA, Boston University; MA, Boston College
- DeLuca, Anthony (2007)**  
*Teaching Lecturer, History*  
BA, Boston College; MA, PhD, Stanford University
- deMello, Elaine M. (2005)**  
*Teaching Lecturer, Health Education, Social Work*  
BS, Ramapo College; MS, Herbert H. Lehman College; MSW, University of Connecticut
- DeRosa, Robin (2003)**  
*Professor of English; Assistant Department Chair, English; 2013 Award for Distinguished Scholarship*  
AB, Brown University; MA, PhD, Tufts University

- Diehl, Dorothy M. (1972)**  
*Professor Emerita of Physical Education; Teaching Lecturer, Physical Education*  
BS, West Chester State College; MS, University of New Hampshire; PhD, University of Illinois
- Dillman, Anita C. (2005)**  
*Teaching Lecturer, Art*  
BFA, Daemen College; MFA, Syracuse University
- Dionne, Aubrie A. (2001)**  
*Instructor of Flute Performance Studies*
- Doherty, Heather E. (2012)**  
*Assistant Professor of Biology*  
BS, Purdue University; PhD, University of North Carolina-Chapel Hill
- Dokus, Allyn (2008)**  
*Teaching Lecturer, Geography*  
BA, University of New Hampshire; MEd, Plymouth State University
- Donahue, Katherine C. (1992)**  
*Professor of Anthropology-Sociology; Department Chair, Social Science; 1997 Distinguished Teaching Award*  
BA, Connecticut College; MA, PhD, Boston University
- Doner, Lisa A. (2006)**  
*Assistant Professor of Environmental Science and Policy, 2014*  
BA, BS, University of Arizona; MS, University of Maine-Orono; PhD, University of Colorado-Boulder
- Donovan II, John E. (2007)**  
*Associate Professor of Mathematics Education; Department Chair, Mathematics; Sabbatical Fall 2014-Spring 2015*  
BA, Hartwick College; MA, EdM, PhD, SUNY-Buffalo
- Downs, John T. (1971)**  
*Professor of Art*  
BA, MA, University of Miami; MFA, Florida State University
- Drexel, Peter G. (1988)**  
*Professor of Computer Science and Technology*  
BS, MS, Rochester Institute of Technology; PhD, University of New Hampshire
- Driscoll Jr., Thomas W. (2000)**  
*Professor of Art*  
BFA, Plymouth State College; MFA, Cranbrook Academy of Art
- Duncan, Jeremiah S. (2009)**  
*Assistant Professor of Chemistry*  
BS, University of Missouri-Rolla; MA, PhD, Princeton University
- Duncan, Kimberly A. (2009)**  
*Teaching Lecturer, Chemistry, 2013*  
BA, Cornell University; MA, PhD, Princeton University
- Dunham, Kathleen C. (2012)**  
*Teaching Lecturer, Physical Education*  
BS, University of Tampa; MS, Bridgewater State University
- Dupuis, Amy L. (2007)**  
*Teaching Lecturer, Adventure Education*  
BS, University of New Hampshire
- Dutille, Jessica A. (2006)**  
*Teaching Lecturer, Business and Education; Academic Service Learning Coordinator*  
BS, MBA, Plymouth State College
- Earick, Douglas L. (2009)**  
*Research Assistant Professor of Environmental Science, 2014*  
BS, MA, University of New Mexico
- Eastman, Terri L. (2009)**  
*Teaching Lecturer, Health Education*  
BA, MEd, Plymouth State University
- Egbert Jr., Robert G. (1978)**  
*Associate Professor of Political Science*  
BA, DA, Idaho State University
- Eisenhauer, Brian W. (2003)**  
*Associate Professor of Sociology; Director of Sustainability; Associate Director of the Center for the Environment; Co-Director of EcoHouse*  
BA, Colorado State University; MA, Humboldt State University; PhD, Utah State University
- Ekstrom, Angel A. (2001)**  
*Professional Staff, Adventure Education; Coordinator of Adventure-Based Activities*  
AA, Anoka Ramsey Community College; BS, Southwest State University; MS, University of Nebraska-Omaha; CAGS, Plymouth State University; EdD, Argosy University
- Ellsworth, Rodger (2000)**  
*Teaching Lecturer, String Methods; Instructor of String Performance Studies*
- England, Raymond M. (2013)**  
*Teaching Lecturer, Business*  
BS, University of Massachusetts-Dartmouth; MBA, Bryant University
- Esidore, Carlo E. (2013)**  
*Teaching Lecturer, Business*  
BS, Charter Oak State College; MBA, CAGS, Plymouth State University
- Evenson, Krisan L. (2006)**  
*Teaching Lecturer, Political Science*  
BA, Colby College, MA, Monterey Institute International; MA, PhD, Syracuse University
- Farr, Judith (2008)**  
*Teaching Lecturer, Physical Education*  
BS, MEd, Plymouth State University
- Fedorchak, Paul M. (1992)**  
*Professor of Psychology*  
BS, SUNY College-Oswego; PhD, University of Washington
- Felice, Bryan (2012)**  
*Teaching Lecturer, Environmental Planning*  
BA, University of Massachusetts-Lowell; MS, Antioch New England Graduate School
- Field, Juanita V. (1989)**  
*Professor of Psychology*  
BA, MA, PhD, West Virginia University
- Fife, Douglas D. (1970)**  
*Professor of Psychology*  
BA, MacMurray College; MA, PhD, University of South Dakota
- Fischer, Linda C. (2008)**  
*Teaching Lecturer, Health Education*  
BS, Defiance College
- Fischler, Esq., Mark J. (2003)**  
*Associate Professor of Criminal Justice; Department Chair, Criminal Justice; Sabbatical Spring 2015*  
BA, University of New Hampshire; JD, University of Maine
- Fischler, Michael L. (1970)**  
*Professor of Education; Director of the Counseling and Human Relations Center; 2004 Distinguished Graduate Teaching Award in Education*  
BEEd, MEd, University of Miami; EdD, University of Colorado
- Fisher, Virginia L. (2002)**  
*Teaching Lecturer, Theatre*  
BA, Plymouth State College; MEd, Plymouth State University
- Fistek, Michelle A. (1983)**  
*Professor of Political Science*  
BA, Juniata College; MA, PhD, Miami University
- Fitzpatrick, Robert E. (1984)**  
*Professor of Library and Information Science; 2001 Distinguished Teaching Award*  
BA, University of New Hampshire; MS Simmons College
- Flynn, Mark (2004)**  
*Teaching Lecturer, English*  
BA, SUNY-Geneseo; MEd, Plymouth State University

- Flynn, Stephen V. (2012)**  
*Assistant Professor of Counselor Education, College of Graduate Studies*  
BA, PhD, University of Northern Colorado; MA, Rowan University
- Forgues, Esq., Chantalle R. (2009)**  
*Contract Faculty in Business Law*  
BA, Middlebury College; JD, Boston University
- Formalarie, Annemarie (2012)**  
*Teaching Lecturer, Business*  
BA, Boston College; MEd, Rivier College; MBA, Southern New Hampshire University
- Franke, Karen S. (2010)**  
*Teaching Lecturer, Biology*  
BA, University of New Hampshire; MEd, Plymouth State College
- Fraser, Grace M. (1990)**  
*Associate Professor of Anthropology*  
BA, University of Utah; MA, PhD, University of Massachusetts
- Fried, Arthur M. (1982)**  
*Professor Emeritus of English; Teaching Lecturer, English*  
BA, University of Illinois–Urbana; MS, Northwestern University; AD, University of Michigan
- Funk, Joel D. (1975)**  
*Professor of Psychology*  
BA, Rutgers University; MA, PhD, Clark University
- Fusco, Anthony R. (2007)**  
*Teaching Lecturer, Geography, Meteorology*  
BS, MS, Plymouth State University
- Gamble, Sandra (2011)**  
*Clinical Assistant Professor of Nursing*  
BS, University of Massachusetts–Amherst; MSN, Salem State University
- Garcia, Wilson A. (2004)**  
*Contract Faculty in Spanish*  
BA, Universidad de Antioquia (Colombia); MEd, CAGS, Plymouth State University
- Garrison, Thomas P. (2013)**  
*Teaching Lecturer, Business*  
BS, Western State Colorado University
- Gennaro, Victor (2004)**  
*Affiliate Faculty, Athletic Training*  
BS, West Chester State College; DO, Philadelphia College of Osteopathic Medicine
- Gerken Esq., Richard R. (2004)**  
*Teaching Lecturer, Business*  
AB, Cornell University; JD, University of Connecticut
- Gilmore, Timothy (1999)**  
*Teaching Lecturer, Percussion and Percussion Methods; Instructor of Percussion Performance Studies*  
BS, Salem State College
- Glover, Charles G. (2013)**  
*Teaching Lecturer, Business*  
BA, St. Lawrence University; JD, Boston College Law School
- Godbois, Pamela E. (2011)**  
*Teaching Lecturer, Social Work*  
BS, Plymouth State College; MSW, Boston University
- Golden, Steven P. (2003)**  
*Teaching Lecturer, Adventure Education*  
BA, MEd, Plymouth State University
- Gonzalez Sanders, Jose (2009)**  
*Teaching Lecturer, Physical Education*  
BS, EdD, Interamerican University of Puerto Rico; MS, Aurora University
- Goodnough, Gary E. (1995)**  
*Professor of Counselor Education, College of Graduate Studies; Department Chair, Counselor Education and School Psychology, College of Graduate Studies; 2007 Distinguished Graduate Teaching Award*  
BS, University of Delaware; MEd, PhD, University of Virginia
- Gorin, Stephen H. (1994)**  
*Professor of Social Work*  
BA, Boston University; MSW, SUNY–Stony Brook; PhD, Brandeis University
- Graff, Carleen A. (1973)**  
*Professor of Music*  
BME, Illinois Wesleyan University; MA, University of Denver; DA, University of Northern Colorado
- Granoff, Stuart (2008)**  
*Teaching Lecturer, Linguistics*  
AB, Harvard College; MA, Columbia University
- Green, Jennifer W. (2010)**  
*Assistant Professor and Digital Projects Librarian*  
BA, University of Minnesota; MLIS, Dominican University
- Green, Mark B. (2009)**  
*Assistant Professor of Hydrology*  
BS, Minnesota State University; MS, University of Nevada; PhD, University of Minnesota–Minneapolis
- Green, Stephanie D. (2000)**  
*Teaching Lecturer, Sociology*  
AAS, Northwestern Connecticut Community College; BA, Notre Dame College; MSW, University of New Hampshire
- Greer, Misha M. (2011)**  
*Teaching Lecturer, Athletic Training*  
BS, Georgia State University; MS, Columbus State University
- Grillo, Danee R. (2007)**  
*Teaching Lecturer, Costuming; Costume Shop Manager*  
BA, Keene State College
- Grover, Aditi (2008)**  
*Assistant Professor of Marketing*  
BA, University of Delhi; MBA, Fore School of Management (India); MA, SUNY–Buffalo; PhD, University of Southern California
- Gruner, Elliott G. (2007)**  
*Professor of English; Director of Composition*  
BS, US Military Academy West Point; MA, PhD, University of Washington
- Guarino, Thomas F. (2012)**  
*Contract Faculty in Accounting*  
BS, Franklin Pierce College; MBA, Boston University
- Guilmott, JoAnn M. (2009)**  
*Teaching Lecturer, First Year Seminar*  
BGS, Granite State College; MEd, Plymouth State University
- Hackshaw, Shawn M. (2010)**  
*Contract Faculty in Mathematics*  
BS, MAT, University of New Hampshire
- Hager, Annie E. (2003)**  
*Contract Faculty in Mathematics, 2012; 2012 Distinguished Adjunct Teaching Award*  
BS, Stanford University; MS, University of Maine
- Haight, David F. (1971)**  
*Professor of Philosophy*  
AB, Stanford University; MA, PhD, Northwestern University
- Halter, Stephanie J. (2006)**  
*Associate Professor of Criminal Justice*  
BA, Plymouth State College; MA, PhD, University of New Hampshire
- Hamel, Christopher V. (2007)**  
*Teaching Lecturer, Criminal Justice*  
BS, Granite State College; MS, Springfield College
- Hamilton, Njelle (2012)**  
*Assistant Professor of Anglophone Literature*  
BA, University of the West Indies; MA, Brandeis University
- Hammond-Rowan, June E. (2007)**  
*Research Assistant Professor, Environmental Science and Policy; Associate Director of the Center for the Environment, 2013*  
BA, University of Chicago; MA, University of Colorado; EdD, Plymouth State University

**Hannon, James G. (2006)**

*Assistant Professor of Adventure Education*, 2012  
BS, St. Lawrence University; MS, University of Maine–Orono; EdD, Plymouth State University

**Harding, Edward (1983)**

*Professor of Business*  
BA, Middlebury College; MBA, Amos Tuck School, Dartmouth College; PhD, University of Massachusetts

**Harper, Jennifer L. (2011)**

*Teaching Lecturer, Criminal Justice*  
AS, Hesser College; BS, Franklin Pierce College; MBA, Southern New Hampshire University; MA, Naval Postgraduate School

**Harrington, Katharine N. (2010)**

*Associate Professor of French*  
BA, St. Lawrence University; MA, Texas Tech University; PhD, Brown University

**Harris, Michelle J. (2012)**

*Teaching Lecturer, Chemistry*  
BS, Colorado School of Mines; MS, University of Massachusetts

**Hastings, Wendy A. (2013)**

*Teaching Lecturer, Health Education*  
BS, University of New Hampshire

**Haust, William (1984)**

*Professor Emeritus of Art Education; Teaching Lecturer, Art Education*  
BS, SUNY–Buffalo; MFA, Goddard College; EdD, Nova University

**Heald, Bruce D. (1998)**

*Teaching Lecturer, History*  
AA, Boston University; BS, Lowell University; MA, PhD, Columbia Pacific University

**Healy, Brian T. (1996)**

*Professor of Psychology; Department Chair, Psychology*  
BA, Ithaca College; MA, PhD, University of Maryland

**Heffernan, Michael D. (1999)**

*Teaching Lecturer, Art*  
BA, Colgate University; MFA, The New York Academy of Art

**Hehir, George F. (2005)**

*Teaching Lecturer, Mathematics*  
BA, University of Massachusetts-Boston; MA, University of Massachusetts-Amherst; MEd, Plymouth State College

**Heiner, Robert (1995)**

*Professor of Sociology; Coordinator of Sociology*  
BA, University of Virginia; MS, Florida State University; PhD, University of Virginia

**Hentz, Elizabeth A. (2012)**

*Teaching Lecturer, Physical Education*  
BA, University of New Hampshire

**Herzig, Kathleen (2013)**

*Assistant Professor, Psychology*  
BA, University of Massachusetts–Amherst; PhD, University of Connecticut

**Hett, William F. (2007)**

*Teaching Lecturer, Mathematics*; 2013  
*Distinguished Adjunct Teaching Award*  
BA, Plymouth State College; MS, University of New Hampshire

**Higgins, Jonathan C. (2008)**

*Teaching Lecturer, Mandarin Chinese*  
BA, University of North Carolina-Asheville; MS, Old Dominion University; PhD, Capella University

**Hills, Wendy L. (2001)**

*Teaching Lecturer, Health Education*  
AS, University of New Hampshire; BS, New England College; MEd, Plymouth State University

**Hiltz, Meagan J. (2008)**

*Teaching Lecturer, Health Education*  
BS, Plymouth State University

**Hoch, Brendon (2005)**

*Teaching Lecturer, Meteorology; Meteorology Technical Manager*  
BS, Rutgers University; MS, Ohio State University

**Hoffman, Eric G. (2000)**

*Professor of Meteorology*  
BS, Cornell University; MS, PhD, SUNY–Albany

**Holba, Annette M. (2005)**

*Associate Professor of Rhetoric*  
AS, Burlington Community College; BA, Rowan University; MA, Rutgers University; PhD, Duquesne University

**Howarth, Whitney B. (2004)**

*Associate Professor of History*  
BA, Moravian College; M.A., PhD, Northeastern University

**Hunnewell, Richard W. (1980)**

*Professor of Art History*; 1994 *Distinguished Teaching Award*  
BA, Colby College; PhD, Boston University

**Huynen, Penelope S. (2008)**

*Teaching Lecturer, Ceramics*  
BFA, Kansas City Art Institute; MFA, Kent State University

**Inwood, Philip C. (2008)**

*Teaching Lecturer, Art History*  
BFA, Academy of Fine Art, England

**Jang, Soo M. (1983)**

*Professor of Economics*  
BA, MA, Seoul National University; MBA, University of Hawaii; PhD, University of Cincinnati

**Johnson, Lynn V. (2006)**

*Professor of Physical and Health Education*  
BS, Springfield College; EdD, University of Vermont

**Johnston, Elisabeth (2014)**

*Assistant Professor of Curriculum and Instruction*  
BS, MA, University of Connecticut; PhD, University of North Texas

**Jordan, Hope E. (2009)**

*Teaching Lecturer, Journalism*  
BS, Syracuse University; MEd, Plymouth State University

**Jowdy, Carol L. (1994)**

*Teaching Lecturer, Art*  
BA, University of New Hampshire, MFA, University of Pennsylvania

**Jung-Mathews, Anne M. (2000)**

*Associate Professor of Library and Information Science*  
BA, Missouri Western State College; MLS, Syracuse University

**Kelly, Richard F. (2012)**

*Teaching Lecturer, Business*  
BA, Standard University; MS, New York University; MBA, Cornell University

**Kent, Esq., David L. (2010)**

*Professor Emeritus of Business; Teaching Lecturer, Business*  
BS, University of New Hampshire; MA, Northeastern University; JD, Boston College

**Kilb, Angela (2010)**

*Assistant Professor of Psychology*  
BA, MA, PhD, University of Missouri-Columbia

**Kilfoyle, Michael J. (2009)**

*Teaching Lecturer, Business*  
BA, MBA, Plymouth State University

**Kilmer, Christopher J. (2012)**

*Teaching Lecturer, Physical Education; Athletic Coach*  
BA, Plymouth State University

**Kim, Jong-Yoon (2001)**

*Associate Professor of Graphic Design*  
BFA, Kong-Il University, Korea; MFA in Ceramics, Indiana State University; MFA in Graphic Design, Indiana University



**Kinane, Karolyn (2006)**

Associate Professor of Medieval and Early Modern Literature; Co-Director of Center for Excellence in Teaching and Learning  
BA, SUNY–New Paltz; PhD, University of Minnesota

**King, Marjorie A. (2003)**

Professor of Athletic Training  
BS, University of New Hampshire; BS, Simmons College; MS, University of Massachusetts–Amherst; PhD, University of Virginia

**King, Stephen M. (2010)**

Teaching Lecturer, Business  
BS, Plymouth State College; MBA, Troy State University

**Kizer, D. Matthew (1996)**

Professor of Theatre Design and Technology  
BA, Indiana–Purdue University; MFA, Ohio State University

**Kleinpeter, Roger G. (1980)**

Teaching Lecturer, Computer Science and Technology  
BSEE, University of Missouri; MS, California State University

**Kopczynski, Frank J. (1990)**

Professor of Accounting  
BS, US Military Academy West Point; MBA, Plymouth State College; PhD, Union Institute

**Kopish, Michael A. (2011)**

Assistant Professor of Social Science Education  
BA, Mount Mercy College; MAT, Coe College; PhD, University of Wisconsin–Madison

**Krueckeberg, John C. (2001)**

Professor of History; 2012 Award for Excellence in Faculty Service; Sabbatical Fall 2014–Spring 2015  
BA, Macalester College; MA, PhD, University of Arizona

**Kulig, John W. (1987)**

Professor of Psychology  
BA, American International College; PhD, Dartmouth College

**Kuras, James M. (2011)**

Teaching Lecturer, Business  
BA, Eastern Connecticut State University; MEd, Springfield College

**LaFlamme, Eric (2013)**

Assistant Professor, Mathematics  
BA, Bucknell University; MPS, Cornell University; PhD, University of New Hampshire

**Lamarque, Ashling (2009)**

Teaching Lecturer, Physical Education  
BS, Notre Dame College

**Laverack, Susan M. (1997)**

Teaching Lecturer, Physical Education  
BS, College of Lifelong Learning; MEd, Plymouth State University

**Lazdowski, Yvette J. (2005)**

Associate Professor of Accounting; Sabbatical Spring 2015  
BS, Franklin Pierce College; MBA, Plymouth State University; PhD, Argosy University; CPA

**LeBlanc, Catherine F. (1998)**

Professor of Digital Media; Department Chair, Communication and Media Studies; 2011 Award for Excellence in Faculty Service  
BA, Dartmouth College; MS, PhD, Florida State University

**Lebrun, Marcel R. (2002)**

Professor of Curriculum and Instruction; Department Chair, Educational Leadership, Learning, and Curriculum, College of Graduate Studies; 2008 Distinguished Graduate Teaching Award  
BEd, BA, MEd, University of Manitoba; PhD, University of San Jose

**Lee, Soung (Daniel) C. (2007)**

Associate Professor of Economics; Sabbatical Fall 2014  
BA, California State University Dominguez Hills; MA, California State University Los Angeles; PhD, Claremont Graduate University

**Legacy, Kelly (2004)**

Affiliate Faculty, Athletic Training  
BS, Saint Bonaventure University; DPT, Massachusetts General Hospital Institute of Health Professions

**Lelas, Vedran (2004)**

Professor of Business, Quantitative Methods, and Statistics  
BS, University of Zagreb, Croatia; PhD, University of Texas–Austin

**Lennon, John C. (2007)**

Teaching Lecturer, Geography  
BS, MS, Boston College

**Lessard, Terri J. (1996)**

Teaching Lecturer, Management; 1993 Distinguished Professional, Administrative, Technical Staff Award  
BA, MEd, Plymouth State College

**Leuser, David M. (1978)**

Professor of Business  
BA, Drew University; MA, PhD, University of New Hampshire

**Levan, Kristine M. (2009)**

Associate Professor of Criminal Justice  
BA, MS, PhD, University of Texas–Dallas

**Levy, Linda S. (1991)**

Professor of Athletic Training; Department Chair, Health and Human Performance; Director, Undergraduate Athletic Training  
AS, Mount Ida College; BS, MEd, Keene State College; EdD, Argosy University

**Li, Xiaoxiong (1993)**

Professor of Asian History  
BA, MA, Sichuan University; MA, PhD, The Johns Hopkins University

**Lind, Kristina (2013)**

Assistant Professor of Social Work  
BA, Northwestern University; AM, University of Chicago; PhD, Loyola University

**Lindberg, Patricia L. (1990)**

Professor of Education and Integrated Arts; Coordinator of Integrated Arts (Masters); Coordinator of Arts, Leadership, and Learning (CAGS); 2003 Distinguished Teaching Award  
BA, BS, University of New Hampshire; MA, Emerson College; PhD, New York University

**Lindley, Liesl M. (2001)**

Clinical Assistant Professor of Athletic Training, 2012  
BS, Appalachian State University; MA, Furman University

**Loneragan, Philip C. (2000)**

Associate Professor of Sculpture  
BA, College of St. Thomas; MFA, SUNY–Albany

**Lopez-Mayhew, Barbara D. (2001)**

Professor of Spanish; Sabbatical Spring 2015  
BA, Catholic University of America; MA, University of Massachusetts; PhD, Boston College

**Maatta, Jon M. (1991)**

Professor of Statistics  
BS, SUNY–Cortland; MS, PhD, Cornell University

**Machnik, Dennis E. (1990)**

Associate Professor of Physics  
BS, MS, PhD, Rensselaer Polytechnic Institute

**Mackey, David A. (2004)**

Professor of Criminal Justice  
BS, University of Lowell; MA, University of Massachusetts; PhD, Indiana University of Pennsylvania

**Maltzie, Scott (2010)**

Teaching Lecturer, Communication and Media Studies  
BS, MBA, Plymouth State College



- Mantie, Scott J. (2012)**  
*Teaching Lecturer, Statistics*  
BA, New England College; MS, Western Illinois University; PhD, Indiana University-Bloomington
- Mardin, Deborah L. (2013)**  
*Teaching Lecturer, Biology*  
BS, MAT, Plymouth State University
- Marmy-Cotton, Reed**  
*Teaching Lecturer, American Sign Language*  
BS, Boston University; MEd, Antioch College
- Marshall, Roger G. (2008)**  
*Professor of Computer Science*  
BS, Indian Institute of Technology, Madras; MS, Dalhousie University, Halifax; PhD, University of Nebraska
- Martin, David W. (1993)**  
*Professor of Graphic Design*  
BS, MS, University of Cincinnati
- Mason Jr., Warren E. (1982)**  
*Professor of Business and Communication and Media Studies; 2003 Distinguished Graduate Teaching Award in Business*  
BA, St. Anselm College; MA, Rivier College; EdD, Boston University
- Matthews, George W. (2012)**  
*Teaching Lecturer, Philosophy*  
BFA, The Pratt Institute; MA, Loyola University; PhD, The Pennsylvania State University
- Mattson, Esq., Joseph G. (2013)**  
*Teaching Lecturer, Business Law*  
BA, Plymouth State University; JD, Franklin Pierce Law Center
- Maxner, Scott J. (2002)**  
*Teaching Lecturer, Geography*  
BS, Cameron University; MS, Old Dominion University
- May, Patrick J. (2000)**  
*Associate Professor of Geography; Assistant Department Chair, Social Science; Coordinator of Geography, Environmental Planning, and Tourism Management and Policy*  
BA, MA, Bowling Green State University; PhD, University of Maryland
- McBee Jr., Burrett E. (2006)**  
*Teaching Lecturer, English*  
BA, Utica College of Syracuse University; MA, University of Illinois
- McBournie, Sandra (2011)**  
*Clinical Assistant Professor of Nursing*  
BSN, University of Massachusetts-Lowell; MEd, Plymouth State University
- McBride, James M. (2011)**  
*Teaching Lecturer, Tennis*  
BED, Plymouth Teachers College; MEd, Oklahoma State University; CAGS, Fitchburg State College
- McCahan, Barbara J. (1989)**  
*Professor of Health and Physical Education; Director of the Center for Active Living and Healthy Communities*  
BA, Revelle College, University of California; MA, PhD, University of California
- McCarthy, Justin (2009)**  
*Collaborative Pianist*  
BM, MM, Rice University; DM, Boston University
- McClellan, Ann K. (2005)**  
*Professor of 20th Century British Literature; Department Chair, English*  
BA, University of Michigan-Flint; MA, PhD, University of Cincinnati
- McCool, Gary A. (1978)**  
*Associate Professor of Library and Information Science; 2008 Award for Excellence in Faculty Service*  
BA, Knox College; MA, University of Denver; MA, Roosevelt University; MLS, University of Rhode Island
- McCormack, Louise S. (1980)**  
*Professor of Physical Education; 1999 Distinguished Teaching Award*  
BS, Plymouth State College; MA, Ohio State University; EdD, Boston University
- McDougall, Duncan C. (1992)**  
*Professor of Business; 2004 Distinguished Graduate Teaching Award in Business*  
AB, Amherst College; MBA, DBA, Harvard Business School
- McGarry, James J. (1982)**  
*Professor of Psychology; Sabbatical Fall 2014*  
BA, PhD, Kent State University
- McGarry, Mary Ann (2004)**  
*Associate Professor of Science Education; Department Chair, Environmental Science and Policy*  
BA, Dartmouth College; MS, Northern Arizona University; EdD, University of Maine
- Mealey III, Joseph F. (2001)**  
*Skills Application Teacher, English; 2009 Distinguished Adjunct Teaching Award*  
BA, Plymouth State College; MA, Case Western Reserve University
- Meaney, James A. (2012)**  
*Teaching Lecturer, Business*  
BA, North Adams State College; MA, University of Maryland
- Melloni, Romeo C. (2002)**  
*Teaching Lecturer, Music Theory and Ear Training*  
BA, Berklee College of Music; MA, New England Conservatory; DMA, Boston University
- Merrill, Scott A. (2007)**  
*Teaching Lecturer, Anthropology and Philosophy*  
BA, MBA, Plymouth State University; MTS, STM, Boston University
- Meyer, Scott R. (1987)**  
*Professor of Social Work; Director of Field Education; Sabbatical Spring 2015*  
AA, Queensboro Community College; BSW, MSW, Adelphi University; PhD, Boston University
- Middlekauff, Bryon D. (1988)**  
*Professor of Geography, Environmental Planning, and Environmental Science and Policy*  
BA, University of Maryland; MA, Appalachian State University; PhD, Michigan State University
- Miller, Robert S. (1976)**  
*Professor of Elementary Education and Childhood Studies; 1989 Distinguished Teaching Award; 2009 Award for Excellence in Faculty Service*  
AB, Amherst College; PhD, Dartmouth College
- Miller, Samuel T. K. (2005)**  
*Associate Professor of Meteorology*  
BSc, MSc, PhD, University of New Hampshire
- Minickiello, Marie F. (2007)**  
*Teaching Lecturer, Art*  
BS, Plymouth State College; MS, Antioch New England Graduate School
- Moniz, Cynthia D. (1985)**  
*Professor of Social Work; Department Chair, Social Work; Sabbatical Fall 2014*  
BA, University of Rhode Island; MSW, SUNY-Stony Brook; PhD, Florence Heller School, Brandeis University
- Monninger, Joseph (2003)**  
*Professor of English; 2009 Award for Distinguished Scholarship*  
AB, Temple University; MA, University of New Hampshire
- Moore, Daniel P. (1990)**  
*Professor of Business*  
BA, Kent State University; MBA, Youngstown State University; PhD, Drexel University
- Moreno, Ursula (2008)**  
*Teaching Lecturer, Business*  
BS, Florida Metropolitan University; MBA, Plymouth State University

- Morin, Thomas R. (2004)**  
*Teaching Lecturer, Environmental Science*  
BSE, Westfield State College; MEd, Plymouth State College
- Moskowitz, Jay I. (1996)**  
*Teaching Lecturer, Art; 2008 Distinguished Adjunct Teaching Award*  
BS, MEd, Plymouth State College
- Mroczka, Paul M. (1994)**  
*Professor of Theatre; Department Chair, Music, Theatre, and Dance*  
BA, Franklin and Marshall College; MFA, Brandeis University; PhD, Tufts University
- Murphy, Morgan P. (2009)**  
*Teaching Lecturer, Communication and Media Studies, Theatre*  
AA, Walla Walla Community College; BA, Whitman College; MFA, University of Connecticut
- Murphy, Terence M. (1975)**  
*Assistant Professor of Business*  
BS, Merrimack College; MBA, Suffolk University
- Nadeau, Robert A. (2007)**  
*Contract Faculty in Sales Leadership*  
BS, Granite State College; MBA, Plymouth State University
- Nebot Alonso, Angel (2010)**  
*Teaching Lecturer, Communication and Media Studies*  
ML, Franklin Pierce Law Center; JD, University of Madrid
- Nevins, Craig D. (1999)**  
*Teaching Lecturer, Sociology*  
BA, MA, Vermont College of Norwich University
- Noel, Rebecca R. (2004)**  
*Associate Professor of History*  
BA, Yale University; MA, PhD, Boston University
- Noel, Susan R. (1990)**  
*Teaching Lecturer, First Year Seminar*  
BA, MEd, Plymouth State College
- Norbrothen, Emma (2013)**  
*Assistant Professor, Mathematics*  
BA, Gettysburg College; PhD, North Carolina State University
- Norris, Kathleen (1998)**  
*Associate Professor of Educational Leadership, College of Graduate Studies; 2012 Distinguished Graduate Teaching Award*  
AB, Boston College; MFA, University of Alaska; PhD, University of Sarasota
- O'Brien, Paul A. (2011)**  
*Teaching Lecturer, Business*  
BS, Westfield State University; MBA, Suffolk University
- O'Connell, Morgan M. (2010)**  
*Teaching Lecturer, Physical Education*  
BS, Plymouth State University
- O'Donnell, Brigid C. (2009)**  
*Assistant Professor of Developmental Biology*  
BS, Pennsylvania State University; PhD, University of Connecticut
- O'Donohoe, Jacquelyn A. (2007)**  
*Teaching Lecturer, Mathematics*  
BA, Plymouth State University
- O'Hara, Najwa (2008)**  
*Teaching Lecturer, Business*  
BA, Al-Mustansriah University, Iraq; MBA, Plymouth State University
- Okrant, Mark J. (1979)**  
*Professor of Tourism Management; Director of the Institute for New Hampshire Studies*  
BS, MS, Southern Connecticut State College; EdD, Oklahoma State University
- Oliver, Holly E. (2003)**  
*Contract Faculty in Music*  
BS, University of New Hampshire; MEd, Plymouth State College
- Olney, Lisa L. (2010)**  
*Teaching Lecturer, English*  
AA, Cochise College; BA, University of Arizona
- Orlowski, Kevin T. (2007)**  
*Teaching Lecturer, Communications and Media Studies*  
BS, MBA, Plymouth State University
- Otucu, Filiz (2005)**  
*Associate Professor of Political Science and International Studies*  
BA, Marmara University (Turkey); MA, University of Central Oklahoma; PhD, University of Kentucky
- Ouellette, Fawn E. (2010)**  
*Teaching Lecturer, Communication and Media Studies*  
BS, MEd, Plymouth State University
- Overaker, Lewis J. (2008)**  
*Teaching Lecturer, French*  
AB, MacMurray College; AM, Indiana University–Bloomington; PhD, Ohio State University
- Page, Francis G. (2013)**  
*Teaching Lecturer, Theatre*  
BA, Plymouth State University; MFA, Goddard College
- Page, Ivy L. (2011)**  
*Teaching Lecturer, English*  
BA, Plymouth State University; MFA, New England College
- Palmer, Patricia M. (2007)**  
*Teaching Lecturer, Mathematics*  
BS, MEd, Fitchburg State College
- Palmquist, Wendy J. (1981)**  
*Professor of Psychology; 2006 Distinguished Teaching Award; 2007 Award for Excellence in Faculty Service*  
BA, Pomona College; PhD, Cornell University
- Paquin, Ethan A. (2010)**  
*Teaching Lecturer, English*  
BA, Plymouth State College; MFA, University of Massachusetts-Amherst
- Parker, Robyn E. (2010)**  
*Professor of Organizational Communication and Organizational Behavior*  
BA, SUNY–Oswego; EdM, Boston University; PhD, Wayne State University
- Perkins, Daniel R. (1991)**  
*Professor of Music; Director of Choral Activities; 2007 Stevens-Bristow Professorship*  
BMA, Brigham Young University; MM, DMA, University of Southern California
- Petersen, Meg J. (1991)**  
*Professor of English; 2000 Distinguished Teaching Award; 2006 Distinguished Graduate Teaching Award in Education*  
BA, Franklin Pierce College; PhD, University of New Hampshire
- Petersen, Sara (2013)**  
*Teaching Lecturer, English*  
BA, Emerson College; MA, University of New Hampshire
- Pfenninger, Richard C. (1990)**  
*Professor of Music; Coordinator of Jazz Studies and Music Technology*  
BM, Eastman School of Music; MM, University of Michigan School of Music; DMA, Temple University
- Phillips, Ashley R. (2008)**  
*Teaching Lecturer, Communication and Media Studies*  
BA, Emerson College; MEd, Plymouth State University
- Porter, Nathan R. (2011)**  
*Teaching Lecturer, Computer Science and Technology*  
BS, Plymouth State University
- Prince, Frederick P. (1985)**  
*Professor of Anatomy*  
BS, Pennsylvania State University; MS, PhD, Ohio University

- Pruyn, Michele L. (2006)**  
*Associate Professor of Plant Biology*  
BS, University of Chicago; MS, Michigan State University; PhD, Oregon State University
- Puglisi, Nancy (2011)**  
*Research Associate Professor, Counselor Education and School Psychology, College of Graduate Studies*  
BS, Keene State College; MEd, Plymouth State College; PhD, Union Institute Graduate School
- Ramberg-Pihl, Nicole (2009)**  
*Teaching Lecturer, Biology*  
BS, MS, Plymouth State University
- Ray, Mary Elizabeth (2014)**  
*Assistant Professor of Communication and Media Studies*  
BS, Drexel University; MA, Syracuse University; PhD, Temple University
- Reddick, Ian (2010)**  
*Teaching Lecturer, Communication and Media Studies*  
BA, University of New Hampshire
- Reitsma, Leonard R. (1992)**  
*Professor of Zoology; 2005 Distinguished Teaching Award*  
BS, William Paterson College; PhD, Dartmouth College
- Renaud-Finnegan, Sheila D. (2008)**  
*Teaching Lecturer, Social Work*  
BA, University of New Hampshire; MSW, Columbia University
- Rino, Joseph S. (2014)**  
*Assistant Professor of Elementary Education and Childhood Studies, Mathematics*  
BS, PhD, Brigham Young University; MEd, Southern Utah University
- Rioux, Alyssa (2007)**  
*Teaching Lecturer, English*  
BA, MEd, Plymouth State University
- Ritchie, Kimberly Anderson (2012)**  
*Assistant Professor of Printmaking, 2013*  
BFA, Appalachian State University; MFA, Colorado State University
- Roberson, Christian A. (2007)**  
*Associate Professor of Computer Science and Technology; Department Chair, Computer Science and Technology*  
BS, ME, PhD, University of Florida–Gainesville
- Robinson, Kaitlin E. (2013)**  
*Teaching Lecturer, Physical Education*  
BS, Springfield College
- Robinson, Thomas S. (2007)**  
*Instructor of Jazz Piano Performance Studies and Ensembles*  
BA, Capital University
- Rogalus, Paul W. (1990)**  
*Professor of English*  
BA, University of Rhode Island; MA, Boston College; PhD, Purdue University
- Rogers, Shannon H. (2012)**  
*Assistant Professor of Ecological Economics*  
AB, Dartmouth College; MS, PhD, University of New Hampshire
- Rosen, Alan (2006)**  
*Affiliate Faculty, Athletic Training*  
BS, Rutgers University; MD, Albany Medical College
- Rudmin-Chong, Lynn (1978)**  
*Teaching Lecturer, English*  
BA, MA, University of New Hampshire
- Saffo, Esq., Lara J. (2011)**  
*Teaching Lecturer, Criminal Justice*  
BA, Fairfield University; JD, Vanderbilt University School of Law
- Sanders, Esq., Maria A. (2013)**  
*Assistant Professor of Philosophy*  
BA, Mansfield University; MA, Southern Illinois University–Edwardsville; JD, Saint Louis University; PhD, Southern Illinois University–Carbondale
- Sandy, Leo R. (1996)**  
*Professor of Counselor Education, College of Graduate Studies; 2011 Distinguished Graduate Teaching Award*  
BA, University of Massachusetts; MEd, EdD, Boston University
- Santore, Jonathan C. (1994)**  
*Professor of Music; 2011 Award for Distinguished Scholarship*  
AB, Duke University; MM, University of Texas–Austin; PhD, University of California–Los Angeles
- Savage, Sharon L. (2007)**  
*Teaching Lecturer, Communication and Media Studies*  
BS, Plymouth State College
- Scalese, Vincent N. (2000)**  
*Teaching Lecturer, Psychology*  
BA, University of Massachusetts; MEd, Fitchburg State College; EdD, Western Michigan University
- Schaeffer, Steve (2013)**  
*Teaching Lecturer, Geography*  
BA, Mary Washington University
- Schofield, Robin M. (2009)**  
*Teaching Lecturer, Business*  
BS, Southern New Hampshire University; MBA, Plymouth State University
- Schroeder, Kurt A. (1994)**  
*Professor of Geography and Environmental Planning; Sabbatical Spring 2015*  
BA, University of Minnesota; MS, PhD, Pennsylvania State University
- Sevigney, Nicholas (2008)**  
*Associate Professor of Ceramics; Department Chair, Art*  
BFA, University of Hartford; MFA, Southern Illinois University–Carbondale
- Shedd, Meagan K. (2010)**  
*Assistant Professor of Early Childhood Studies*  
BS, MS, PhD, Michigan State University
- Shen, Zhizhang (1990)**  
*Professor of Computer Science and Technology*  
BS, Zhejiang University; MA, Queens College (CUNY); MPhil, Graduate School (CUNY); PhD, City University of New York
- Shirley, Sheryl L. (1995)**  
*Professor of Political Science; Coordinator of Political Science and Public Management*  
BA, California State Polytechnical Institute–Pomona; MA, PhD, University of Texas–Austin
- Slater, Christopher B. (2011)**  
*Teaching Lecturer, Education*  
BFA, Central Connecticut State University
- Smith, Kathi J. (2008)**  
*Teaching Lecturer, Art*  
BFA, University of Southern Maine; MFA, University of New Hampshire
- Son, Mike S. (2012)**  
*Assistant Professor of Microbiology*  
BSc, MSc, University of Calgary; PhD, University of Hawaii–Manoa
- Sousa, Lenore A. (2007)**  
*Teaching Lecturer, Dance*  
BA, Dickinson College
- Sparkman, Jini R. (2011)**  
*Teaching Lecturer, English*  
BA, MEd, Plymouth State University
- Sparks, Richard E. (1994)**  
*Associate Professor of Marketing*  
BA, MA, University of Missouri; PhD, Manchester University Business School (England)
- Staples, Alice P. (1995)**  
*Associate Professor of Library and Information Science*  
BA, State University of New York College–Oswego; MLS, University of Arizona

**Starbuck, David R. (1993)**

*Professor of Anthropology; Coordinator of Anthropology; 2008 Award for Distinguished Scholarship*

BA, University of Rochester; MPhil, PhD, Yale University

**Stearns, Pamela J. (2001)**

*Teaching Lecturer, Art History*  
BA, MA, Vermont College

**Stever, Roy R. (2010)**

*Teaching Lecturer, Marketing*

BS, Cornell University; MS, University of New Hampshire; MBA, McGill University

**Stickney, Mark (2011)**

*Assistant Professor of Music; Director of Bands*  
BA, Gettysburg College; MA, Montclair State College; DMA, Rutgers University/University of New Brunswick

**Stiles, James W. (2011)**

*Assistant Professor of Elementary Education and Childhood Studies*

AB, Dartmouth College; MA, George Washington University; PhD, Ohio State University

**Stiller, Evelyn M. (1996)**

*Professor of Digital Media*

BS, MS, PhD, Florida State University

**Sullivan, James C. (2002)**

*Teaching Lecturer, Computer Science and Technology*

BS, Boston University; MS, Franklin Pierce University

**Swank, Hilary L. (2011)**

*Assistant Professor of Elementary Education and Childhood Studies*

BA, Johns Hopkins University; PhD, Pennsylvania State University

**Sweeney, Christie (2009)**

*Associate Professor of Educational Leadership, College of Graduate Studies*

BS, Bradley University; MS, Northern Illinois University; EdE, Roosevelt University

**Swift, Jason A. (2009)**

*Assistant Professor of Art Education; Assistant Department Chair, Art*

BFA, University of North Carolina-Greensboro; EdM, EdD, Columbia University

**Swindlehurst, Kelly A. (2014)**

*Assistant Professor of Special Education, Early Childhood Studies and Elementary Education and Childhood Studies*

BA, Smith College; MEd, University of Massachusetts-Amherst; PhD, University of Vermont

**Switzer Jr., Alan A. (1991)**

*Teaching Lecturer, Physical Education*  
AB, EdM, Harvard University

**Swope, Susan (1987)**

*Professor of Chemistry; Department Chair, Atmospheric Science and Chemistry*

BS, Bates College; PhD, University of New Hampshire

**Ta'ani, Osama (2011)**

*Assistant Professor of Mathematics*

BSc, MSc, University of Mosul; MA, PhD, New Mexico State University

**Talbot, David C. (2002)**

*Contract Faculty in Business*

BSBA, University of Denver; CGS, National School of Banking (Brown University); MBA, Plymouth State College

**Templeton, Peter R. (1992)**

*Teaching Lecturer, Piano*

BA, Plymouth State College

**Thistle, Suzanne L. (2006)**

*Teaching Lecturer, Health Education*

BS, Plymouth State University; MA, Antioch New England Graduate School

**Thorndike, Laura M. (2010)**

*Teaching Lecturer, Education*

BS, Champlain College; MEd, Plymouth State University

**Tillar, Elizabeth K. (2007)**

*Teaching Lecturer, Philosophy*

BA, MA, University of New Mexico; MA, Colgate Rochester Divinity School; PhD, Fordham University

**Tirrell, Zachary B. (2003)**

*Teaching Lecturer, Computer Science and Technology*

BS, Plymouth State University

**Titus, Debra A. (2012)**

*Teaching Lecturer, Business*

BS, Boston University; MS, Antioch New England Graduate School

**Tomlinson, Geoffrey A. (2004)**

*Teaching Lecturer, Special Education*

BA, Roger Williams University; MEd, Plymouth State University

**Toms, Matthew (2006)**

*Teaching Lecturer, Adventure Education*

BS, Colby College

**Travis, Lisa A. (2005)**

*Teaching Lecturer, Dance; 2011 Distinguished Adjunct Teaching Award*

**Trento, Michael J. (2011)**

*Teaching Lecturer, Business*

BS, MBA, Plymouth State University

**True, Marianne M. (1999)**

*Professor of Elementary Education and Childhood Studies; Department Chair, Elementary Education and Childhood Studies; 2005 Distinguished Graduate Teaching Award in Education; 2010 Stevens-Bristow Professorship*

BA, Boston College; MEd, CAGS, Plymouth State College; PhD, University of Sarasota

**Turski, Mark P. (1991)**

*Professor of Natural Science Education and Environmental Science and Policy*

BS, MEd, University of Maine-Orono; PhD, University of Texas-Austin

**Turtle, Sarah L. (2000)**

*Teaching Lecturer, Biology*

BA, Hartwick College; MS, University of New Hampshire

**Ueland, Amy S. (2001)**

*Technical Specialist, Biology*

BS, MEd, Plymouth State University

**Upham-Bornstein, Linda (2009)**

*Teaching Lecturer, History*

BA, University of Massachusetts-Boston; MA, PhD, University of New Hampshire

**Uttley, Clarissa M. (2008)**

*Assistant Professor of Early Childhood Studies*

AA, Community College of Rhode Island; BS, MS, PhD, University of Rhode Island

**Villamagna, Amy M. (2014)**

*Assistant Professor of Environmental Science and Policy*

BA, Eckerd College; MSc, University of Maryland; PhD, Virginia Polytechnic Institute and State University

**Vinogradova, Natalya (2005)**

*Associate Professor of Mathematics Education K-12*

MS, St. Petersburg State University (Russia); PhD, SUNY-Buffalo

**Wachsmuth, Thomas J. (1993)**

*Teaching Lecturer, Physical Education*

BS, University of New Hampshire

**Waghe, Anil (2005)**

*Associate Professor of Chemistry*

BSc, University of Bombay (India); MSc, Indian Institute of Technology (India); PhD, University of Maine-Orono

**Waghe, Aparna A. (2006)**

*Teaching Lecturer, Chemistry*

BSc, BEd, University of Bombay, India; MSc, SNDT Women's University, India; PhD, University of Maine



**Walker, Brian (2008)**

*Contract Faculty in Education; Director of the North Country Teacher Certification Program, 2012*  
BS, Fairfield University; MS, Northwestern University

**Wall, Kevin C. (2009)**

*Teaching Lecturer, Geography*  
BA, University of Massachusetts-Boston; MEd, Plymouth State University

**Waltman, Cynthia (2012)**

*Associate Professor of School Psychology; Coordinator of School Psychologist Program, College of Graduate Studies*  
BA, New England College; MS, Central Connecticut State University; PhD, University of Connecticut

**Ward, Margaret S. (2009)**

*Instructor of Horn Performance Studies*

**Warn, Christopher (2005)**

*Teaching Lecturer, Criminal Justice*  
BS, MEd, Plymouth State College

**Webb, Gordon M. (2012)**

*Teaching Lecturer, Racquetball*  
BS, University of Massachusetts; MPH, University of Florida

**Webster, David D. (2000)**

*Teaching Lecturer, Golf*  
BS, Hamilton College

**Welford, Karen S. (2008)**

*Teaching Lecturer, Early Childhood Studies*  
BS, Fitchburg State College; MS, University of Massachusetts-Boston

**Wenhart, Alison D. (2011)**

*Assistant Professor of Elementary Education and Childhood Studies*  
BA, EdD, Arizona State University

**Whiting, James C. (2007)**

*Associate Professor of Linguistics/TESOL; Department Chair, Languages and Linguistics*  
BA, SUNY-Purchase; MA, Columbia University; PhD, New York University

**Whitman, Steven W. (2004)**

*Teaching Lecturer, Geography; Co-Director of EcoHouse*  
BA, University of Rhode Island; MRP, University of Massachusetts-Amherst

**Whitworth, Amanda E. (2006)**

*Contract Faculty in Dance; Director of Dance*  
BFA, New York University; MEd, Plymouth State University

**Wiggett Sr, Bruce W. (2007)**

*Contract Faculty in Business*  
BA, Plymouth State College; MBA, Northeastern University

**Williams, Donald A. (1988)**

*Instructor of Bass Performance Studies*

**Williams, Francis M. (2008)**

*Associate Professor of Criminal Justice*  
BS, PhD, Northeastern University; MEd, Cambridge College

**Wilson, Paul C. (2003)**

*Contract Faculty in Mathematics*  
BS, MS, Worcester Polytechnic Institute; PhD, University of Connecticut

**Wisniewski, Marsi G. (2008)**

*Teaching Lecturer, English*  
BS, Plymouth State College; MEd, Plymouth State University

**Wisniewski, Theodore T. (2002)**

*Teaching Lecturer, Computer Science and Technology*  
BS, Plymouth State College; MEd, Plymouth State University

**Woldemariam, Metasebia (1999)**

*Associate Professor of Communication and Media Studies*  
BA, Adelphi University; MA, University of Quebec; PhD, Concordia University

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*Assistant Professor, Mathematics*  
BA, Bloomsburg University of Pennsylvania; MS, PhD, North Carolina State University

**Wright, Robert J. (2003)**

*Teaching Lecturer, Soccer; Athletic Coach*  
BA, DeMontford University; MEd, Plymouth State University

**Wright, Roxana (2008)**

*Associate Professor of Management; Director of Faculty, College of Business Administration; Sabbatical Spring 2015*  
BA, Transilvania University (Romania); MBA, Plymouth State College; DBA, Southern New Hampshire University

**Wu, Chen (2013)**

*Assistant Professor, Economics*  
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**Yahr, Jayme A. (2013)**

*Assistant Professor, Art History*  
BA, University of California-Irvine; MA, University of California-Davis; PhD, University of Washington

**Yang, Tinglan (2010)**

*Contract Faculty in Business*  
BS, Shanxi Finance and Economics University-China; MS, Beijing Normal University-China; MBA, University of New Hampshire

**Yap, Stacey G. H. (1988)**

*Professor of Sociology*  
BS, Northeastern University; MA, PhD, Boston University

**Yeo, Eun-Ho (2008)**

*Associate Professor of Communication and Media Studies; Sabbatical Fall 2014*  
BA, Yonsei University, South Korea; MS, Kansas State University; PhD, Cornell University

**Young, Lauren C. (2012)**

*Teaching Lecturer, Health Education*  
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**Yurewicz, Kerry L. (2004)**

*Associate Professor of Ecology; Department Chair, Biological Sciences*  
BS, PhD, University of Michigan

**Faculty Emeriti**

E. John B. Allen, *History*  
Jane E. Babin, *Business*  
Virginia M. Barry, *Education; 1985 Distinguished Teaching Award*  
William R. Benoit, *Business; 2006 Distinguished Graduate Teaching Award in Business*  
Barbara A. Blaha, *Communication Studies and English*  
Arthur R. Bourgeois, *Physical Education*  
A. Robin Bowers, *English*  
Bonnie W. Breen-Wagner\*, *English*  
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Lawrence H. Douglas, *Social Science Education*  
Paul L. Estes, *Mathematics*  
Richard C. Evans, *Mathematics; 1992 Distinguished Teaching Award*  
Keith R. Ferland, *Mathematics*  
Wavell W. Fogleman\*, *Chemistry*  
James M. Fortune, *Studio Art*  
Katharine G. Fralick, *Education*  
Richard A. Fralick, *Botany*  
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Horst H. Freyhofer, *European History*  
Arthur M. Fried\*, *English*  
Janice Gallinger, *Library*  
Virginia M. Garlitz, *Spanish*  
Theodore A. Giebutowski, *Mathematics*  
William Faust\*, *Art Education*  
Robert W. Hayden, *Mathematics*



Kenneth H. Heuser, *Education*  
 Mary-Lou Hinman, *English*; 1995  
*Distinguished Teaching Award*  
 David L. Kent\*, *Business and Criminal Justice*;  
 2001 *Distinguished Graduate Teaching*  
*Award in Business*  
 William D. Kietzman, *Library and Information*  
*Science*  
 James P. Koermer, *Meteorology*  
 Christopher N. Kressy, *Art*  
 Russell H. Lord, Jr., *English*  
 Gerd E. K. Lutter, *Physical Education*  
 Mary E. McNeil, *Education*  
 George H. Maloof, *French*  
 Dominic A. Marocco, *Biology*  
 Manuel Marquez-Sterling, *History, Medieval*  
*Studies*; 1991 *Distinguished Teaching Award*  
 James Miller, *Education*  
 Annette W. Mitchell, *Art*  
 Robert F. Morton, *Art*  
 Susan G. Murray, *Biology*  
 William C. Neikam, *Natural Science*  
 Herbert R. Otto, *Philosophy*  
 Raymond K. Perkins, *Philosophy*  
 Thomas R. Quimby, *Recreation*  
 William J. Roberts, *Mathematics*  
 Bernadette E. Russek, *Mathematics*  
 Mary H. Sanderson, *Social Science*  
 Richard E. Sanderson, *English*  
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 Paul Shott, *Geography*  
 Walter P. Smith, *Music*  
 Larry T. Spencer, *Biology*  
 Archie H. Steenburgh, *Education*  
 Nancy C. Strapko, *Health Education*  
 Alexander J. Susskind, *Foreign Language*  
 Robert F. Swift, *Music*; 1998 *Distinguished*  
*Teaching Award*  
 William J. Taffe, *Computer Science*  
 Millard S. Thomson, *Music*  
 Roger D. Tinnell, *Spanish*  
 Warren C. Tomkiewicz, *Environmental Science*  
*and Policy*; 2010 *Distinguish Teaching Award*  
 Susan B. Tucker, *Art*  
 Henry E. Vittum, *English*; 1986 *Distinguished*  
*Teaching Award*  
 Philip C. Wei, *Library and Information Science*  
 Stephen M. Weissman, *Computer Education*  
 Eldwin A. Wixson\*, *Mathematics*  
 Joseph Zabransky, Jr., *Meteorology*  
 Gaynelle Zimmerman, *Library and*  
*Information Science*  
 Gerald J. Zinfon, *English*  
 Lissa Zinfon, *Library and Information Science*

\*Many Emeriti Faculty continue to contribute toward the mission of the institution and to serve its students in a variety of ways.

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**Credits Awarded for Acceptable ADVANCED PLACEMENT Test Scores**

Advanced Placement Test	Credits for Score of Three	Credits for Score of Four	Credits for Score of Five	General Education Satisfied	Application of Credit or PSU Equivalency
Art History	3	3	3	PPDI	
Biology	8	8	8	SIDI	
Calculus AB	4	4	4	QRCO	MA 2550
Calculus BC	4 MA 2550	8 MA 2550 + MA 2560	8 MA 2550 + MA 2560	QRCO	Depends on score
Chemistry	0	4 CH 2335	8 CH 2335 + CH 2340	QRCO	Depends on score
Computer Science A	0	0	4		CS 2370
Computer Science AB	0	0	4		CS 3221
English Language & Composition	0	3	3	COMP	EN 1200
English Literature & Composition	0	3	3	CTDI	
Environmental Science	4	4	4	SIDI	
European History	3	3	3	PPDI	
French Language	3 FR 1020	6 FR 2010 + FR 2020	6 FR 2010 + FR 2020	DICO GACO	Depends on score
French Literature	0	0	3		FR 3210
German Language	3 GR 1020	6 GR 2010 + GR 2020	6 GR 2010 + GR 2020	GACO	Depends on score
Government/Politics: Comparative	3	3	3	GACO	
Government/Politics: US	3	3	3		PO 1020
Human Geography	3	3	3	GACO	
Italian Language and Culture	0	0	3	GACO	
Latin Literature	0	0	3	CTDI	
Latin: Vergil	0	0	3	CTDI	
Macroeconomics	0	3	3	GACO	EC 2550
Microeconomics	0	3	3		EC 2560
Music Theory	0	4 MU 1210	8 MU 1210 + MU 1220		Depends on score
Physics B	4 PH 2130	8 PH 2130 + PH 2140	8 PH 2130 + PH 2140		Depends on score
Physics C: Electricity/Magnetism	4	4	4		PH 2420 + PH 2440
Physics C: Mechanics	4	4	4		PH 2410 + PH 2430
Psychology	0	3	3		PS 2010
Spanish Language	3 SP 1020 or SP 1120	6 SP 2010 + SP 2020	6 SP 2010 + SP 2020	DICO GACO	Depends on score
Spanish Literature	0	0	3		SP 3200 or SP 3300
Statistics	0	3	3	QRCO	MA 2300
Studio Art – 2-D Design	3	3	3		See department chair with portfolio
Studio Art – 3-D Design	3	3	3		See department chair with portfolio
Studio Art - Drawing	3	3	3		See department chair with portfolio
United States History	6	6	6	PPDI	
World History	3	3	3	PPDI	

[collegeboard.com/student/testing/ap/subjects.html](http://collegeboard.com/student/testing/ap/subjects.html)

## Credits Awarded for Acceptable CLEP Scores

CLEP Exam	Minimum Score Required	Credits Awarded	General Education Satisfied	Application of Credit or PSU Equivalency
American Government	50	3		PO 1020
American Literature	50	6	CTDI	
Analyzing and Interpreting Literature	50	3	CTDI	
Biology	50	6	SIDI	
Calculus	50	4	QRCO	MA 2550
Chemistry	50	4	QRCO	CH 2335
College Algebra	50	3	MATH	MA 1800
College Composition	50	3	COMP	EN 1200
College Composition Modular	50	3	COMP	EN 1200
College Mathematics	50	3	QRCO	MA 1500
English Literature	50	6	CTDI	
Financial Accounting	50	3		BU 1152
French Language—Level 1 (2 semesters)	50	6*	DICO, GACO	FR 1010 + 1020 or FR 1110 + 1120
French Language—Level 2 (4 semesters)	59	12*	DICO, GACO	FR 1010 + 1020 and FR 2010 + 2020 or FR 1110 + 1120 and FR 2010 + 2020
German Language—Level 1 (2 semesters)	50	6*	GACO	GR 1010 + 1020
German Language—Level 2 (4 semesters)	60	12*	GACO	GR 1010 + 1020 and GR 2010 + 2020
History of the United States I: Early Colonizations to 1877	50	3	PPDI	
History of the United States II: 1865 to the Present	50	3	PPDI	
Human Growth and Development	50	3		PS 2050
Humanities	50	6	CTDI	
Information Systems and Computer Applications	50	3	TECO	CS 1100
Introduction to Educational Psychology	50	3		PS 2060
Introductory Business Law	50	3		BU 2480
Introductory Psychology	50	3		PS 2010
Introductory Sociology	50	3	DICO	SO 2220
Natural Sciences	50	6	SIDI	
Precalculus	50	4	QRCO, TECO	MA 2140
Principles of Macroeconomics	50	3	GACO	EC 2550
Principles of Management	50	3		elective
Principles of Marketing	50	3		BU 2450
Principles of Microeconomics	50	3		EC 2560
Social Sciences and History	50	6	PPDI	
Spanish Language—Level 1 (2 semesters)	50	6*	DICO, GACO	SP 1010 + 1020 or SP 1110 + 1120
Spanish Language—Level 2 (4 semesters)	63	12*	DICO, GACO	SP 1010 + 1020 and SP 2010 + 2020 or SP 1110 + 1120 and SP 2010 + 2020
Western Civilization I: Ancient Near East to 1648	50	3		HI 2005
Western Civilization II: 1648 to Present	50	3		HI 2015

Credit is granted in accordance with the recommendations of the Council on College Level Examinations of the College Entrance Examinations Board and the American Council on Education. \*Credit will not be awarded for French Language if the student's native language is French, or for German Language if the student's native language is German, or for Spanish Language if the student's native language is Spanish.

[clep.collegeboard.org/exam](http://clep.collegeboard.org/exam)

## Credits Awarded for Acceptable DANTES Scores

DANTES Exam	Minimum Score Required	Credits Recommended	General Education Satisfied	Application of Credit or PSU Equivalency
A History of the Vietnam War	400	3 B	PPDI	2000-level elective
Art of the Western World	400	3 B		AH 1120
Astronomy	400	3 B	SIDI	PHDI 2300
Business Ethics and Society	400	3 B		BU 2440
Business Law II	44	3 BU		BU 4040
Business Mathematics		Zero		Not acceptable
Criminal Justice	400	3 B		CJ 1010
Environment and Humanity: The Race to Save the Planet	400	3 B	SSDI	
Ethics in America	400	3 B	DICO	PY 1120
Foundations of Education	400	3 B		Elective
Fundamentals of College Algebra	400	3 B	MATH	MA 1800
Fundamentals of Counseling	400	3 B		Elective
General Anthropology	47	3 B	GACO	AN 2210
Here's to Your Health	400	3 B	WECO	
Human Cultural Geography	400	3 B	GACO	
Human Resource Management	400	3 B		BU 3180
Introduction to Business	400	3 B		BU 2250
Introduction to Computing	400	3 B	TECO	CS 1100
Introduction to Law Enforcement	400	3 B		CJ 3050
Introduction to the Modern Middle East	47	3 B	PPDI	
Introduction to World Religions	400	3 B	GACO	
Lifespan Developmental Psychology	400	3 B		PS 2050
Management Information Systems	400	3 BU		BU 3240
Money and Banking	48	3 BU		EC 4460
Organizational Behavior	400	3 B	DICO	BU 3420
Personal Finance	400	3 B	SSDI	
Physical Geology	46	3 B		ES 2100
Principles of Finance	400	3 BU		BU 3210
Principles of Financial Accounting	47	3 B		BU 1152
Principles of Physical Science I	400	3 B		
Principles of Public Speaking	400*	3 B		CM 2400
Principles of Statistics	400	3 B	QRCO	MA 2300
Principles of Supervision	400	3 B		Elective
Rise and Fall of the Soviet Union	45	3 B	PPDI	2000-level elective
Substance Abuse	400	3 BU	WECO	HE 3700
Technical Writing	400	3 B		CM 3090 (not TECO)
The Civil War and Reconstruction		Zero		Not acceptable
Western Europe Since 1945	45	3 B	PPDI	

B = Baccalaureate program

BU = Baccalaureate Upper-division

\*In addition to a minimum score of 400 on the multiple-choice test, an examinee must also receive a passing grade on the speech. Credit recommendations have been determined by the American Council on Education.

[getcollegedcredit.com](http://getcollegedcredit.com)

### Credits Awarded for Acceptable INTERNATIONAL BACCALAUREATE Test Scores

International Baccalaureate (IB) Higher Level Test	Credits for Score of Five	Credits for Score of Six	Credits for Score of Seven	General Education Satisfied	Application of Credit or PSU Equivalency
Anthropology, Social and Cultural	3	3	3		
Biology	3	3	3	SIDI	
Business and Management	3	3	3		
Chemistry	3	3	3	SIDI	
Computer Science	3	3	3		
Design Technology	3	3	3		
Economics	3	3	3		
Geography	3	3	3	SSDI	
History	3	3	3	PPDI	
History, Islamic	3	3	3	PPDI	
Information Technology in a Global Society	3	3	3	SSDI	
Language, Best (A1)					See Department Chair
Language, Best (A1), English	3	3	3	CTDI	
Language, Second (A2)					See Department Chair
Language, Second (B)					See Department Chair
Language (Classical Greek)	3	3	3	GACO	
Language (Latin)					See Department Chair
Mathematics	3	3	3	MATH	
Music	3	3	3	CTDI	
Philosophy	3	3	3	SSDI	
Physics	3	3	3	SIDI	
Psychology	3	3	3	SSDI	
Theatre Arts	3	3	3	CTDI	
Visual Arts	3	3	3	CTDI	

*The University recognizes credit earned through the International Baccalaureate (IB). Of the two IB examination levels (Higher Level and Standard Level), the University recognizes the Higher Level examinations where a score of 5, 6, or 7 has been achieved. Credit will not be given for Standard Level examinations. Students who have taken both AP and IB examinations do not receive credit/placement for both.*

[ibo.org](http://ibo.org)



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## Calendar

**Plymouth State University**  
of the University System of New Hampshire  
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(603) 535-5000

[plymouth.edu](http://plymouth.edu)

### ACADEMIC CALENDAR 2014–2015

#### NEW STUDENT ORIENTATION 2014

Session A	June 1–2
Session T (Transfer and Part-Time Matriculated Students)	June 6
Session B	June 8–9
Session C	June 11–12
Session D	June 15–16
Session E	September 2

#### FALL SEMESTER 2014

Registration Day	September 2
Fall Convocation	September 2
Classes begin at 5 p.m.	September 2
Fall Holiday (classes begin at 5 p.m.)	October 13
Second half of the Semester begins	October 27
Veterans Day Holiday (no classes)	November 11
Thanksgiving Recess begins at 8 a.m.	November 26
Classes resume at 8 a.m.	December 1
Reading Days	December 13–14
Final Week of the Semester	December 15–19

#### WINTERIM 2015

Martin Luther King Jr. Day (no classes)	January 2–23 January 19
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#### SPRING SEMESTER 2015

New Student Orientation	January 23
Registration Day	January 23
Classes begin at 8 a.m.	January 26
Winter Carnival (classes begin at 5 p.m.)	February 11
Spring Vacation begins at 3:20 p.m.	March 13
Classes resume at 8 a.m.	March 23
Second half of the Semester begins	March 23
Reading Days	May 9–10
Final Week of the Semester	May 11–15
Spring Convocation	May 15
Commencement (10 a.m.)	May 16

#### SUMMER SESSIONS 2015

Term for BS Nursing Students only	May 18–August 8
Undergraduate Session	May 26–August 14
Independence Day Holiday (no classes)	July 3
Graduate Session	See Graduate Catalog

### ACADEMIC CALENDAR 2015–2016

#### NEW STUDENT ORIENTATION 2015

Session A	May 31–June 1
Session T (Transfer and Part-Time Matriculated Students)	June 5
Session B	June 7–8
Session C	June 10–11
Session D	June 14–15
Session E	August 31

#### FALL SEMESTER 2015

Registration Day	August 31
Fall Convocation	August 31
Classes begin at 5 p.m.	August 31
Fall Holiday (classes begin at 5 p.m.)	October 12
Second half of the Semester begins	October 26
Veterans Day Holiday (no classes)	November 11
Thanksgiving Recess begins at 8 a.m.	November 25
Classes resume at 8 a.m.	November 30
Reading Days	December 12–13
Final Week of the Semester	December 14–18

#### WINTERIM 2016

Martin Luther King Jr. Day (no classes)	January 4–22 January 18
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#### SPRING SEMESTER 2016

New Student Orientation	January 22
Registration Day	January 22
Classes begin at 8 a.m.	January 25
Winter Carnival (classes begin at 5 p.m.)	February 10
Spring Vacation begins at 3:20 p.m.	March 11
Classes resume at 8 a.m.	March 21
Second half of the Semester begins	March 21
Reading Days	May 7–8
Final Week of the Semester	May 9–13
Spring Convocation	May 13
Commencement (10 a.m.)	May 14

#### SUMMER SESSIONS 2016

Term for BS Nursing Students only	May 16–August 8
Undergraduate Session	May 31–August 12
Independence Day Holiday (no classes)	July 4
Graduate Session	See Graduate Catalog

*Subject to change*